District Responses to Accreditation Recommendations 1-7

Summary

As a result of the Accrediting Commission's January 11-13, 2011 meeting, the Commission acted to place Moorpark College, Oxnard College, and Ventura College on warning and required the Colleges to submit follow-up reports by October 15, 2011. A follow-up accreditation team then conducted a site visit at VCCCD on October 31, 2011. The purpose of the October 31, 2011 site visit was to verify that the follow-up reports prepared by the Colleges and District were accurate through examination of evidence, to determine if sustained, continuous, and positive improvements had been made at the District level, and that the District had resolved the recommendations made by the comprehensive evaluation team. The site team visit focused on seven District Recommendations and one Commission Concern related to minimum qualifications of faculty. The team acknowledged VCCCD had adequately addressed the Commission Concern regarding minimum qualifications of faculty but had not made sufficient progress on the seven District Recommendations to satisfy compliance with Accreditation Standards. At its January 10-12, 2012 meeting, the Commission took action to place the Colleges on probation and required VCCCD to respond to the seven District Recommendations with follow-up reports due no later than October 15, 2012. In addition, the Commission issued a new Commission Concern regarding Board governance that required a Special Report to be submitted on or before March 15, 2012, followed by a team site visit in April 2012.

The Special Report site team visited the District on April 16, 2012. The site visit focused solely on the Commission's Special Concern regarding Board governance. The site team reviewed evidence and conducted interviews with District and College constituents. Following consideration of the District's Special Report to the Commission and the accreditation team's April 16, 2012 site visit report, the Commission took action at its June 6-8, 2012 meeting to continue the probationary status of the District's Colleges. The Interim Chancellor for VCCCD received formal notification of the Commission's June 2012 action on July 5, 2012. In response, the Interim Chancellor disseminated the Commission's correspondence to the Board of Trustees and ensured appropriate public notification. The Commission reminded the District and Colleges that follow-up reports are due to the Commission by October 15, 2012, to be followed by a site visit of Commission representatives. The follow-up reports must demonstrate the institutions have addressed the seven District Recommendations as stated in the February 2, 2012 Commission action letters, resolved deficiencies, and meet Eligibility Requirements, Accreditation Standards, and Commission policies. Additionally, per corrected Commission action letter dated February 1, 2012 and received May 2012, Ventura College is required to address College Recommendations 3, 4, 6, and 8 by October 15, 2012.

The following responses address the seven District Recommendations as outlined in the Commission Action Letter of February 2, 2012 and the Commission Concern regarding Board governance as specified in the Commission Action Letters of February 2 and July 2, 2012:

Report on District Recommendation #1

Recommendation:

In order to meet the Standards, the District, in concert with the three Colleges, shall develop clearly defined organizational maps that delineate the primary and secondary responsibilities of each, the College-to-College responsibilities, and that also incorporate the relationship of major District and College committees established to assure the integrity of activities related to such areas as budget, research, planning, and curriculum. (IV.B.3.a-b, IV.B.3.g)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team acknowledges the systematic work on organizational mapping that the Ventura CCC District and its three Colleges, Moorpark, Oxnard, and Ventura, have initiated in response to District Recommendation 1. By its very foundational nature, this recommendation represents the key to articulating roles and responsibilities in a multi-college district, identifying gaps in structures and resources for planning, research, and curriculum, and improving effectiveness and communication. To date, this recommendation has only been partially addressed and compliance with the Accreditation Standards has not been achieved. The team recommends the Ventura CCC District and its Colleges collectively affirm the urgency of compliance with Accreditation Standards and accelerate and enhance their efforts to address all components of District Recommendation 1.

Update:

In response to this recommendation, the District and Colleges, through Consultation Council, revised the Districtwide *Participatory Governance Handbook* (D1-01) to reflect a clearly defined organizational map and developed the "VCCCD Governance Advisory and Recommendation Pathways" delineation (D1-01) that illustrates the relationship of major District and College committees. The Handbook and accompanying Advisory and Recommendation Pathways ensure delineation of roles and responsibilities and provide venues within the District/College governance structure to host participatory dialogue. To accelerate progress and ensure broad-based collegial input, Consultation Council agreed to meet twice per month for the period of February-June 2012 to complete the work. District Consultation Council is chaired by the Chancellor and consists of Districtwide constituents, including the Vice Chancellor of Business and Administrative Services; Vice Chancellor of Human Resources; Director of Administrative Relations; one College Executive Vice President appointed by the Chancellor; one District Classified Representative; one Classified Confidential Representative; College Presidents; Academic Senate Presidents or designees; Classified Senate Presidents; one Associated Student Government Representative from each College; AFT President; and SEIU President (D1-02).

The Consultation Council review process and activities related to revising the *Participatory Governance Handbook* and development of the Advisory and Recommendation Pathways included and yielded the following results (D1-03):

- In February 2012, the existing *Participatory Governance Handbook* was distributed to Consultation Council members for review and feedback. Extensive discussion regarding Consultation Council's role in governance resulted in expanding Consultation Council's responsibilities to include "Recommending appropriate participatory governance structures for the District, and monitoring and assessing effectiveness of the implementation of said governance structures."

- In early March 2012, Consultation Council recommended changes to participatory governance groups related to charges and membership. As a result, the District Council on Accreditation and Planning (DCAP) was established with a charge to "Develop, monitor, and evaluate Districtwide planning and accreditation cycle activities." March 2012 Consultation Council meeting notes indicated DCAP would meet to further develop its charge, membership, and report progress by the end of the calendar year. March, May, and June 2012 Consultation Council meeting notes reflect additional members may be appointed to DCAP at a later date or membership expanded by the Chancellor. DCAP membership was expanded by the Chancellor on June 4, 2012 to include the Director of Administrative Relations, Chancellor's Office, a Classified Senate President, and Student Trustee. The May 22, 2012 Participatory Governance Handbook defines DCAP as follows:

  > The District Council on Accreditation and Planning (DCAP) is an evolving body established to address immediate accreditation and planning issues. As such, DCAP advises the Chancellor, through Cabinet and the District Consultation Council, on matters pertaining to the development, monitoring, and evaluation of District-wide planning and accreditation cycle activities. Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit of information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation. Membership will be expanded and/or modified by December 31, 2012.

  Current members include a Chancellor-appointed Chair; District Administrative Center Representative; Student Trustee; College Presidents, Academic Senate Presidents or designees; and others determined by the Chancellor.

- In March 2012, Consultation Council also determined the need for a District Council of Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures, and standard operating practices; facilitate the coordination of District College programs and review institutional offerings for redundancy, growth and development, and discontinuance; and prepare the initial draft of the educational

master plan as it relates to instruction and student services. Dialogue addressing gaps within existing governance committees further resulted in modifying the existing District Technical Review Workgroup (DTRW), which had been focused on reviewing curriculum at all three Colleges, and the District Council on Student Learning (DCSL), which had been focused on issues related to student services, with District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review Workgroup – Student Services (DTRW-SS) to advise DCAA on academic and professional matters. DTRW-I and DTRW-SS focuses on instruction and student services in program development and reviews/suggests revisions to Board policies and administrative procedures in these areas as needed.

DCAA, DTRW-I, and DTRW-SS began meeting formally in September 2012. DCAA membership consists of a Chancellor-appointed Co-Chair; a Co-Chair Faculty member selected by DCAA members; Executive Vice Presidents; Academic Senate Presidents or designees, one Vice President of Business Services; Faculty Co-Chairs of campus planning committees or College Faculty designees; Associated Student Government Representatives; and a College Faculty member from each campus. DTRW-I members include a Chancellor-appointed Chair and Faculty Co-Chair rotated between the Colleges; Executive Vice Presidents; Faculty Co-Chairs of College Curriculum Committees; and Articulation Officers. DTRW-SS membership consists of a Chancellor-appointed Executive Vice President as Chair; a Co-Chair selected by DTRW-SS; a Dean of Student Services from each College; Associated Student Government Representatives; Registrars; and Articulation Officers or non-instructional designees from each campus (D1-04).

- In April 2012, Consultation Council discussed and incorporated feedback into the *Participatory Governance Manual* and related governance process chart, "VCCCD Governance Advisory and Recommendation Pathways." Following final review by Chancellor's Cabinet, College Presidents distributed the organizational mapping documents to College constituents for feedback, and the Director of Administrative Relations provided the documents to District Administrative Center constituents for input.

- In May 2012, Consultation Council discussed and agreed upon minor modifications to the "Governance Advisory and Recommendation Pathways" for clarity.

- In June 2012, Consultation Council completed its final review of the *Participatory Governance Handbook* and related "VCCCD Governance Advisory and Recommendation Pathways" as part of its June 16, 2012 Board of Trustees Meeting Agenda Review.

The *Participatory Governance Handbook* has been widely communicated at the Colleges and District Administrative Center, and constituents were given opportunities to provide input for improvement prior to finalization of the documents (D1-05). The *Participatory Governance Handbook* was presented to the Board of Trustees for information on June 19, 2012 (D1-06) and publicly posted on the District's website at www.vcccd.edu (D1-07). In addition, the Board of Trustees approved on June 19, 2012 an

updated BP 2205 Delineation of System and Board Functions (D1-08) to include the completed *Participatory Governance Handbook* and functional mapping documents. The District and Colleges will assess on an annual basis the appropriateness of constituent role delineation and responsibilities involved in Districtwide governance processes, identifying gaps in governance structures and resources, as well as the overall effectiveness of the process.

Evidence for District Recommendation 1:

D1-01 Participatory Governance Handbook, including Functional Mapping narrative (p. 28) and VCCCD Governance Advisory and Recommendation Pathways (p. 58), 05.22.12

D1-02 Consultation Council Membership, Participatory Governance Handbook (pp. 16-17), 05.22.12

D1-03 Consultation Council Meeting Notes, 01.12.12, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 04.27.12, 05.10.12, 06.07.12

D1-04 Membership of District Council on Academic Affairs (DCAA), District Technical Review Workgroup-Instructional (DTRW-I), and District Technical Review Workgroup (DTRW-SS), Participatory Governance Handbook (pp. 21-25), 05.22.12

D1-05 District/College communications regarding Participatory Governance Handbook and functional mapping documents , Ventura College Emails 04.09.12, 04.16.12, 08.15.12; Moorpark College Email 04.19.12; Oxnard College Emails 04.27.12, 05.02.12; District Administrative Center Emails 04.13.12, 05.08.12; District-wide Posting 07.02.12

D1-06 Board of Trustees Regular Meeting Minutes, Agenda Item 27, 06.19.12

D1-07 District Public Website Posting of *Participatory Governance Handbook* at www.vcccd.edu

D1-08 Board of Trustees Regular Meeting Agenda, Item 16.03, pp. 527, 529, 06.19.12; Board of Trustees Regular Meeting Minutes, Agenda Item 16.03, 06.19.12

Report on District Recommendation #2

Recommendation:

In order to meet the Standard, the District, in concert with the three Colleges, shall document evidence that a review of District Policies and Procedures that may impede the timely and effective operations of the departments of the Colleges has taken place and that appropriate modifications are made that facilitate the operational effectiveness of the Colleges. A calendar that identifies a timeline for the regular and consistent review of policies shall be developed. (IV.B.1.e)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team acknowledges the scope and extent of District and College work resulting in considerable progress on District Recommendation 2. Of its three inter-related components, the recommendation for the development of a calendar for the regular and consistent review of policies has been fully addressed. With regard to the review and modifications of policies and procedures that may impede operational effectiveness, the team find these elements to be partially addressed and recommends the District and Colleges analyze all collected data for potential impediments and continue to modify operating practices to ensure consistency and appropriate application.

Update:

In response to this recommendation, the District developed and the Board of Trustees adopted a two-year policy/procedure review cycle calendar. The proposed review schedule was implemented in March 2011 and is being vigorously adhered to (D2-01), as evidenced by the substantial amount of activities undertaken by the Policy Committee of the Board (D2-02) and the subsequent placement of proposed, reviewed and/or revised policies and administrative procedures on the monthly Board of Trustees agendas for action or information (D2-03).

To address the review and modification of policies and procedures that may impede operational effectiveness, policy/administrative procedure review and recommended changes follow the newly implemented "VCCCD Governance Advisory and Recommendation Pathways" outlined in the *Participatory Governance Handbook* (D2-04) to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments and negatively impact the timely and effective operations of District/College departments. As presented under "General Operating Agreements for District Groups" in the *Participatory Governance Handbook,* Committee members understand they attend meetings to represent constituent groups at a College or the District Administrative Center. Constituent groups formulate recommendations to the Chancellor through consultation, and members are responsible to

serve as a conduit for information and the catalyst for discussion and topics raised by District groups and within the constituent groups (D2-05).

District policies and procedures continue to be reviewed and analyzed consistently during the two-year cycle as evidenced through governance bodies, including District Council on Student Learning (DCSL); District Technical Review Workgroup (DTRW); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Consultation Council; Chancellor's Cabinet, and District Administrative Council. Governance groups maintain meeting notes that include policy/administrative procedure actions and recommendations taken during committee meetings (D2-06).

As of August 2012, the review and analysis status for Board Policies/Administrative Procedures was as follows:

- Chapter 1 The District: complete
- Chapter 2 Board of Trustees: approximately 99 percent complete
- Chapter 3 General Institution: approximately 50 percent complete
- Chapter 4 Academic Affairs: approximately 80 percent complete
- Chapter 5 Student Services: approximately 5 percent complete
- Chapter 6 Business/Fiscal Affairs: approximately 90 percent complete
- Chapter 7 Human Resources: approximately 20 percent complete

Approximately 90 percent of Chapter 7 Human Resources is scheduled for review completion by end of October 2012. Policy and administrative procedure review of Chapter 4 Academic Affairs and Chapter 5 Student Services by newly-formed District Council on Academic Affairs (DCAA), District Technical Review Workgroup-Instruction (DTRW-I), and District Technical Review Workgroup-Student Services (DRTW-SS) began in September 2012 (D2-07).

To address extremely time sensitive policy or administrative procedures critical to District/College operational deadlines but subject to missing Policy Committee or Board Meeting timelines, governance committees can hold a special meeting and/or present such time sensitive recommended policies and administrative procedures to the Chancellor or Chancellor's Cabinet for approval to advance to Policy Committee and the Board of Trustees.

As a result of dialogue by governance groups and constituent feedback, policy and administrative procedure modifications occurred as evidenced by the following revised operating practices to avoid impeding College operations and ensure consistency across the District/Colleges (D2-08):

- In August 2012, the District launched a website for "Business Tools, Forms, and Procedures," a SharePoint site for employee access. The site includes frequently used Districtwide forms in fillable field format; detailed procedures in some areas of Accounting, Accounts Payable, Payroll, Information Technology, Purchasing, Risk Management, Police/Parking Services, and Contracts and Grants, including the specific Administrative Procedure 3280 for the completion of grant applications. "Business Tools" is designed to facilitate the consistent Districtwide application of

procedures. In order to respond to user needs and input, a dedicated link is provided for faculty and staff to submit feedback and/or suggestions via the site. To achieve continuous quality improvement, the site will be expanded in 2012-2013 to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input.

- In conjunction with faculty and staff, a Field Trip/Excursion electronic workflow process was developed in response to faculty needs. Staff and faculty with extensive experience in field trips worked during summer 2012 to develop the workflow. The workflow was implemented in August 2012 by a small number of key faculty to ensure a thorough testing and application of the process. The District Director of General Services provided an overview of the process to interested faculty during Fall 2012 Flex Days at all three Colleges. This process will be refined with additional faculty input.

The District is on schedule to complete its two-year review cycle of existing policies and procedures by March 31, 2013. The District will continue to regularly monitor the sequence, origination points, and appropriate constituency involvement in the two-year policy/procedure review process to systematically identify criteria and evaluate impacts of same on District/College operational effectiveness.

In addition, the District Council on Accreditation and Planning (DCAP) is identifying additional effective measures to capture further feedback from District/College constituents, analyze collected data for potential impediments, and continue modifying operating practices to ensure Board policies and procedures enhance operations. One measure identified and developed by DCAP included a survey designed and implemented in September 2012 that collected feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice (D2-09). Results of the newly-implemented annual survey were discussed in District Consultation Council in September 2012, summarized in the October 2012 Chancellor's Monthly Update, and distributed to employees, students, and community advisory body members (D2-10).

<u>List of Evidence for District Recommendation #2:</u>

D2-01 VCCCD Board Policy/Administrative Procedure Two-Year Review Calendar for Review Cycle 3/2011-3/2013, Board Meeting Agenda, 08.14.12
D2-02 Policy Committee Meeting Agendas/Minutes, 11/2012-08/2012
D2-03 Board of Trustees Meeting Agendas/Minutes, 11/2012-08/2012
D2-04 Participatory Governance Handbook "VCCCD Governance Advisory and Recommendation Pathways" (p. 58)
D2-05 Participatory Governance Handbook, General Operating Agreements for District Groups (p. 10)
D2-06 District Council on Student Learning (DCSL) Meeting Notes, 11/2011-4/2012
District Technical Review Workgroup (DTRW) Meeting Notes, 11/2011-4/2012

District Council on Human Resources (DCHR) Meeting Notes, 11/2011-5/2012
District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-8/2012
District Consultation Council Meeting Notes, 11/2011-8/2012
Chancellor's Cabinet Meeting Notes, 11/2011-08/2012
Administrative Council Meeting Notes, 11/2011-08/2012

D2-07 Chancellor Communication implementing DCAA, DTRW-I, and DTRW-SS, 08/2012

D2-08 Business Tools, Forms, and Procedures, 08/2012; Field Trip/Excursion Electronic Workflow Process, 08/2012

D2-09 Employee Formal Communications Survey, 08/2012

D2-10 Employee Formal Communications Survey Findings, Summary, and Distribution, 08-10/2012

Report on District Recommendation #3

Recommendation:

In order to increase effectiveness, the Teams recommend that the District conduct a periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable continuous quality improvement in educational effectiveness in support of student learning and district-wide operations. (IV.B.3)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team documented the Ventura CCC District's progress in improving its planning process and found that the District and its Colleges have partially addressed this recommendation. However, the process is still being refined and remains incomplete without well-defined outcome measures and clear timelines. The team recommends the District focus and accelerate its work on defining outcome measures, developing appropriate timelines, and integrating its periodic outcomes assessment data into the strategic planning process in order to promote sustainable continuous quality improvement. The team further recommends that the District, through its functional mapping and related documents, articulates the District Office responsibility (separate from the Board's oversight responsibility) for future and ongoing reviews of strategic planning and decision-making processes.

Update:

In response to the Commission recommendation, and to align with best practices in institutional planning, the Board of Trustees conducted an assessment of the District's current planning efforts using the ACCJC Rubric on Integrated Planning at its June 26, 2012 Board Strategic Planning Session (D3-01).

Discussions from the assessment session suggest that current District practices and processes reflect many essential features of integrated planning; these include a 10-year District Master Plan, Board goals and objectives with annual effectiveness reporting, annual Board planning sessions, and beginning of a dialogue regarding the efficacy of the planning process. The Districtwide integrated planning process will incorporate local College planning processes and reporting timelines.

The Board recognized during the June 2012 Planning Session that to reach and maintain the level of "sustainable continuous program improvement," process improvements are needed. Of particular importance is the documentation of the planning process, the affirmation of the planning cycle and timeline for the creation of the next Master Plan, and an orderly transition to these improved practices from the current activities. To that end, a transition plan and a Districtwide planning model timeline were presented and discussed. Key elements of the presentation included (D3-02):

Transition Plan:

Conduct 2012-2013 planning cycle through the following activities:

- Revise the 2012 Goals and Objectives for 2013
- Create and Implement Action Plans
- Assess results at June 2013 Board Planning Session

Revised Districtwide Integrated Planning Cycle Timeline:

Academic Year	**Cycle**	**Plan Activities**	**Assessment Activities**
2012-13	Transition from prior year plan; initiation of new planning cycle	Transition: Complete Original Planning Cycle; Conduct Master Planning: Create Master Plan with Goals	Assess and improve planning process;
2013-14	Current Cycle: Year One	Create Strategic Plan containing Strategic Objectives to support Master Plan Goals; develop and implement Action Steps	Access Progress on Objectives; Assess and improve planning process
2014-15	Current Cycle: Year Two	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps	Assess and improve planning process
2015-16	Current Cycle: Year Three	Mid-term Review of Master Plan Goals: Assess status of Master Plan Goals, Strategic Plan and Objectives; adjust Strategic Plan and Objectives as needed	Assess and improve planning process
2016-17	Current Cycle: Year Four	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps	Assess and improve planning process
2017-18	Current Cycle: Year Five	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps	Assess and improve planning process
2018-19	Current Cycle: Year Six	Master Planning Year: Assess and modify Master Plan for the next 6-year cycle	Assess and improve planning process

The Board of Trustees approved the Transition Plan and Revised Planning Cycle Timeline on August 9, 2012 during its Strategic Planning Session – Part Two (D3-03). Subsequently, a *Districtwide Planning Manual* was developed to guide and document the planning process (D3-04).

To assess effectiveness of the District and its Colleges, VCCCD created a *Districtwide Effectiveness Report* that delineates the outcomes for corresponding annual Board Goals (D3-05). The *Districtwide Effectiveness Report* provides three years of data for trend analysis and comparisons. The first report was presented at the June 28, 2012 Board Planning Session; the report will be presented annually and institutionalized as a component of the standard assessment measure. The Board also assessed and

made plans to improve its current Districtwide planning at the June and August Planning Sessions, taking deliberate steps to reach the level of sustainable continuous quality improvement in integrated strategic planning.

To assess its decision-making processes, the District, through Consultation Council, reviewed and revised the *Participatory Governance Handbook* and substantially revised the deliberation and consultation process. The resulting structure, as documented in the Handbook under the "Advisory and Recommendation Pathways," ensures that the deliberation, recommendation, and decision-making process is appropriate and functional (D3-06). The Consultation Council review process and activities related to revising the *Participatory Governance Handbook* and development of the Advisory and Recommendation Pathways (D3-07) included and yielded the following results:

- In February 2012, the existing *Participatory Governance Handbook* was distributed to Consultation Council members for review and feedback. Extensive discussion regarding Consultation Council's role in governance resulted in expanding Consultation Council's responsibilities to include "Recommending appropriate participatory governance structures for the District, and monitoring and assessing effectiveness of the implementation of said governance structures."

- In early March 2012, Consultation Council recommended changes to participatory governance groups related to charges and membership. As a result, the District Council on Accreditation and Planning (DCAP) was established with a charge to "Develop, monitor, and evaluate Districtwide planning and accreditation cycle activities." March 2012 Consultation Council meeting notes indicated DCAP would meet to further develop its charge, membership, and report progress by the end of the calendar year. March, May, and June 2012 Consultation Council meeting notes reflected additional members may be appointed to DCAP at a later date or membership expanded by the Chancellor. DCAP membership was expanded by the Chancellor on June 4, 2012 to include the Director of Administrative Relations, Chancellor's Office, a Classified Senate President, and Student Trustee. The May 22, 2012 Participatory Governance Handbook defines DCAP as follows:

> The District Council on Accreditation and Planning (DCAP) is an evolving body established to address immediate accreditation and planning issues. As such, DCAP advises the Chancellor, through Cabinet and the District Consultation Council, on matters pertaining to the development, monitoring, and evaluation of District-wide planning and accreditation cycle activities. Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit of information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation. Membership will be expanded and/or modified by December 31, 2012.

Current members include a Chancellor-appointed Chair; District Administrative Center Representative; Student Trustee; College Presidents, Academic Senate Presidents or designees; and others determined by the Chancellor.

- In March 2012, Consultation Council also determined the need for a District Council of Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures, and standard operating practices; facilitate the coordination of District College programs and review institutional offerings for redundancy, growth and development, and discontinuance; and prepare the initial draft of the educational master plan as it relates to instruction and student services. Dialogue addressing gaps within existing governance committees further resulted in modifying the existing District Technical Review Workgroup (DTRW), which had been focused on reviewing curriculum at all three Colleges, and the District Council on Student Learning (DCSL), which had been focused on issues related to student services, with District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review Workgroup – Student Services (DTRW-SS) to advise DCAA on academic and professional matters. DTRW-I and DTRW-SS focuses on instruction and student services in program development and reviews/suggests revisions to Board policies and administrative procedures in these areas as needed. DCAA, DTRW-I, and DTRW-SS began meeting formally in September 2012.

- In April 2012, Consultation Council discussed and incorporated feedback into the *Participatory Governance Manual* and related governance process chart, "VCCCD Governance Advisory and Recommendation Pathways." Following final review by Chancellor's Cabinet, College Presidents distributed the organizational mapping documents to College constituents for feedback, and the Director of Administrative Relations provided the documents to District Administrative Center constituents for input.

- In May 2012, Consultation Council discussed and agreed upon minor modifications to the "Governance Advisory and Recommendation Pathways" for clarity.

- In June 2012, Consultation Council completed its final review of the *Participatory Governance Handbook* and related "VCCCD Governance Advisory and Recommendation Pathways" as part of its June 16, 2012 Board of Trustees Meeting Agenda Review.

<u>List of Evidence for District Recommendation #3:</u>

D3-01 Board Strategic Planning Session – Part One Agenda/Minutes, 06.26.12
D3-02 Integrated Planning Model Presentation, Board Strategic Planning Session – Part One, 06.26.12
D3-03 Board of Trustees Approval of Transition Plan and Revised Planning Cycle Timeline, Board Strategic Planning Session – Part Two, Agenda/Minutes Item 12.05, 08.09.12
D3-04 Districtwide Planning Manual, 09/2012

D3-05 Districtwide Effectiveness Report, Board Strategic Planning Session – Part One, 06.26.12

D3-06 District Participatory Governance Handbook, Advisory and Recommendation Pathways," 05.22.12

D3-07 Consultation Council Meeting Notes, 01.12.12, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 04.27.12, 05.10.12, 06.07.12

Report on District Recommendation #4

Recommendation:

In order to improve communications, the Teams recommend that the District assess the effectiveness of its formal communications and utilize constituency and community input/feedback data to implement improvements to ensure that open and timely communication regarding expectations of educational excellence, operational planning, and integrity continues and is enhanced at all levels of the organization. (III.A.3, IV.B.3)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team acknowledges the focused efforts of the Ventura CCC District and the Colleges in responding to District Recommendation 4 and finds the recommendation has been partially addressed to date. The new administrative advisory bodies, the expanded Citizens Advisory Committee, and the added communication strategies indicate a commitment to improving the effectiveness of communications throughout the District. These efforts have increased the opportunities for constituency and community input and the team recommends the District develop clear purpose statements for each of these bodies aligned with District, Board, and College communication goals. [Note: have not found evidence of this for Presidents Council and District Administrative Council, which are the advisory bodies cited in the District's previous responses.]

While the District has assessed its formal communications through the collection of College feedback and discussed possible methods for collecting feedback about the effectiveness of communications in the future, there is no evidence that regular assessments will be implemented to ensure ongoing effectiveness and continuous improvement. It is also not clear if the District will measure improvements in constituency satisfaction with formal communications as a means to gauge effectiveness. The team recommends the District incorporate regular assessments of formal communications such as committee self-appraisal and employee surveys, to ensure improved communications and fully address the Accreditation Standards cited in District Recommendation 4.

Update:

To fully meet this recommendation, the District, through Consultation Council (D4-01), has improved the effectiveness of its formal communications as evidenced by a thorough review and revision of the District *Participatory Governance Handbook* (D4-02). In creating and adhering to appropriate "Governance Advisory and Recommendation Pathways" for formal consultation and dialogue, the District ensures the venues for constituent feedback are available, well-defined, and understood (D4-03). The *Participatory Governance Handbook* will be thoroughly assessed through Consultation Council every three years to ensure ongoing effectiveness and demonstrate sustainable continuous quality improvement. Additionally, at the first fall meeting of the academic year, each governance group will distribute and discuss the group's charge and reporting structure; review norms for working

as a team; develop operating agreements for determining recommendations; and review or establish task-specific operating agreements, if needed (D4-04).

In March 2012, the Chancellor implemented the annual governance committees' self-appraisal survey process through the Office of Administrative Relations to ensure assessment and improve formal communications. The annual self-appraisal process included the following activities:

- In March 2012, the existing self-appraisal survey instrument was reviewed and expanded by Consultation Council to gather and evaluate data from the District/Colleges related to formal communications within governance committee structures (D4-05).

- In early April 2012, District Consultation Council; District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Technical Review Workgroup (DTRW); District Council on Student Learning (DCSL); and Administrative Technology Advisory Group (ATAC) received self-appraisals electronically for completion through the Office of Administration Relations (D4-06). Although council/group members were identified for distribution of the self-appraisal survey, individual member participation was conducted anonymously through SurveyMonkey. Council/Group members participated as follows:

Council/Group	Participating Members	Total Members
District Consultation Council	17	26
DCHR	7	12
DCAS	6	14
DCSL	11	22
DTRW	6	14
ATAC	8	11

- In late April 2012, council/group self-appraisal findings were provided to council/group chairs/co-chairs by the Office of Administrative Relations for discussion with members to ensure ongoing effectiveness and continuous improvement (D4-06).

- Council/group self-appraisal findings were discussed by members of District Consultation Council; DCHR; DCAS; DCSL; DTRW; and ATAC during the period of May through September 2012. As evidenced by meeting notes and dialogue, council/group member identified areas of potential improvement based on self-appraisal findings as follows (D4-07):

    - District Consultation Council discussion resulted in consideration of using technology to eliminate the need to travel to the District Administrative Center for Consultation Council meetings, adding a standing item of "future agenda items" to Consultation Council agendas, expanding membership of the District Council on Planning and Accreditation (DCAP), and receiving meeting summary reports from DCAP.

    - DCHR discussion resulted in [to be provided following September DCHR meeting].

- DCAS discussion resulted in a recommendation to conduct the survey mid-year and year-end or just mid-year to allow time for corrective action, if needed. DCAS agreed self-appraisal results were positive, accurately reflected the sentiments of the group, objectives were being met, and no change was needed in the functioning of the committee.
- DTRW discussion resulted in [to be provided].
- DCSL discussion resulted in [to be provided].
- ATAC discussion of findings resulted in committee agreement to change the frequency of meetings from monthly to bi-monthly, meeting notes will be posted on the District website and emailed to committee members, and meeting agendas will be distributed two weeks in advance to provide an opportunity for increased campus dialogue on agenda items prior to ATAC meetings.

In addition, the Chancellor's Office established a Chancellor's Monthly Update in March 2012 to communicate formal governance committee/council activities occurring Districtwide. The monthly updates are currently posted on the District portal under Districtwide announcements (D4-08). Effective October 2012, distribution of Chancellor Monthly Updates will be expanded to students and Community Advisory Body members.

In response to the accrediting team's recommendation, the Citizens Advisory Body description and purpose was clarified and added to the District *Participatory Governance Handbook* as part of the Handbook's update and completion process as follows (D4-09):

> The Citizens Advisory Body provides community input and feedback to the Board of Trustees in the preparation of its Districtwide planning. The community body assists the Board in the evaluation of the District's effectiveness in meeting educational excellence and operational efficiency and acts as a vehicle to which the Board communicates its expectations of organizational excellence and integrity. The Citizens Advisory Body consists of 20 members who serve a three-year term; members may serve multiple terms. Individual Trustees recommend up to four community members to the full Board for approval. Members are recommended for their broad community standing, professional experience, and/or public service.

The documented purpose statement was communicated to the Citizens Advisory Body in fall 2012. Purpose statements for Presidents Council and District Administrative Council, two administrative advisory bodies, were discussed and clearly documented at Presidents Council in August 2012 and District Administrative Council in September 2012 (D4-10).

To further utilize community input in strategic planning, the District, through the Office of Administrative Relations, conducted an electronic survey with an expanded Citizens Advisory Body in

June 2012 to obtain feedback for review and consideration at the Board's June 26, 2012 Strategic Planning Sessions (D4-11). The survey was designed to obtain community member opinions regarding the District/Colleges' breadth of functions and perceived challenges to better inform the Board of Trustees in planning and deliberations. Thirty-nine community members were invited to participate in the survey. Of 39 community members invited to participate, 24 individuals agreed to remain members of or join the Citizens Advisory Body for 2012-2013 (D4-12), and 16 Community Advisory Body members completed the survey. Individual member participation was conducted anonymously through SurveyMonkey.

Survey findings were presented to the Board during the June 26, 2012 Strategic Planning Session – Part One. Significant findings reflected the need for the District to increase communication with community constituents regarding programs, services, and budget information. In addition, findings indicated community members view the budget, alternative revenue resources, accreditation, partnerships, and college readiness as challenges currently facing VCCCD. Trustees commented the findings confirm the importance of obtaining community input, and the full Board agreed to increase the number of meetings with the Citizens Advisory Body to improve communication and ensure in-depth community participation in planning related to community needs (D4-13).

In September 2012, the District initiated a survey of all employees related to constituency satisfaction with formal communications as a means to gauge effectiveness and provide opportunity for improvement. The survey, designed by District Council on Accreditation and Planning (DCAP), was distributed to employees through the Office of Administrative Relations, Chancellor's Office. Results of the newly-implemented annual survey were discussed in District Consultation Council in September 2012, summarized in the October 2012 Chancellor's Monthly Update, and distributed to employees, students, and community advisory body members (D4-14).

<u>List of Evidence for District Recommendation #4:</u>

- D4-01 Consultation Council Meeting Notes, 01.12.12, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 04.27.12, 05.10.12, 06.07.12
- D4-02 Participatory Governance Handbook, 05.22.12
- D4-03 VCCCD Governance Advisory and Recommendation Pathways (p. 58), 05.22.12
- D4-04 Participatory Governance Handbook, (pp. 10-11), 05.22.12
- D4-05 Consultation Council Meeting Notes, 03.09.12; Participatory Governance Committee Self-Appraisal Template, 03/2012
- D4-06 District Committee Self-Appraisal Binder, including Electronic Communications/Governance Self-Appraisal Results
- D4-07 Participatory Governance Committees Self-Appraisal Findings and Governance Committee Meeting Notes Reflecting Discussion (i.e., Consultation Council; District Consultation Council; District Council on Student Learning (DCSL); District Technical Review Workgroup (DTRW); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); and Administrative Technology Advisory Committee (ATAC), 04-05/2012
- D4-08 Chancellor's Monthly Updates, 03/2012-08/2012

D4-09 Citizens Advisory Body Charge/Purpose, Participatory Governance Handbook, 05.22.12 (p. 32-33)

D4-10 Presidents Council Meeting Notes, 08.20.12; District Administrative Council Meeting Notes, 09.04.12

D4-11 Citizens Advisory Body Survey, 06/2012

D4-12 Citizens Advisory Body Membership Roster, 06/2012

D4-13 Citizens Advisory Body Survey Findings, 06.26.12; Board of Trustees Meeting Minutes, 06.26.12

D4-14 Employee Formal Communications Survey Findings, Summary, and Distribution, 08-10/2012

Report on District Recommendation #5

Recommendation:

In order to meet the Standard, the Board of Trustees shall complete an analysis of its self assessment pursuant to Board Policy 2745 and formally adopt expected outcomes and measures for continuous quality improvement that will be assessed and reported as a component of the immediately succeeding self-assessment. (IV.B.1.g)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

District Recommendation 5 has been addressed to a considerable extent. The team found the District Board of Trustees initiated an annual self-assessment activity and has made significant progress in improving its self-evaluation process through the inclusion of objectives and outcome measures. However, the improvement component of the process will remain incomplete until the newly-developed measurable objectives for 2011-12 are analyzed during the annual Board self-evaluation session scheduled for May/June 2012. The team recommends the Board complete the self-evaluation process as scheduled and ensure the self-assessment activity is conducted on a yearly basis.

Update:

To fully meet this recommendation, the Board of Trustees reviewed its self-assessment instrument and made improvements to its content (D5-01). Further, the Board implemented an ongoing self-evaluation process and conducted the annual summative Board self-evaluation at the June 26, 2012 Board Planning Session – Part One in accordance with Board Policy/Administrative Procedure 2745 Board Self-Evaluation (D5-02). The Board also formally adopted outcomes and measures of its performance, and the assessment of those outcomes was an integral part of the annual assessment. An external constituent assessment of the Board in the form of a survey to Consultation Council was established per Board Policy/Administrative Policy 2745 as part of the Board's annual self-assessment process (D5-03). This year's external assessment results were discussed as part of the Board self-evaluation at the June 26, 2012 Board Planning Session (D5-04). The annual self-assessment process included the following activities:

- At its January 17, 2012 Board Meeting, the Board adopted revised Board Policy 2745 Board Self-Evaluation to include Board meeting monthly assessment findings to strengthen its self-evaluation process in evaluating Board Performance Goals (D5-05).

- The Board again amended Board Policy 2745 Board Self-Evaluation on March 13, 2012 to include language regarding an annual Board self-assessment process to further align Board Policy 2745 to District Recommendation 4 (D5-06).

- On June 19, 2012, the Board accepted Board Administrative Procedure 2745 Board Self-Evaluation as aligned with Board Policy 2745 to include Consultation Council feedback through a

Board Evaluation distributed electronically to Consultation Council members during the Board's annual self-evaluation process (D5-07).

- In May 2012, the Board implemented its annual ongoing self-evaluation process per Board Policy/Administrative Procedure 2745. The Board of Trustees received the 2012 self-evaluation survey in electronic format for completion (D5-08) through the Chancellor's Office, and Consultation Council members were provided an opportunity to complete the Board Evaluation survey electronically (D5-09) through the Chancellor's Office. The Board Survey was designed to gather feedback regarding Board Performance Goals, general evaluation, and Trustee reflective perspectives. Participants were asked to indicate his/her opinion using a rating scale of agree, partial agreement, disagree, or don't know. An option to provide comments was provided. The full Board and 18 of 21 Consultation Council Members completed the survey.

- The annual summative Board self-evaluation was conducted at the Board's June 26, 2012 Board Strategic Planning Session – Part One (D5-10). Expected outcomes included evaluating Board performance; identifying and discussing areas for strengthening Board performance; incorporating identified areas in need of improvement into existing Board Performance Goals; and adopting updated Board Performance Goals.

  The Board's self-evaluation process included discussion of significant findings from a summary of the Board's Monthly Meeting Assessments (D5-11) and a results discussion of the Board's Annual Self-Evaluation and Consultation Council Evaluation of the Board (D5-12). Significant findings suggesting possible areas of improvement included trustee involvement in operational matters; need for additional Citizens Advisory Body meetings; need for more information in staff reports; and need for strengthened parliamentary practice. Findings also reflected full Board agreement in spending appropriate time preparing for meetings; actively participating in meetings; unified support of Board decisions; maintaining confidentiality; and disclosing actual and/or perceived conflicts of interest. Points of Board discussion based on Consultation Council general evaluation feedback included the Board's adherence to its policy-making role; ensuring assessment of formal communication with constituents; involving community members in strategic planning; acting as a cohesive unit and taking responsibility for the Board's collective performance; complying with the Board's Code of Ethics; avoiding engagement in operational matters; evaluating strategic planning; supporting the Chancellor; and understanding accreditation.

- Following Board discussion on June 26, 2012, Trustees assessed the Board's progress in achieving performance goals and considered significant findings in the review and update of 2011-12 Board Performance Goals (D5-13). The Board agreed upon recommendations for improvement and renewed the Board's commitment to continue to strengthen Board performance in areas including the Citizens Advisory Body, community outreach, professional development, and maintaining the Board's policy-making role.

- At the August 9, 2012 Board Strategic Planning Session – Part Two, the full Board formally adopted its updated 2012-13 Board Performance Goals incorporating 10 measurable activities designed to strengthen Board performance (D5-14).

- Following the August 9, 2012 Board Strategic Planning Session – Part Two, the Board of Trustees completed an assessment for the planning session meetings of June 26 and August 9, 2012 to ensure continuous quality improvement and effectiveness (D5-15). Findings summarized by the Office of Administrative Relations, Chancellor's Office, were provided for Trustee discussion at the September 11, 2012 Board meeting.

<u>List of Evidence for District Recommendation #5:</u>

D5-01 Revised Board Self-Assessment Instrument
D5-02 Board Meeting Strategic Planning Session – Part One Agenda/Minutes, 05.22.12; VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation
D5-03 Consultation Council Board Evaluation Instrument
D5-04 Consultation Council Board Evaluation Findings, June 26, 2012
D5-05 Board of Trustees Meeting Agenda/Minutes Item 11.03, 01.17.12
D5-06 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Agenda/Minutes Item 13.13, 03.13.12
D5-07 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Agenda/Minutes Item 16.06, 06.19.12
D5-08 Board's 2012 Self-Evaluation Survey and Electronic Communication, 05/2012
D5-09 Consultation Council Board Evaluation Survey and Electronic Communication, 06/12
D5-10 Board Strategic Planning Session – Part One Agenda/Minutes, 06.26.12
D5-11 Summary of Board's Monthly Meeting Assessments, 06.26.12
D5-12 Board's Annual Self-Evaluation Survey Findings; Consultation Council's Evaluation of the Board Findings, 06.26.12
D5-13 2011-12 Board Performance Goals, Board Strategic Planning Session – Part One, Agenda/Minutes Item 17.03, 06.26.12
D5-14 2012-13 Board Performance Goals, Board Strategic Planning Session – Part Two, Agenda/Minutes Item 10.01, 08.09.12
D5-15 Board Strategic Planning Session Assessment for June 26 and August 9, 2012

Report on District Recommendation #6

Recommendation:

In order to meet the Standards, the Board of Trustees shall establish clearly written policies and corresponding procedures to ensure that decision-making is administered by staff in an equitable and consistent manner across and within the three Colleges. (III.A.3.a, III.A.4.c, IV.B.1.b-c)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

This recommendation has been partially addressed. The team found substantive District and College progress in developing consistent decision-making processes and positive efforts in responding to District Recommendation 6. The team recommends the Board and appropriate bodies continue their work in resolving uniform practice concerns and communicate to all constituencies the decision-making protocols and standard operating procedures.

Update:

To fulfill District Recommendation 6, the District administered a three-pronged strategy to ensure Board established policies and administrative procedures are administered Districtwide in an equitable and consistent manner:

1. Board policies and procedures are reviewed on a two-year cycle with constituent input to ensure clarity and appropriateness in field implementation.
2. The Functional Mapping narrative in the *Participatory Governance Handbook* makes explicit the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision-making over operations and where uniformity in practice is mandated (D6-01).
3. Formal communication channels are utilized to ensure Board policies and procedures are communicated to Districtwide constituents.

The two-year policy/procedure review cycle calendar implemented in March 2011 is being vigorously adhered to (D6-02), as evidenced by significant activity undertaken by the Policy Committee of the Board (D6-03) and the subsequent placement of proposed, reviewed and/or revised policies and administrative procedures on the monthly Board of Trustees agendas for action or information (D6-04).

District Board policies and administrative procedures continue to be reviewed and analyzed consistently with constituent input on the two-year cycle through governance bodies, including District Council on Student Learning (DCSL); District Technical Review Workgroup (DTRW); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Consultation Council; Chancellor's Cabinet, and District Administrative Council. Governance groups maintain meeting notes

that include policy/administrative procedure actions and recommendations taken during committee meetings (D6-05). Policy and administrative procedure review related to academic affairs and student services by newly-formed District Council on Academic Affairs (DCAA), District Technical Review Workgroup-Instruction (DTRW-I), and District Technical Review Workgroup-Student Services (DRTW-SS) began in September 2012.

To address policies and procedures that may impede operational effectiveness or result in uniform practice concerns, policy/administrative procedure review and recommended changes follow the newly implemented "VCCCD Governance Advisory and Recommendation Pathways" outlined in the *Participatory Governance Handbook* (D6-06) to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. The Functional Mapping narrative in the *Participatory Governance Handbook* explains the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision-making over operations and where uniformity in practice is mandated (D6-07).

As of November 2011, the following policy and administrative procedure modifications occurred as a result of dialogue by governance groups and constituent feedback to ensure uniform application across the District/Colleges (D6-08):

- In August 2012, the District launched a website for "Business Tools, Forms, and Procedures," a SharePoint site for employee access. The site includes frequently used Districtwide forms in fillable field format; detailed procedures in some areas of Accounting, Accounts Payable, Payroll, Information Technology, Purchasing, Risk Management, Police/Parking Services, and Contracts and Grants, including the specific Administrative Procedure 3280 for the completion of grant applications. "Business Tools" is designed to facilitate the consistent Districtwide application of procedures. In order to respond to user needs and input, a dedicated link is provided for faculty and staff to submit feedback and/or suggestions via the site. To achieve continuous quality improvement, the site will be expanded in 2012-2013 to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input.

- In conjunction with faculty and staff, a Field Trip/Excursion electronic workflow process was developed in response to faculty needs. Staff and faculty with extensive experience in field trips worked during summer 2012 to develop the workflow. The workflow was implemented in August 2012 by a small number of key faculty to ensure a thorough testing and application of the process. The District Director of General Services provided an overview of the process to interested faculty during Fall 2012 Flex Days at all three Colleges. This process will be refined with additional faculty input.

Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments or uniform application concerns in District/College departments. Committee members understand they attend meetings to

represent constituent groups at a College or the District Administrative Center and serve as a conduit for information and catalyst for discussion and topics raised by District groups and within the constituent groups (D6-09).

To improve communication between Chancellor's Cabinet and governance committees, actions taken in Chancellor's Cabinet regarding policies and procedures are recorded in Chancellor's Cabinet meeting notes, and the Office of Administrative Relations notifies the Chair/Co-Chairs of the appropriate governance committees of actions taken in Chancellor's Cabinet (D6-10). In addition, the Director of Administrative Relations attends DCSL and DTRW meetings as a guest to assist in maintaining consistent communication regarding review of policies and administrative procedures.

All Board policies and administrative procedures are monitored and tracked using a "Policy/Procedure Review Master Tracking Document" (D6-11) by the Director of Administrative Relations, Chancellor's Office, and all active Board policies and procedures are available to District/College constituents and the public electronically via the District website at www.vcccd.edu (D6-12). Constituents are provided District contact information on the District website for questions or requests related to policy and administrative procedures. A hard copy master binder of all active Board policies and procedures is also maintained in the Office of Administrative Relations, Chancellor's Office (D6-13).

District Council on Accreditation and Planning (DCAP) is identifying additional effective measures to capture further feedback from District/College constituents, analyze collected data for potential impediments, and continue modifying operating practices to ensure equitable decision-making and consistency across the District/Colleges. One measure identified and developed by DCAP included a survey designed and implemented in September 2012 that collected feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice. Results of the newly-implemented annual survey were discussed in District Consultation Council in September 2012, summarized in the October 2012 Chancellor's Monthly Update, and distributed to employees, students, and community advisory body members (D6-14).

<u>List of Evidence for District Recommendation #6:</u>

D6-01 District Participatory Governance Handbook, Functional Mapping Narrative, Appendix II, pp. 28-43, 05.22.12
D6-02 VCCCD Board Policy/Administrative Procedure Two-Year Review Calendar for Review Cycle 3/2011-3/2013, Board Meeting Agenda, 08.14.12
D6-03 Policy Committee Meeting Agendas/Minutes, 11/2012-08/2012
D6-04 Board of Trustees Meeting Agendas/Minutes, 11/2012-08/2012
D6-05 District Council on Student Learning (DCSL) Meeting Notes, 11/2011-4/2012
District Technical Review Workgroup (DTRW) Meeting Notes, 11/2011-4/2012
District Council on Human Resources (DCHR) Meeting Notes, 11/2011-5/2012
District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-8/2012

District Consultation Council Meeting Notes, 11/2011-8/2012
Chancellor's Cabinet Meeting Notes, 11/2011-08/2012
Administrative Council Meeting Notes, 11/2011-08/2012

D6-06 Participatory Governance Handbook "VCCCD Governance Advisory and Recommendation Pathways" (p. 58)

D6-07 District Participatory Governance Handbook, Functional Mapping Narrative, Appendix II, pp. 28-43, 05.22.12

D6-08 Business Tools, Forms, and Procedures, 08/2012; Field Trip/Excursion Electronic Workflow Process, 08/2012

D6-09 Participatory Governance Handbook, General Operating Agreements for District Groups (p. 10)

D6-10 Email communications/Meeting Notes regarding Policy/Procedure Chancellor's Cabinet Actions

D6-11 Policy/Procedure Review Master Tracking Document, 08/2012

D6-12 District Public Website Posting of Board Policies/Procedures at www.vcccd.edu

D6-13 Hard Copy Master Binder of Board Policies/Procedures, Office of Administrative Relations, Chancellor's Office

D6-14 Employee Formal Communications Survey Findings, Summary, and Distribution, 08-10/2012

Report on District Recommendation #7

Recommendation:

In order to meet the Standards, the Board of Trustees shall assess its actions in relation to its policy making role and implement a program for ongoing Board member professional development to enhance and improve the demonstration of its primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colleges. (IV.A.3, IV.B.1. e-g)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

Based on the limited extent of time and current evidence provided, the team finds that District Recommendation 7 has been fully addressed. However, the team remains concerned about the consistency and long-term sustainability of the Board's demonstration of its primary leadership role and reiterates its recommendation for ongoing professional development for all Board members. The team encourages the Board to continue its professional growth related to Board roles and responsibilities, governance, organizational effectiveness and ethics, and recommends the Board be vigilant in assessing and monitoring its actions to ensure clear and effective policy and decision-making.

Update:

In response to the accrediting team's recommendation, the Board of Trustees committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development (D7-01) and Best Practices Agreement (D7-02). To demonstrate its commitment and accomplish this goal, the Board developed and adopted a "Professional Development 2012/2013 Calendar" of activities (D7-03). The Board also established the practice of assessing the effectiveness of each professional development activity after it has taken place to ensure that the full Board is in concordance on the content and value of its development experience.

Since November 2011, Trustees have participated in the following professional development activities and began completing assessments of activities in January 2012 (D7-04):

- Community College League of California Conference, Annual Convention and Partner Conference, 11/2011
- Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 11/2011
- Parliamentary Procedure Training Presentation by Mary Dowell, Attorney, Liebert, Cassidy, and Whitmore, 12/2011
- Community College League of California Conference, Effective Trustee Workshop, Board Chair Workshop, Annual Legislative Conference, 01/2012

- Special Board Meeting with John Didion, Executive Vice Chancellor of Human Resources and Educational Services for Rancho Santiago Community College District, 02.22.12
- Role of the Faculty in Accreditation Processes Within the VCCCD presented by Academic Senate Presidents, 02.22.12
- Role of the Academic Senates/Areas of Authority and Responsibility presented by Academic Senate Presidents, Educational Programs and Services, 03.13.12
- Community College League of California Conference, Annual Trustees Conference, 05/2012
- Ad Hoc Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12
- External Leadership Role; Elements of an Integrated Strategic Plan, 06.26.12
- Fiscal Affairs; Legal Affairs, 07.10.12
- Legislative; Human Resources, 08.14.12

Professional development activities scheduled through May 2013 include:

- Student Trustee Role; Program Discontinuance Process, 9/2012
- Role of the Board Chair; Board Chair/CEO Relationship, 10/2012
- Community College League of California, Annual Convention and Partner Conference, 11/2012
- Effective Board and Committee Meetings, 10/2012
- Technical Assistance Visit (AB 1725), 01/2013
- Community College League of California, Effective Trustee Workshop, Board Chair Workshop, Annual Legislative Conference, 01/2013
- Board/Staff Relationships, Accreditation, 02/2013
- Emergency Preparedness, 03/2013
- Board Role in Strategic Planning, 04/2013
- Community College League of California, Annual Trustees Conference, 05/2013

A majority of Board professional development activities are based on "Board and CEO Roles, Different Jobs, Different Tasks," provided by the Community College League of California (D7-05). Activities provided on the District premises will be attended by the full Board, with the exception of excused absences requiring action by the Board. Off-site activities requiring travel will be attended by a minimum of one-two Board members on behalf of the full Board. Board members attending off-site activities will provide a verbal report to the full Board during a regularly-scheduled Board meeting to communicate the value of the professional development experience. The Board, through its annual planning session, will evaluate a summary of its professional development activity assessments to ensure continued growth related to roles and responsibilities, governance, effective policy and decision-making, organizational effectiveness, and ethics.

<u>List of Evidence for District Recommendation #7:</u>

D7-01 Board Policy/Administrative Procedure 2740 Trustee Professional Development, 03.13.12
D7-02 Board of Trustees Best Practices Agreement, Item 7, 03.13.12

D7-03 Board Meeting Agenda Item 9.01 Professional Development 2012/2013 Calendar, 08.09.12

D7-04 Community College League of California Conference, Annual Convention and Partner Conference, 11/2011 Program;
Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), Board of Trustees Agenda/Minutes, 11.08.2011;
Parliamentary Procedure Training Presentation by Mary Dowell, Attorney, Liebert, Cassidy, and Whitmore; Board of Trustees Agenda/Minutes, 12.13.12;
Community College League of California Conference, Effective Trustee Workshop, Board Chair Workshop, Annual Legislative Conference, 01/2012 Program and Assessment;
Special Board Meeting with John Didion, Executive Vice Chancellor of Human Resources and Educational Services for Rancho Santiago Community College District, 02.22.12, and Assessment;
Role of the Faculty in Accreditation Processes Within the VCCCD presented by Academic Senate Presidents, Board Meeting, Item 6.05, Review of Accreditation Process, 02.22.12;
Role of the Academic Senates/Areas of Authority and Responsibility presented by Academic Senate Presidents, Board Meeting, Item 15.01, Professional Development, Educational Programs and Services, 03.13.12;
Community College League of California Conference, Annual Trustees Conference, 05/2012, Program and Assessment;
Ad Hoc Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12; Board Minutes, 05.10.2012;
External Leadership Role; Elements of an Integrated Strategic Plan, Board Agenda/Minutes, 06.26.12;
Fiscal Affairs; Legal Affairs, Board Agenda/Minutes, 07.10.12;
Legislative; Human Resources, Board Agenda/Minutes, 08.14.12

D7-05 Community College League of California “Board and CEO Roles, Different Jobs, Different Tasks, 2000