

Ventura College Academic Senate

10/1/12

Agenda

Thursday, October 4, 2012

1:30-3:30 pm

Multidiscipline Center West (MCW) – 312

- I. Call to Order
- II. Public Comments
- III. Acknowledgement of Guests
 - a. Robin Calote (Agenda item “V.a.” – Time certain – 2:00 pm)
- IV. Approval of minutes
 - a. September 20, 2012
- V. Study Sessions
 - a. “Tiering” of Courses: Rubrics/Criteria and Processes (Continued)
- VI. Action Items
 - a. District & College Committee Appointments
 - b. Ventura College “Effect/Impact” of Response to Districtwide Accreditation Recommendations (2nd Reading)
 - c. VC SLO Report for ACCJC (Second Reading)
 - d. VCCCD Functional Map [Chart] (Second Reading)
 - e. Re-affirmation of the VC Senate Resolution on the AAUP Statement on Professional Ethics (2nd Reading)
 - f. AP 7120 A – Recruitment and Hiring: Academic Managers (Second Reading)
 - g. AP 7120 B – Recruitment and Hiring: Full-Time Faculty (Second Reading)
 - h. AP 7120 C – Recruitment and Hiring: College President (Second Reading)
 - i. AP 7120 D – Recruitment and Hiring: Part-Time Faculty (Second Reading)
 - j. AP 7120 E – Recruitment and Hiring: Vice-Chancellor(s) (Second Reading)
 - k. BP/AP 5010 – Admissions & Concurrent Enrollment (First Reading)
 - l. VCCCD Integrated Planning Manual (First Reading)
 - m. Revised VC ISLOs/ISUOs [*Note: ISLOs have not changed; addition of ISUOs only*] (First Reading)
- VII. President’s Report
 - a. Board of Trustees meeting report
 - i. VCCCD Board Goals & Objectives
 - b. Consultation Council report
 - c. Administrative Council report
 - d. DCAA, DCAP, DCHR
- VIII. Vice-President’s Report
 - a. Department Chair’s & Coordinator’s Committee report
- IX. Information Items
 - a. Announcement of Nominations for Senate Officer Positions for Academic Years 2013-14/2014-15
 - b. VCCCD Board Resolution on Prop 30
 - c. SF Chronicle article on Shared Governance
- X. Senate Subcommittee reports
 - a. Curriculum Committee report
 - b. SLOOC report
 - c. Other Senate Committees
- XI. Campus Committee reports
 - a. CPC
 - b. Other Campus Committees
- XII. Adjournment

According to Title 5, Section 53200, each California Community College shall have an Academic Senate, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

“Academic and Professional matters” means the following policy development and implementation matters that cover the following areas:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.

AND Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate
Minutes
Thursday, 20 September 2012 MCW-312

I. Call to Order 1:34

This meeting was called to order at 1:33 p.m. The following senators were present:

Chen, Albert—Social Sciences, Arts, and Humanities
 Forde, Richard—Career and Technical Education
 Haines, Robbie—Senate Secretary
 Hendricks, Bill—Social Sciences, Arts, and Humanities
 Horigan, Andrea—Social Sciences, Arts, and Humanities
 Kim, Henny—English and Learning Resources
 Lange, Cari—Senate Vice President
 Mitchell, Nancy—Career and Technical Education
 Morris, Terry—PE/Athletics, Communication Studies, Foreign Languages, and ESL
 Parker, Jennifer—Career and Technical Education
 Rose, Malia—Mathematics and Sciences
 Sandford, Art—PE/Athletics, Communication Studies, Foreign Languages, and ESL
 Sezzi, Peter—Senate President

The following guests were present:

O’Leary, Dominick—ASVC
 Valenzuela, A.J.—Student Trustee

II. Public Comments

No public comments were made.

III. Acknowledgement of Guests

No guests were acknowledged

IV. Approval of Minutes, 6 September 2012

Forde motioned to approve these minutes, Lange seconded. The motion carried unanimously.

V. Study Session, “Tiering” of Courses: Rubrics and Processes

This document was evaluated and discussed. An honest attempt to prioritize courses necessary for degree/certificate/award completion plus transfer as well as prerequisites to those courses resulted in the probable placement of most VC courses in Tier I, which we acknowledged was not our intent. We further noted that in times of budgetary decline, it is an unfortunate reality that choices do need to be made about scheduling courses so it is in our best interest to have involvement in the development of the criteria/rubric used to “tier” course offerings. Ideas for re-evaluating tiers were discussed. Sezzi will discuss the matter with President Robin Calote, whom he will also invite to a future Senate meeting to discuss, and the document will continue to be reviewed at our next Senate meeting.

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VI. President's Reports

- a. Board of Trustees meeting report

Program discontinuance was discussed at that meeting. Sezzi described the presentation to Board members by the three Academic Senate Presidents.
- b. DCAP

Sezzi reported that action items D and F from this agenda came out of the DCAP meeting. Our response to the Accreditation team was discussed at the previous meeting, as was the table delineating college vs. district responsibilities.
- c. DCAS

This group discussed BP 6200 and 6250. Our suggestions (as well as those from other constituencies) for wording regarding the recommended amount of district reserves was discussed at DCAS this morning. Most of our suggestions were incorporated and consensus was reached among senators that the new wording is acceptable.
- d. Administrative Council Report

Sezzi reported that 74 VC students have indicated that they want to transfer to a CSU using one of our 11 approved SB 1440 degrees in Spring 2013. Changes to materials fees were discussed. Curriculum deadlines were discussed with regard to courses that allow repeatability.

VII. Action Items

- a. District & College Committee Appointments

The following candidates were discussed for the following committees: DTRW-SS—Maria Carrasco-Nungaray was the only candidate remaining for the single opening on this committee. Faculty Staffing Priorities—Chen (representing general education), Hendricks (at large), and Becky Hull (past Senate President). ITAC—Sandford and Horigan. CPC: Robin Douglas (replacing Pauley). Lange motioned to appoint these candidates, Forde seconded. The motion carried 10–0–2 with Horigan and Sandford abstaining.
- b. VC Academic Senate Goals for 2012–2013 (Second Reading)

Hendricks motioned to approve these goals, Mitchell seconded. The motion carried unanimously.
- c. Re-affirmation of VC Senate Resolution on Program Discontinuance ONLY through Program Review (Second Reading)

Haines motioned to re-affirm this resolution, Sandford seconded. The motion carried unanimously.
- d. Ventura College “Effect/Impact” of Response to District-wide Accreditation Recommendations (First Reading)

After a brief discussion, Sandford motioned to move this document to a second reading, Haines seconded. The motion carried unanimously.

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- e. VC SLO Report for ACCJC (First Reading)
It was noted that great thanks are due to Kathy Scott and Sandy Hajas for a lot of work in preparing this report. Items for future discussion were identified: What should be ramifications the for those who do not complete SLOs? What incentives should be provided to encourage SLO completion? Hendricks motioned to move this item to a second reading, Horigan seconded. The motion carried unanimously.
- f. VCCCD Functional Map [Chart] (First Reading)
After a brief discussion, Forde motioned to approve this document, Parker seconded. The motion carried unanimously.
- g. Re-affirmation of the VC Senate Resolution on the AAUP Statement on Professional Ethics (First Reading)
Hendricks motioned to move this item to a second reading, Sandford seconded. Discussion ensued, during which senators asked if the AAUP had updated its statement since its adoption by us back in 2007 or 2008. It was noted that referencing outdated AAUP statements can in certain circumstances give rise to problems. The motion carried unanimously with Sezzi committing to update the statement, if necessary.
- h. Approval of HR BPs/APs [See attached] (First Reading)*
Sandford motioned to approve these documents as a first and second reading, Forde seconded. The motion carried unanimously.
- i. AP 7120 A—Recruitment and Hiring: Academic Managers (First Reading)
The committee composition for each position was discussed, and some changes were made. It was noted that the committee composition for hiring EVPs should probably be different than that for hiring other managers. Sezzi will request MC's procedure for hiring EVPs so that we can compare it to one we craft for ourselves.
- j. AP 7120 B—Recruitment and Hiring: Full-Time Faculty (First Reading)
The senators agreed unanimously that the process and committee composition for these positions was acceptable.
- k. AP 7120 C—Recruitment and Hiring: College President (First Reading)
The composition of this committee was discussed, and some changes were made.
- l. AP 7120 D—Recruitment and Hiring: Part-Time Faculty (First Reading)
The senators agreed unanimously that the process and committee composition for these positions was acceptable.
- m. AP 7120 E—Recruitment and Hiring: Vice-Chancellor(s) (First Reading)
The composition of this committee was discussed, and some changes were made. Evaluation rankings were changed to reflect those used for hiring faculty. Forde

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motioned to move all these documents (AP 7120-A, -B, -C, -D, -E) to a second reading, Horigan seconded. The motion carried unanimously.

VIII. Information Items

- a. AP 4021—Program Discontinuance [No Changes Proposed; Discussion of Current Process Only]
After a brief discussion, senators affirmed that they are clear on their role in the program discontinuance process. Sezzi noted that in order to be in complete compliance with AP 4021, this year will be that after CPC takes action on a program's response to administration's proposal to discontinue said program, the Senate will have to review, take a stance and develop a report explaining our position on each program that is being considered for discontinuance.

IX. Senate Subcommittee reports

- a. Curriculum Committee report
Sezzi reported that David Morris from the Statewide Senate presented information on repeatability immediately before last Tuesday's meeting; it was very informative.
- b. Other Senate Committees
There was nothing to report.

X. Campus Committee reports, Other Campus Committees

There was nothing to report.

XI. Adjournment

This meeting adjourned at 3:35 p.m.

Action Item. VII. h. Approval of HR BPs/APs
(All BPs/APs below approved as a first and second reading)

No.	Title
BP/AP 2431	CEO Selection / Recruitment and Hiring: Chancellor
BP/AP 2710	Conflict of Interest
AP 2712	Conflict of Interest Code Form 700
BP/AP 3410	Nondiscrimination
BP/AP 3420	Equal Employment Opportunity
BP/AP 3430	Prohibition of Harassment and
BP/AP 3560	Alcoholic Beverages
BP 7100	Commitment to Diversity
BP 7120	Recruitment and Hiring
BP 7130	Compensation
BP 7140	Collective Bargaining
BP/AP 7205	Employee Code of Ethics
BP 7210	Academic Employees
BP/AP 7211	Minimum Qualifications and Equivalencies
BP/AP 7220	Academic Employees: Honorific Academic
BP 7230	Classified Employees
BP 7240	Confidential Employees
BP 7250	Educational Administrators
BP 7260	Classified Supervisors and Managers
BP/AP 7270	Student Workers
BP 7310	Nepotism
BP 7330	Communicable Diseases
BP 7335	Health Examinations
BP 7340	Leaves
BP 7345	Catastrophic Leave Program
BP/AP 7350	Resignations
BP 7352	Emeritus Title
BP 7360	Discipline and Dismissals – Academic
BP 7365	Discipline and Dismissals – Classified
BP/AP 7367	Employee Rehiring Prohibition
BP 7370	Political Activity
BP 7380	Unrepresented Employees
BP 7385	Salary Deductions
BP 7510	Domestic Partners
BP 7600	College Police
BP/AP 7700	Whistleblower Protection

Enrollment Management and Tiering/Coring Classes at Ventura College

The tiering of courses is a necessary and responsible way to offer a relevant and balanced curriculum while living within our budgetary realities. This tiering of courses attempts to factor into a budget management perspective Ventura College's program mix, the comprehensiveness of the college, student choice in electives and student preparation for college-level work.

There shall be a proportionality of courses scheduled between the tiers that sum up to 100% of our schedule delivery. For Academic Year 2013-14, the target proportionality of courses scheduled between Tier 1/Tier 2/Tier 3 shall be 80%/19%/1%. In an effort to create a transparent and clearly understood process of "coring" the curriculum, the following three tiers of courses and their respective criteria have been developed:

Core Tier 1: Required courses (and their corresponding pre/co-requisites) that provide the straightest path to an associate degree, certificate, or award, or that are required as major preparation for transfer. In practice, when several course options exist that meet the immediately preceding criteria, the courses that meet the requirements of two (2) or more associate degrees, certificates, awards and/or major preparations for transfer are more likely to be scheduled.

By definition, if the college was unable to offer anything other than Core Tier 1 courses, a student would still be able to transfer or complete any associate degree, certificate, or award offered by the college. Tier 1 courses receive highest priority for scheduling. It is the intention of the college administration to offer sufficient numbers of Tier 1 courses to meet student demand. English and Mathematics courses within Tier 1 that satisfy – or are no lower than two levels below satisfying – local associate degree competency requirements shall be scheduled based on the results of local assessment and placement exams.

Core Tier 2: Associate degree, certificate, or award electives that provide greater variety of choice for students shall be offered in accordance with a published, rotational plan developed by each Department.

Once sufficient numbers of Tier 1 courses have been scheduled and as funds permit, it is the intention of the college administration to offer a rotation of a limited number of Tier 2 courses.

Core Tier 3: Courses that are not designated as being part of an associate degree, certificate, or award, or are not otherwise required as major preparation for transfer. Courses that do not transfer except as elective units. During these times of declining budget revenues, Tier 3 courses will not be scheduled and may be candidates for discontinuation.

Following direction taken by our governing board and as stated in Board of Trustees Goal 1.A, basic skills, ESL and all pre-collegiate programs lower than two levels below collegiate level will be coded as Tier 3.

Ventura College courses were first divided into the three tiers during the spring 2009 semester. The administration did an initial sorting of the courses, identifying the fewest numbers of courses required to transfer or for a degree or certificate. This list was shared with the Deans, who in turn were instructed to share it with their Department Chairs. At the initial tiering of courses, any identified tiering errors were corrected and Department Chairs working with their Deans could exchange one course alternative for another in Tier 1 degree or certificate offerings. Faculty were informed that at any time they can make requests through their Department Chair and Dean to the EVP to contest the placement of a course within a tier. Additionally, these criteria for the three tiers were further refined by the College Administration and the Academic Senate working in concert during the fall 2012 semester.

Now that the college has revised its planning and program review process, the Academic Senate and the College Administration have agreed to revisit the list of core courses once each year to ensure that new degrees, certificates, awards and transfer major classes are correctly identified within the established tiers.

College Impact Paragraph (District Recommendation 1 - Develop organizational maps)

Working through existing participatory governance structures at both the college and district level, as well as utilizing e-mail communications and forums open to the entire campus, Ventura College vetted the *VCCCD Participatory Governance Handbook* and the “VCCCD Governance Advisory and Recommendation Pathways” chart during the spring 2012 semester. The Academic Senate agendized the *Handbook* numerous times between September 2011 through May 2012, with final passage evidenced in the May 3, 2012 minutes. The spirited debate that occurred at the many Academic Senate meetings where the *Handbook* was discussed belie the keen interest in the handling of curriculum, the delineation of functions and authority, and the composition of committee structures that balance budgetary resources allocations with cross-district academic perspectives that are documented within the *Handbook's* pages. In addition to the *Handbook* being distributed to all faculty for Senate in-put, the document was also distributed college and district-wide via the my.vcccd portal. On May 4, 2012, the College President, in conjunction with the Academic and Classified Senate Presidents, hosted a college-wide forum to gather broad input on the mapping and the *Handbook*.

While the final tangible product created at the college level in response to District Recommendation 1 was indeed the revised *VCCCD Participatory Governance Handbook*, a side effect of this task has been the positive impact created by the extensive conversations at the leadership and open-forum levels. The conversations at both college and the district level that led to the creation of the *Handbook* and the Recommendation Pathways documents has increased awareness and understanding of college-to-college and college-to-district relations. Additionally, these conversations have led to a greater understanding of governance structures and the delineation of functions.

College Impact Paragraph (District Recommendation 2 – Review policies and procedures; remove impediments)

The establishment of a regular review cycle of board policies (BPs) and administrative procedures (APs) has demonstrably influenced the attitude toward district policies and procedures at the college level. Faculty, staff and administrators are more keenly aware than ever that written district policies and procedures are necessary to ensure the fair and equitable treatment of all constituencies within the district, and that should anyone wish to review or propose a change to an existing BP or AP, this can be done by working through the college’s participatory governance process.

A recent example of how this process worked was the three year long process used to develop AP 4021 (Program Discontinuance). Working through the Academic Senate and the then-called District Council on Student Learning (DCSL), this AP went multiple iterations before a final version was presented to the Board for review in April 2011. In further support of how well the governance process is working in relation to this AP, at the September 11, 2012 regular meeting of the Board of Trustees, the three Academic Senate Presidents jointly presented a professional development study session on how this AP is operationalized at each campus.

College Impact Paragraph (District Recommendation 3 – Outcomes assessment; assess district planning process)

Working through both the Academic Senate and the College Planning Council (CPC), Ventura College established institutional effectiveness metrics in spring 2012. The development of these metrics was the

result of open dialogue about how we as an institution would know when we were effective. Upon approval by both the Academic Senate and the CPC, these indicators were used as the linkage between determining baseline common institutional effectiveness metrics between the college and district levels. The development of the Ventura College institutional effectiveness metrics at the college level and their correlation to district effectiveness measures is transforming the way in which we as a college think about long-range strategic planning and decision-making. Faculty, classified staff and administration are able to see the clear connection between the District Educational Master Plan, Board Goals and Objectives, and the College Educational Master Plan.

College Impact Paragraph (District Recommendation 4 – Assess formal communications; use college feedback to improve communication)

As noted above in the college impact statement for District Recommendation 1, the dialogue that occurred while working on the development of the revised *VCCCD Participatory Governance Handbook* helped to improve communication both at the college-to-district and at the college-to-college levels. At Ventura College, there is an understanding that the changes to the *Handbook* and the Recommendation Pathways document were made in order to create venues for two-way communication and to increase opportunities for campus input. The addition of Business Tools to accompany HR Tools on the district portal and the changes in hiring and field trip practices are all indications that college feedback is being heard and implemented.

College Impact Paragraph (District Recommendation 5 – Board to complete self-assessment)

It is difficult to assess the impact that the Board's response to District Recommendation 5 has had at the college level. However, the Board's willingness to modify its administrative procedure (AP) on its own assessment to include an annual opportunity for the members of Consultation Council (of which there are no fewer than three Ventura College representatives) to provide feedback does show that the college does have a mechanism to provide input to the Board on how optimally it is functioning.

College Impact Paragraph (District Recommendation 6 – Clear policies and procedures to ensure fairness)

As with District Recommendation 3, the establishment of a published review cycle for board policies (BPs) and administrative procedures (APs) has affected Ventura College in positive, yet difficult to quantify ways. The regular review cycle ensures that BPs and APs are live documents that can be modified in order to help us better serve our students. From the perspective of the Academic Senate, there is a growing awareness that the BP/AP review cycle allows for regular input and that district policies and procedures can and are modified when necessary.

Last academic year's work on administrative procedure 5055 (Enrollment Priorities) is a demonstration of this. In the case of AP 5055, the review of this AP was very much on the radar of the Board of Trustees for a similar proposal was a recommendation of a recent California state legislatively-mandated task force charged with looking at student success. The result of the work done by the Academic Senate and the then-called District Council on Student Learning (DCSL) led to a locally-adopted AP on Enrollment Priorities that improved the ability of students who were the closest to obtaining a degree/certificate/transfer to register ahead of students who had simply amassed the greatest number of units. Further success of this revision to AP 5055 is demonstrated by the professional development

study session that the Board of Trustees held on Sept 11, 2012 that explained the changes and implementations undertaken since the changes to AP 5055 went into effect for fall 2012 registration.

The recent development of a “Business Tools” site within the VCCCD portal that mirrors in utility and efficiency the “HR Tools” site on the portal allows for easy on-line access to business and human resources forms and includes instructions and clarification of certain business and personnel processes. For Ventura College, these “toolboxes” have provided direct access to information and forms needed in daily operations. This enables college personnel, who may only use some of these forms on irregular basis, to have easy access to the most accurate and up-to-date versions of any given form or process. Also in the Business Services area, the streamlining of the field trip forms and process has been felt and appreciated on campus, especially by classroom faculty. These changes to the field trip forms were made only after faculty input had been solicited.

College Impact Paragraph (District Recommendation 7 – Ongoing professional development for the Board of Trustees)

As with the response to District Recommendation 5, it remains the responsibility of the Board of Trustees to remain singularly focused on their roles of district leadership, policy-making and professional development. The Board’s interest in continuous self-assessment by using monthly surveys as a means to regularly assess and improve their performance is a testament to their commitment to the concept and practice of continuous self-improvement. The Board’s dedication to its own professional development is demonstrated by the multitude of professional development activities and study sessions they have engaged in, with many of these activities led by district or college staff. In addition, the Board’s interest in receiving feedback from Consultation Council relative to their performance has been a welcomed opportunity for college constituent groups to help the Board continue to improve their performance as a policy-making body.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: September 25, 2012

Institution's Name: Ventura College

Name and Title of Individual Completing Report: Kathy Scott, Dean of Institutional Effectiveness, English, and Learning Resources

Telephone Number and E-mail Address: 805/654-6400 ext. 3195; kscott@vccd.edu

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Robin Calote

Signature: _____
(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 562
- b. Number of college courses with defined Student Learning Outcomes: 553
Percentage of total: 98%
- c. Number of college courses with ongoing assessment of learning outcomes: 480
Percentage of total: 85%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 29
- b. Number of college programs with defined Student Learning Outcomes: 27;
Percentage of total: 93
- c. Number of college programs with ongoing assessment of learning outcomes: 27;
Percentage of total: 93

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 25
- b. Number of student learning and support activities with defined Student Learning Outcomes: 25 ; Percentage of total: 100
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 100; Percentage of total:

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 5
- b. Number of institutional learning outcomes with ongoing assessment: 2

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Course, program, and institutional level SLOs are in place and being assessed as noted in the numerical response. Course-level SLOs and Service-unit outcomes (SUOs) have been assessed for several consecutive semesters. Our SLO and SUO forms and completed examples of both provide evidence of authentic and ongoing assessment. Program and institutional SLO/SUO assessments were piloted in Spring 2012 after which faculty who did the pilots conducted training for the department chairs and coordinators. Programs will be assessing program and two institutional SLOs this semester; PSLO assessment plans are in place.

SLOs are integrated into the college's planning process, which begins with the Educational Master Plan and its five college goals. From the Educational Master Plan, the college's strategic plan and its priorities for each year are initiated. Strategic Plan Objectives and its action plans address continuous assessment of SLOs for all courses and programs and the revision of program review to integrate SLOs and more meaningful analysis of data.

Units completing program review are required to provide their analyses, findings, and initiatives for PSLOs, student success outcomes, and program operating outcomes. Flowing from these three areas, initiatives, which may or may not require resources, are developed. For all areas, data are analyzed and discussed within each program, with the overall goal of continuous improvement of programs and services.

For both the SLO and program review processes, effectiveness is assessed through surveys, committee input, and self evaluations. Improvements are made for the next cycle and assessment of the process occurs again. Reports documenting activities, input, and improvements in SLO and program review processes are written annually.

Evidence:

1. List of course SLOs (TracDat report)
2. List of SUOs (TracDat report)
3. List of program-level SLOs (TracDat report)
4. List of revised GE/ISLOs
5. SLO Checklists 2011/2012
6. SUO Checklists for 2011/2012
7. List of course SLOs (TracDat report)
8. List of SUOs (TracDat report)
9. SLO forms (completed samples)
10. SUO forms (completed samples)
11. PSLO, SUO, and ISLO assessment pilots, Spring 2012
12. Department Chair and Coordinators' Council Minutes
13. SLO Committee minutes
14. PSLO assessment plans, Fall 2012
15. Catalog page with list of Degrees and Certificates
16. List of programs and departments assessing ISLO #1 and #2, Fall 2012
17. Educational Master Plan, 2009
18. Strategic Plan, 2010-2011

19. Strategic Plan, 2011-2012
20. SLO Toolkit
21. Program Review Toolkit
22. Program Review form (completed samples)
23. SLO Committee Minutes
24. SLO Survey, 2010
25. SLO Survey, 2011
26. SLO Committee Self Evaluation
27. Program Review Survey
28. Program Review Process Subcommittee Minutes
29. SLO Report, 2011
30. Program Review Report, 2011

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

SLO/SUO forms created by the SLO Oversight Committee were developed with dialogue and collaboration as a priority. Individual faculty assessment results are discussed by instructors teaching that course prior to the creation of findings and initiatives for changes/improvement in such areas as curriculum, teaching strategies, communication with students, services, and other support for students. For program review, the same process is utilized at the department and division level where dialogue takes place in regards to the prioritization of initiatives at the division level.

GE/Institutional ISLOs were revised in March 2012 after extensive discussions in the SLO and SUO Committees, divisions, and the Academic Senate. Our GE/ISLOs are now easier to assess and aligned with skills faculty believe students should have at the completion of a degree or prior to transfer. ISUOs are currently being addressed by the SLO/SUO Oversight Committee. The college's rotational plan for SLO/SUOs provides timelines for institutional dialogue on developing (where needed) and revising GE/ISLO rubrics and for the development of institutional initiatives based on assessments.

In spring 2012, extensive college dialogue occurred at campus forums and committees regarding a potential new Department of Education Title V grant in the areas of transfer velocity and institutional effectiveness. Using institutional data, a list of high-risk barrier courses was developed for which new strategies in the area of instruction and student services would be designed and implemented to improve transfer rates, particularly for our Hispanic students. In July 2012, the institution was awarded this new five-year \$2.9M Department of Ed HSI Grant.

Evidence:

1. SLO forms
2. Revised GE/ISLOs
3. SLO/SUO Rotational Plan
4. ISLO rubrics
5. Program Review presentation template (and completed sample)
6. Campus Forum agenda

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

Decision-making dialogue regarding assessment takes place at the course, program/department and institutional levels. Faculty and staff use discussions of SLO/SUO assessment results to plan for improvement in subsequent semesters. Initiatives that do not require resources are put into place by department or program faculty the next semester or when appropriate. Initiatives that require resources are submitted through the program review process. The College Planning Council (CPC) serves as the body that receives program review reports and initiative spreadsheets, hears and discusses program review presentations, forwards requests for initiatives to the appropriate committees such as Faculty Staffing Priorities or Budget Resources Committee for further discussion and prioritization, and receives final rankings back from the Executive Committee. The CPC also oversees strategic planning.

Each year during the program review process, programs and departments are required to “close the loop,” meaning that they must report on the prior year’s initiatives for accountability purposes.

For the past two years, college-wide planning has also been discussed at campus forums, which are scheduled monthly during the academic year.

In June 2012, the college purchased TracDat to help us manage the SLO, program review, and strategic planning effort. Reports that document assessments, initiatives, and reassessment results will now make data easier to present for discussion and decision making purposes.

Evidence:

- 1) College Planning Council Charge and Membership
- 2) Program Review Presentation Schedule
- 3) Rubrics for Faculty Staffing Priorities Committee, Technology Committee, Budget Resource Council
- 4) College Planning Council Minutes
- 5) Program Review Initiatives Spreadsheets
- 6) TracDat

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The college's integrated planning process is a functional system with well-defined procedures, all of which are dedicated to the improvement of institutional effectiveness and increased student learning.

As can be seen in our Integrated Planning chart, planning begins with the district and college mission, followed by the educational, facilities, and technology master plans, and the strategic plan. Every fall semester, the Ventura College Planning Parameters are published and presented by the College President at the College Planning Council (CPC). Program Review and planning take place within these parameters. Using institutional and/or program generated data and analysis, programs and departments identify and prioritize initiatives. Initiatives must be supported by outcomes or other institutional data. Those initiatives requiring resources are first prioritized at the department/program and then division levels in collaborative meetings. These initiatives are then presented to the CPC during the program review presentations and then forwarded to the appropriate committee (Faculty Staffing Priorities, Technology, or Budget Resource Council) for additional discussion and prioritization. These committees forward their recommendations to the Executive Team (President, EVP, and VP of Business Services) for college prioritization. Final funded initiatives are presented and discussed at the CPC and college staff notified.

In 2011/2012, \$1,436,658 was awarded in four categories—technology, facilities, staffing, or other--to programs and departments through the program review process. Programs and departments with unfunded initiatives may put forward the same initiatives the next year, and they will be prioritized along with any new initiatives.

Evidence:

- 1) Integrated Planning Manual
- 2) Program Review Initiatives Spreadsheets
- 3) Faculty Staffing Priorities (documentation?)
- 4) Technology Committee Agendas and Minutes
- 5) Budget Resource Council Agendas and Minutes
- 6) List of Funded Initiatives

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

SLOs and SUOs have been assessed each semester for the past several consecutive semesters. Assessment forms have been evaluated, revised, and fine-tuned after each semester/assessment cycle. These forms served as the basis for the data entry fields during TracDat implementation in the summer of 2012. The annual SLO Reports and samples of SLO completed forms clearly demonstrate the progress we have made in the area of assessment. Closing the loop on prior assessments is required, tracked, and documented.

During the 2011/2012 academic year, extensive discussions took place at the SLO Oversight Committee regarding the rotational plan, and several drafts were developed for consideration. SLO Oversight Committee discussions included the need to assess on a regular basis and also the need to provide sufficient time for implementation of initiatives and reassessment to determine whether or not improvement occurred. Beginning in spring 2012, discussions began that led to the proposal in fall 2012 of a three-year rotational plan for course, program, and ISLOs/ISUOs. This proposal, which was created by SLO facilitators, was discussed at the Department Chairs and Coordinators Council and at the SLO Committee. Currently, SLO representatives are taking the revised rotational plan to their respective divisions for further input and discussion after which the document will return to the SLO Committee for further discussion and revision, if needed. After the SLO Oversight Committee has approved it, it will be forwarded to the Academic Senate for further discussion and approval. As the college continues in its commitment to Sustainable Continuous Quality Improvement, the rotational plan will continue to be evaluated, revised, and fine-tuned, as needed.

Evidence:

- 1) SLO/SUO Assessment Forms (includes closing the loop)
- 2) SLO/SUO Rotational Plan with worksheet (completed examples)

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

Student learning outcomes at the course level have been aligned with program level SLOs and institutional-level SLOs for several semesters. These mapping documents are on the college website, in SharePoint, and are currently being transitioned over to TracDat, which the college purchased last semester. Mapping was also included in last year's program review documents, which similarly are on the college's website.

As the college continues to improve in its assessment efforts and gains a broader understanding of how SLOs align at the various levels, embedding at the course, program, and institutional level has become clearer. In spring 2012, several programs conducted PSLO assessment pilots that embedded program and institutional assessments into course level assessments. Each program pilot used one assessment method but utilized two or three rubrics depending on the focus of the assessment. The Department Chairs and Coordinators were trained on embedded assessments in spring 2012 in preparation for PSLO assessments in fall 2012. Also in preparation for the work to take place in fall, programs and departments met with SLO facilitators in spring 2012 to review and revise, if necessary, PSLOs and mapping documents. Mapping also needed to be reviewed and revised to align with the new GE/ISLOs that were created that same semester.

PSLO and ISLO assessments are underway this semester and, in most cases, are embedded into course assessments. Assessment plans for PSLOs and ISLOs are in place, and SLO facilitators are working closely with faculty to complete them and to ensure that they are entered properly into TracDat.

In several programs, discussions about PSLOs and mapping have led faculty to create initiatives in which capstone courses or experiences are created or to consider prerequisites so that courses are taken in the order that is most appropriate for the building of knowledge and skills in that discipline.

Evidence:

- 1) Samples of mapping documents on website and in program review
- 2) TracDat mapping samples
- 3) PSLO, PSUO, ISLO, and mapping samples from pilots, spring 2012

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

The college uses a variety of methods to make students aware of SLOs and their importance in each course and program. PSLOs and GE/ISLOs are clearly stated in the catalog (PSLOs next to degree requirements, ISLOs in the introductory information). PSLOs and mapping are also on the college website. Course SLOs have been included on course syllabi for several years. Course syllabi are submitted to division offices, and the deans review them to ensure that course SLOs have been included. Emails by deans and updates by the college president include reminders to faculty about providing SLOs on course syllabi and discussing them with students. At mandatory flex day events and at subsequent department and division meetings, faculty member are advised of the importance of discussing SLOs and associated rubrics with students so that students are aware of expectations for the course. At the mandatory flex day meeting in August, 2012, rubrics were discussed with faculty at a professional development training regarding basic skills and included in a Basic Skills Toolkit provided to each faculty member in attendance. This Toolkit is also available online.

Evidence:

- 1) College catalog (PSLOs and ISLOs)

- 2) Sample syllabi with SLOs
- 3) Sample SLO rubrics
- 4) Emails from Deans and College President regarding SLOs
- 5) Basic Skills Toolkit

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:

YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

The college demonstrates full commitment to its ongoing assessments of SLOs at the course, program, and institutional levels. The faculty and staff, supported by the work of the SLO Oversight Committee, the Academic Senate, the SLO facilitators, the TracDat facilitator, and the Office of Institutional Effectiveness, have demonstrated their understanding of the importance of authentic SLOs/SUOs assessments at both the formative and summative stages in our continual and combined efforts to improve student learning and student success. Widespread dialogue about assessment, surveys, and institutional data continues to increase at the department, program, and institutional level as SLOs and SUOs have been incorporated into the program review process, with initiatives and funding connected directly to initiatives that result from assessments and findings. Committee input and surveys of faculty and staff are conducted each year prior to revisions being made in the SLO/SUO processes for the next cycle. Committees, including the SLO Oversight Committee, Budget Resource Council, Academic Senate, Classified Senate, Curriculum Committee, and College Planning Council, among others, conduct annual self evaluations to determine effectiveness of the committee. Comprehensive SLO and Program Review Reports are written, with committee input, and made available online annually. Course, program, and institutional SLOs are aligned, and assessments are embedded through the use of instructional mapping. Students are made aware of the importance of SLOs for both courses and programs in a variety of ways. College faculty, staff, and administrators have put forth tremendous effort to improve the institution's SLO/SUO assessments, program review, and planning processes for the purposes of improving student success and institutional effectiveness.

For all of the reasons stated, the institution meets proficiency status for effectiveness in student learning outcomes.

A commitment to continuous quality improvement remains at the forefront, with process refinements in the works for tracking and assessing the effectiveness of newly-created initiatives. When the implementation and training of TracDat is complete, this task will be easier. We need to continue to conduct and improve our assessments of PSLOs and GE/ISLOs and to revise mapping as greater

understanding of the alignment between courses and programs becomes clearer. We need to continue to educate our students about student learning outcomes and the importance of achieving them before they leave to enter the workforce or to transfer to a four-year institution.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Proficiency Statement #1

1. Course SLOs (TracDat report)
2. SUOs (TracDat report)
3. Program-level SLOs (TracDat report)
4. List of revised GE/ISLOs
5. SLO Checklists 2011/2012
6. SUO Checklists for 2011/2012
7. SLO forms (completed samples)
8. SUO forms (completed samples)
9. PSLO, SUO, and ISLO assessment pilots, Spring 2012
10. Department Chair and Coordinators' Council Minutes
11. SLO Committee minutes
12. PSLO assessment plans, Fall 2012
13. Catalog page with list of Degrees and Certificates
14. List of programs and departments assessing ISLO #1 and #2, Fall 2012
15. Educational Master Plan, 2009
16. Strategic Plan, 2010-2011
17. Strategic Plan, 2011-2012
18. SLO Toolkit
19. Program Review Toolkit
20. Program Review form (completed samples)
21. SLO Committee Minutes

22. SLO Survey, 2010
23. SLO Survey, 2011
24. SLO Committee Self Evaluation
25. Program Review Survey
26. Program Review Process Subcommittee Minutes
27. SLO Report, 2011
28. Program Review Report, 2011

Proficiency Statement #2

1. SLO forms
2. Revised GE/ISLOs
3. SLO/SUO Rotational Plan
4. ISLO rubrics
5. Program Review presentation template (and completed sample)
6. Campus Forum agenda

Proficiency Statement #3

- 1) College Planning Council Charge and Membership
- 2) Program Review Presentation Schedule
- 3) Rubrics for Faculty Staffing Priorities Committee, Technology Committee, Budget Resource Council
- 4) College Planning Council Minutes
- 5) Program Review Initiatives Spreadsheets

Proficiency Statement #4

- 1) Integrated Planning Manual
- 2) Program Review Initiatives Spreadsheets
- 3) Faculty Staffing Priorities (documentation?)
- 4) Technology Committee Agendas and Minutes
- 5) Budget Resource Council Agendas and Minutes
- 6) List of Funded Initiatives

Proficiency Statement #5

- 1) SLO/SUO Assessment Forms (includes closing the loop)
- 2) SLO/SUO Rotational Plan with worksheet (completed examples)

Proficiency Statement #6

- 1) Samples of mapping documents on website and in program review
- 2) TracDat mapping samples

3) PSLO, PSUO, ISLO, and mapping samples from pilots, Spring 2012

Proficiency Statement #7

- 1) College catalog (PSLOs and ISLOs)
- 2) Sample syllabi with SLOs
- 3) Sample SLO rubrics
- 4) Emails from Deans and College President regarding SLOs
- 5) Basic Skills Toolkit

Accrediting Commission for Community and Junior Colleges (ACCJC)

10 Commercial Blvd., Suite 204, Novato, CA 94949

Telephone: 415-506-0234 ♦ FAX: 415-506-0238 ♦ E-mail: accjc@accjc.org



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT OPERATIONAL / FUNCTIONAL MAPPING TABLE

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
Academic Senates		
Decentralized	Moorpark College Oxnard College Ventura College	Academic Senate President Academic Senate President Academic Senate President
Admissions, Records & Registration		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Athletics		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Bookstores		
Decentralized at Colleges with support from District Administrative Center	Moorpark College Oxnard College Ventura College District Administrative Center	Vice President, Business Services Vice President, Business Services Vice President, Business Services Director, General Services
Catalog & Schedule Development		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Career Technical Programs		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President

¹ No hierarchy is implied for **decentralized** functions by the order in which the service providers are listed on this table. Functions not listed on this chart should be assumed to be decentralized.

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
Child Development Centers		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Classified Senates		
Decentralized	Moorpark College Oxnard College Ventura College	Classified Senate President Classified Senate President Classified Senate President
Contract Administration/Labor Relations		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center Moorpark College Oxnard College Ventura College	Vice Chancellor, Human Resources Director, Human Resources Operations College President, Deans/Managers College President, Deans/Managers College President, Deans/Managers
Curriculum & Program Development		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Economic & Workforce Development		
Centralized	District Administrative Center ² (housed at Ventura College)	Chancellor Directors
Employee Benefit Administration		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center Moorpark College Oxnard College Ventura College	Vice Chancellor, Human Resources Director, Human Resources Operations Vice President, Business Services Vice President, Business Services Vice President, Business Services
Employee Relations		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center Moorpark College Oxnard College	Vice Chancellor, Human Resources Director, Human Resources Operations College President, Deans/Managers College President, Deans/Managers

² Housed at Ventura College

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
Ventura College		
College President, Deans/Managers		
Facilities		
<ul style="list-style-type: none"> • <u>Measure “S” Bond Projects:</u> Centralized 	District Administrative Center	Chancellor Measure “S” Consultant Vice Chancellor, Business and Administrative Services
<ul style="list-style-type: none"> • <u>Local Projects:</u> Decentralized 	Moorpark College Oxnard College Ventura College	Vice President, Business Services Vice President, Business Services Vice President, Business Services
Financial Aid		
Decentralized at Colleges with support from District Administrative Center	Moorpark College Oxnard College Ventura College District Administrative Center	Executive Vice President Vice President, Business Services Executive Vice President Vice Chancellor, Business and Administrative Services
Fiscal Oversight		
<ul style="list-style-type: none"> • <u>Accounting:</u> Centralized 	District Administrative Center	Director, Fiscal Services
<ul style="list-style-type: none"> • <u>Fiscal Reporting:</u> Centralized 	District Administrative Center	Director, Fiscal Services Vice Chancellor, Business and Administrative Services
Grants Administration		
Decentralized at Colleges with support from the District Administrative Center	Moorpark College Oxnard College Ventura College District Administrative Center	Vice President, Business Services/ Executive Vice President Vice President, Business Services/ Executive Vice President Vice President, Business Services/ Executive Vice President Director, Fiscal Services
Information Technology		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center Moorpark College Oxnard College Ventura College	Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> • Banner and related Systems 	District Administrative Center	Associate Vice Chancellor, Information

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
Centralized at District Administrative Center with input from the Colleges		Technology
<ul style="list-style-type: none"> • <u>Website Content:</u> Decentralized 	Moorpark College Oxnard College Ventura College District Administrative Center	Departmental Responsibility Departmental Responsibility Departmental Responsibility Departmental Responsibility
<ul style="list-style-type: none"> • <u>Online Instruction & Support Services:</u> Decentralized at Colleges with support from District Administrative Center 	Moorpark College Oxnard College Ventura College District Administrative Center	Executive Vice President Instructional Technologist Executive Vice President Instructional Technologist Executive Vice President Instructional Technologist Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> • <u>Internet & Email Services:</u> Centralized 	District Administrative Center	Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> • <u>Video Conferencing/Interactive TV:</u> Decentralized at Colleges with support from District Administrative Center 	Moorpark College Oxnard College Ventura College District Administrative Center	Supervisor, Technology Support Services Supervisor, Technology Support Services Supervisor, Technology Support Services Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> • <u>Network Management:</u> Centralized at District Administrative Center with input from the Colleges 	District Administrative Center Moorpark College Oxnard College Ventura College	Associate Vice Chancellor, Information Technology
<ul style="list-style-type: none"> • <u>Help Desk Services:</u> Centralized at District Administrative Center with input from the Colleges 	District Administrative Center Moorpark College Oxnard College	Associate Vice Chancellor, Information Technology Supervisor, Technology Support Services/ Instructional Technologist Supervisor, Technology Support Services/

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
<ul style="list-style-type: none"> • <u>Desktop Support:</u> Decentralized at Colleges with coordination from District Administrative Center • <u>Classroom and Computer Lab Support:</u> Decentralized at Colleges with technology coordination from District Administrative Center 	<p>Ventura College</p> <p>Moorpark College Oxnard College Ventura College District Administrative Center</p> <p>Moorpark College Oxnard College Ventura College District Administrative Center</p>	<p>Instructional Technologist Supervisor, Technology Support Services/ Instructional Technologist</p> <p>Supervisor, Technology Support Services Supervisor, Technology Support Services Supervisor, Technology Support Services Associate Vice Chancellor, Information Technology</p> <p>Supervisor, Technology Support Services Supervisor, Technology Support Services Supervisor, Technology Support Services Associate Vice Chancellor, Information Technology</p>
Institutional Research		
Decentralized at Colleges in coordination with District Administrative Center for DataMart maintenance	<p>Moorpark College</p> <p>Oxnard College</p> <p>Ventura College</p> <p>District Administrative Center</p>	<p>Institutional Researcher College President Institutional Researcher College President Institutional Researcher College President</p> <p>Associate Vice Chancellor, Information Technology</p>
Instruction		
Decentralized	<p>Moorpark College</p> <p>Oxnard College</p> <p>Ventura College</p>	<p>Executive Vice President Executive Vice President Executive Vice President</p>
Legal Services		
Centralized	District Administrative Center	<p>Vice Chancellor, Human Resources Vice Chancellor, Business and Administrative Services</p>
Library & Learning Resources		
Decentralized at Colleges with technology	Moorpark College	Executive Vice President

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
coordination from District Administrative Center	Oxnard College Ventura College District Administrative Center	Executive Vice President Executive Vice President Associate Vice Chancellor, Information Technology
Planning		
<ul style="list-style-type: none"> • <u>Districtwide Planning:</u> Centralized at District Administrative Center in coordination with Colleges • <u>College Planning:</u> Decentralized 	District Administrative Center Moorpark College Oxnard College Ventura College	Board of Trustees Chancellor Chancellor's Designee College President College President College President
Police Services & College Safety		
<ul style="list-style-type: none"> • <u>Student Safety:</u> Centralized at District Administrative Center with support from Colleges • <u>Parking Enforcement:</u> Centralized at District Administrative Center with support from Colleges • <u>Mandatory Reporting (DOJ/Clery):</u> Centralized at District Administrative Center with support from Colleges 	District Administrative Center ² District Administrative Center ² District Administrative Center ²	Chief of Police Chief of Police Chief of Police
Program Development & Review		
<ul style="list-style-type: none"> • <u>Program Development:</u> Decentralized • <u>Program Review:</u> Decentralized 	Moorpark College Oxnard College Ventura College Moorpark College Oxnard College Ventura College	Executive Vice President Discipline Faculty Executive Vice President Discipline Faculty Executive Vice President Discipline Faculty Executive Vice President Executive Vice President Executive Vice President

² Housed at Ventura College.

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
	District Administrative Center	Chancellor, Vice Chancellors
Prop. 39 Bond Oversight		
Centralized	District Administrative Center	Citizen's Oversight Committee Board of Trustees/Chancellor
Public Relations/Marketing Districtwide		
Centralized	District Administrative Center	Director, Administrative Relations
Purchasing & Contracts		
<ul style="list-style-type: none"> • <u>Purchasing:</u> Centralized 	District Administrative Center	Director, General Services
<ul style="list-style-type: none"> • <u>Contract Administration:</u> Centralized 	District Administrative Center	Director, General Services
Recruitment & Hiring		
Centralized at District Administrative Center in coordination with Colleges	District Administrative Center	Vice Chancellor, Human Resources Director of Employment Services/Personnel Commission
<ul style="list-style-type: none"> • <u>Prioritizing, allocation and placement of staff at appropriate location:</u> Decentralized function initiated by Colleges and supported by District Administrative Center 	Moorpark College Oxnard College Ventura College Moorpark College Oxnard College Ventura College	College President College President College President College President College President College President
<ul style="list-style-type: none"> • <u>Compensation and Payroll Coordination:</u> Centralized 	District Administrative Center	Director, Human Resources Operations Director, of Employment Services/Personnel Commission Vice Chancellor, Human Resources Vice Chancellor, Business and Administrative Services
Records Management & Human Resources Information Systems		
Centralized	District Administrative Center	Vice Chancellor, Human Resources
Risk Management		
<ul style="list-style-type: none"> • <u>General Liability:</u> Centralized 	District Administrative Center	Director, General Services

FUNCTIONS	SERVICE PROVIDER(S) ¹	RESPONSIBLE PARTIES
<ul style="list-style-type: none"> • <u>Student Insurance:</u> Centralized 	District Administrative Center	Director, General Services
Staff Training & Development		
<ul style="list-style-type: none"> • <u>Districtwide Training:</u> Centralized at District Administrative Center in coordination with Colleges 	District Administrative Center	Vice Chancellor, Human Resources Director, Human Resources Operations
<ul style="list-style-type: none"> • <u>Local Training:</u> Decentralized 	Moorpark College Oxnard College Ventura College	Executive Vice President Vice President of Business Services Executive Vice President Vice President of Business Services Executive Vice President Vice President of Business Services
Student Conduct & Discipline		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Student Government		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Student Learning Outcomes		
(Institutional, Program and Course/Service Level)		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Student Services		
Decentralized	Moorpark College Oxnard College Ventura College	Executive Vice President Executive Vice President Executive Vice President
Worker's Compensation, Health & Welfare		
Centralized	District Administrative Center	Vice Chancellor, Human Resources

This document will be assessed every two years by the District Consultation Council and Chancellor's Cabinet in consultation with District Administrative Center and College constituencies.

FYI

There are 10 different “terms” used throughout this document in the centralized/decentralized category.

They are:

Centralized
Decentralized

Centralized at District Administrative Center in coordination with Colleges
Centralized at District Administrative Center with input from the Colleges
Centralized at District Administrative Center with support from Colleges

Decentralized at Colleges in coordination with District Administrative Center for DataMart maintenance
Decentralized at Colleges with coordination from District Administrative Center
Decentralized at Colleges with support from District Administrative Center
Decentralized at Colleges with technology coordination from District Administrative Center
Decentralized function initiated by Colleges and supported by District Administrative Center

American Association of University Professors: Statement on Professional Ethics
(Adopted by the Ventura College faculty)

1. 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. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. 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. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Book	VCCCD Board Policy Manual
Section	Chapter 7 Human Resources
Title	BP 7120 RECRUITMENT AND HIRING
Number	BP 7120
Status	Active
Legal	Accreditation Standard III.1.A California Code of Regulations, Title 5, Section 53000 et seq. California Education Code Section 87100 et seq. California Education Code, Section 70902, subdivision (d)
Adopted	May 17, 2007
Last Reviewed	February 14, 2012 _____

The Chancellor shall establish procedures for the recruitment and selection of employees including, but not limited to:

- The criteria and procedures for the recruitment and selection of management employees including college presidents;
- The criteria and procedures for selection and hiring of academic employees in accordance with established and implemented board policies and procedures regarding the Academic Senate's role in local decision-making. Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors or the equivalent in accordance with established procedures; and
- The criteria and procedures for hiring classified employees shall be established by the Personnel Commission.

See:

Administrative Procedure 7120-A Recruitment And Hiring: Academic Managers
Administrative Procedure 7120-B Recruitment And Hiring: Full-Time Faculty
Administrative Procedure 7120-C Recruitment And Hiring: College President
Administrative Procedure 7120-D Recruitment And Hiring: Part-Time Faculty
Administrative Procedure 7120-E Recruitment and Hiring: Vice Chancellor(s)

Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-A Recruitment and Hiring: <u>Academic Managers</u>
Number	AP 7120-A
Status	Active
Legal	California Education Code Section 87100 et seq. California Code of Regulations, Title 5, Section 53000 et seq. Accreditation Standard III.A
Adopted	April 14, 2009
Last Reviewed	March 12, 2009 _____

SELECTION PROCEDURES FOR ACADEMIC MANAGERS

The following practices shall be followed for all academic management positions. ~~Classified management positions will follow the rules and regulations as established by the Personnel Commission.~~

I. NOTIFICATION OF VACANCY/RECRUITMENT STRATEGY

Upon formal notification of an academic manager vacancy, the hiring manager informs the Director of Employment Services of his/her plans to fill the position. Vacancy notification occurs upon the Chancellor's acceptance of the manager's resignation, retirement, contract non-renewal, or the receipt of information regarding death or departure for special circumstances. During the two weeks following the formal notification date, the responsible manager reviews the existing job description with the Director of Employment Services and makes any necessary changes. In the event substantial changes need to be made or there is a restructuring of college's functions, the new or revised job description must be presented to Chancellor's ~~e~~Cabinet for approval. Unless substantial changes are made to the job description, the Director of Employment Services begins the recruitment process two weeks following the formal notification date.

II. COMMITTEE COMPOSITION

College Positions

Academic, classified, and student appointments to the Selection Committee are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. ~~The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules.~~ When subject matter expertise is necessary, committee members may be commissioned from outside the dDistrict.

<u>ACADEMIC COLLEGE-BASED MANAGEMENT POSITIONS</u>	
<u>Committee Composition Number</u>	<u>Recommendations From: of the Following</u>
College Management/Supervisors 4 <u>5</u> (2-3 from the college in which vacancy occurs and 1 each from the other <u>two</u> colleges)	College President(s)
District Administrative Center Representative 1	Chancellor's Cabinet
Faculty (for academic management only) 23	<u>College President</u> (following consultation with the <u>Academic Senate President</u>)
Students (for <u>Dean of Student Learning at the discretion of the President, Dean of Student Services Instructional VP, SS VP, and EVP-only</u>) 1	<u>College President</u>
<u>Classified Supervisor/Employee</u> 1	<u>College President</u> (following consultation with the <u>Classified Senate President</u>)
Screening Committee Facilitator (ex-officio) 1	Director of Employment Services
Total 9 <u>12</u>	

District Administrative Positions

Academic and classified appointments are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules. When subject matter expertise is necessary, committee members may be commissioned from outside the District.

<u>Committee Composition Number</u>	<u>Recommendations of the Following:</u>
College Management/Supervisors 3 (1 from each college)	College President(s)
District Administrative Center Representative 2	Chancellor's Cabinet
Screening Committee Facilitator (ex-officio) 1	Director of Employment Services
Total 6	-

III. MANAGEMENT SCREENING COMMITTEE GUIDELINES

A. Committee Appointments

The Director of Employment Services reviews the membership recommendations to ensure the diversity of representation within the Screening Committee. The Director of Employment Services appoints the chair from among the membership, and the chair convenes the committee.

B. Timelines for Screening/Selection Process

Timelines for the Organizational Meeting (where applicable), Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Director of Employment Services. Timeline approval may be completed after the committee has set the calendar for the screening process.

C. Announcement/Advertising

The Director of Employment Services or designee prepares the vacancy announcement including a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. The Director of Employment Services or designee is responsible for the recruitment, identification of advertising sources and applicant targets, ad placement, and web posting. If the District selects a recruitment firm to assist in any aspect of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Chronicle of Higher Education, Association of California Community College Administrators (ACCCA), the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

D. Organizational Meeting

The Human Resources Department provides the Screening Committee with confidentiality policies and notification that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each Screening Committee member must be available for all committee meetings.

The Screening Committee, under the direction of the chair and the Screening Committee Facilitator, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

E. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The members forward the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the

information to the Human Resources Department. The Human Resource Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

F. Screening

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to the all ~~s~~Screening ~~e~~Committee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend).
- Screening Committee members sign and date the screening evaluation forms.

G. Application Tally

All committee members should be present at the application tally meeting and have completed their screening of applicants. Any exceptions must be approved by the Director of Employment Services.

1. ~~a.~~ Chair and the Screening Committee Facilitator tally the results.
2. ~~b.~~ The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identity. "Natural breaks" in the tally total should be the determining factor.
3. ~~c.~~ The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
4. ~~d.~~ The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department emails the individuals who were not selected for interview.
5. ~~e.~~ The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.

H. Oral Interview/Tally

The Screening Committee Facilitator discusses guidelines pertinent to the interview process, appropriate follow up questions, guidelines for written comments on oral interview forms, District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions

must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

1. At the conclusion of each oral interview, the Screening Committee Facilitator facilitates ~~the following~~ a discussion process that will generally consist of the following:

~~Generally, the discussion will consist of:~~

- a. ~~At the conclusion of each oral interview, e~~Each committee member shares a brief summary of each applicant's strengths and limitations- that may include the following:
 - (1) Clarification of technical questions asked during the interview.
 - (2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview
 - (3) Strengths and weaknesses of each candidate, including professional impact
 - (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview
 - b. Among those items which are inappropriate for discussion are the following:
 - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process
 - (2) Comments based on rumor or unsubstantiated knowledge of a candidate
 - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics
2. ~~e.~~ The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions ~~and teaching demonstration~~.
 3. ~~d.~~ The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with original rating after considering the information discussed.

I. Oral Tally

2. ~~a.~~—The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.

3. ~~b.~~—After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the ~~e~~College ~~p~~President/~~chancellor~~ for final interview. The committee as a whole may decide if candidates below the natural break should be forwarded to the ~~e~~College ~~p~~President/~~chancellor~~. The committee determines the number of candidates to be forwarded to the ~~e~~College ~~p~~President/~~chancellor~~ based on the candidates' performance and president's preference. If no candidates are deemed to be acceptable to the ~~s~~Screening ~~e~~Committee, the ~~e~~College ~~p~~President/~~chancellor~~ has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department emails the individuals who were not selected for interview.
4. ~~e.~~—The committee summarizes, in writing, the strengths and weaknesses of the candidates forwarded to the ~~e~~College ~~p~~President/~~chancellor~~ for review prior to interviewing the candidates.

J. President/~~Chancellor~~ Interview

~~For college positions, t~~The ~~e~~College ~~p~~President ~~and~~ ~~chancellor~~ conducts joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. The ~~e~~College ~~p~~President ~~and~~ ~~chancellor~~ may request the committee forward additional candidates (not applicable for classified management). The ~~e~~College ~~p~~President ~~and~~ ~~chancellor~~ may interview without the presence of the Screening Committee Facilitator. In the event that it is a District Administrative Center position, the hiring manager ~~and the chancellor~~ will conduct final interviews.

K. Reference Checks and Offer of Employment

1. ~~a.~~—The ~~e~~College ~~p~~President/~~chancellor~~ directs the responsible manager (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
2. ~~b.~~—The responsible manager forwards the references for the selected candidate to the Director of Employment Services for review.
3. ~~e.~~—Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the hiring manager that an official employment offer may be made. The ~~d~~Director of Employment Services and the hiring manager discuss the salary offer.
4. ~~d.~~—The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The ~~e~~College ~~p~~President/~~chancellor~~ signs the form and forwards the original form to the Human Resources Department.
5. ~~e.~~—The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-B Recruitment and Hiring: Full-Time Faculty
Number	AP 7120-B
Status	Active
Legal	<u>California Education Code Section 87100 et seq.</u> <u>California Code of Regulations, Title 5, Section 53000 et seq.</u> <u>Accreditation Standard III.A</u>
Adopted	July 14, 2009
Last Reviewed	February 14, 2012

Selection Procedures for Full-Time Faculty

Notification of Vacancy/Posting Notices

Upon receipt of formal notification of a vacancy, the Human Resources Department reviews the recommended position template to ensure accuracy of minimum qualifications, appropriateness of supplemental questions, if any, and content/procedural accuracy. The Human Resources Department determines the announcement closing date in consultation with the college's needs and policy/contract requirements. The Human Resources Department distributes the following in accordance with negotiated agreements and applicable policies:

- Transfer notice to full-time faculty a minimum of three days prior to opening the position for submission of applications
- Vacancy announcement to all faculty
- Vacancy announcement to mailing lists, CCC registry, publications, newspapers, online websites, list servers, etc.
- Screening committee calendar and composition forms to college president

Announcement/Advertising

Following input of the department and/or division faculty representatives, the Director of Employment Services or designee prepares the vacancy announcement, which includes a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Director of Employment Services or designee. If the District selects a recruitment firm to assist in any aspects of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Chronicle of Higher Education, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, edjoin.org and VCCCD.edu.

Committee Composition and Appointments

The College President or designee, in consultation with the dean and/or department chair or coordinator, is responsible for recommending appointments to the screening committee. The College President consults with the Academic Senate President and the Screening Committee Facilitator regarding the recommended committee composition prior to forwarding

the recommendation to the Director of Employment Services for approval. The Director of Employment Services reviews the committee composition to ensure diverse representation within the committee and adherence to District policies and agreements where applicable.

Colleges are encouraged to use academic employees within the discipline from other colleges within VCCCD to maintain discipline expertise, diversity, and to provide a district-wide perspective. A committee typically consists of seven members, and should not have less than five or more than nine members under normal circumstances. The Director of Employment Services may authorize part-time faculty and other individuals to serve on screening committees on an exception basis. The following guidelines should be followed when composing a committee.*

<u>Committee Composition</u>	<u>Number</u>
Faculty from the Division Of the 3-5 faculty members on the committee: A minimum of 2 faculty members must be from the discipline, when possible; A minimum of 1 faculty member must be from another discipline.	3 to 5
Academic Administrator	1
Additional member(s)	1 or more
Screening Committee Facilitator – non-voting ex-officio	---

* Exceptions to this composition may be authorized by the Director of Employment Services.

The composition of the committee should reflect diversity in, but not be limited to, the areas of gender, age, ethnicity, and culture of the community.

Although not required, classified staff, members from other colleges, and community members may be selected to serve on committees.

The academic administrator will serve as the chair of the committee until a co-chair is elected.

The co-chairperson is to be elected by the committee at the first meeting and is expected to perform all co-chair duties.

The College President identifies a Screening Committee Facilitator to serve on the committee from a pre-established list of trained Screening Committee Facilitators provided by the Human Resources Department.

In order to ensure consistency in the process, each screening committee member must be available for the application screening and all committee meetings.

Organizational Meeting

The Screening Committee Facilitator picks up the committee files from the Human Resources Department and the Screening Committee Facilitator file containing the list of VCCCD part-time applicants, applicant gender/ethnicity information, and other materials to be used in the organizational meeting.

The academic administrator calls the organizational meeting at which time the committee will accomplish the following:

- The committee selects a faculty member to co-chair the committee with the academic administrator.
- The Screening Committee Facilitator discusses hiring procedures, timelines, forms, the confidentiality agreement, and diversity sensitivity issues. The Facilitator provides the committee with confidentiality policies and notifies the committee that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. Each member reads and signs a confidentiality statement.

- The committee establishes dates, times, and locations for the prescreening, application screening, application tally, oral interviews, oral interview tally, and final interviews with the College President/Chancellor.
- The committee creates and discusses application screening criteria based upon the requirements listed in the job announcement; creates oral interview questions, teaching demonstration exercises, and criteria to aid in the preparation of the Oral Interview Form; discusses the bases of questions in relation to the job announcement; determines the format of the interview process; and discusses final weighting of assessment items for the Oral Interview Record Form.
- The committee establishes the pre-screening committee composition consisting of one co-chair, two faculty in the discipline (one of whom may be the co-chair) and the Screening Committee Facilitator.

Prior to Close of Application Filing

The Human Resources Department schedules a districtwide equivalency committee to be convened as soon as possible following the close of the application period.

After the organizational meeting, the Screening Committee Facilitator sends to the Director of Employment Services the screening criteria, oral interview questions and the names of those serving on the pre-screening committee.

A few days prior to the close of application filing (close of recruitment period), the Screening Committee Facilitator inquires of the Human Resources Department the number of complete application records and advises the committee accordingly.

After Close of Application Filing

Within three days following the close of application filing, the Human Resources Department e-mails the screening forms with criteria, oral interview records with questions, and electronic copies of the application screening and oral tally sheets to the Screening Committee Facilitator.

The Screening Committee Facilitator is responsible for copying all forms needed for the committee's use.

Districtwide Equivalency Review

Following the close of application filing, the Human Resources Department forwards the requests for equivalency to the appropriate districtwide equivalency committee for review. The districtwide equivalency committee meets within five working days following the closing date and reviews the requests for equivalency. The Human Resources Department will not forward files for applicants who did not request an equivalency or for applicants who request in their application that an equivalency be considered, but fail to attach the Supplemental Questionnaire for Equivalency. The districtwide equivalency committee reviews the requests for equivalency and forwards the recommendations to the Human Resources Department. The Human Resources Department deactivates the applications in Online Requisition and Application Processing (ORAP) for those not recommended for equivalency.

Applications for candidates not recommended for equivalency remain available to the entire Screening Committee in ORAP. Committee members may review the equivalency recommendations and challenge any recommendation to not recommend equivalency. The Director of Employment Services or designee takes the challenges back to the districtwide equivalency committee for consideration. Upon review, the districtwide equivalency committee may choose to sustain or modify its initial recommendation.

Prescreening

Following the review of the requests for equivalency, the Human Resources Department provides the ORAP guest user ID and password to the Screening Committee Facilitator and the prescreening committee. All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The prescreening committee forwards the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resources Department deactivates the applications for the applicants who fail to meet minimum qualifications.

Application Screening

Upon completion of the prescreening process, the Human Resources Department forwards the guest user ID and the password for the particular recruitment to all screening committee members. Committee members have an opportunity to review any applicant file that was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (5 - Highly Recommend for Interview, 3 Recommend for Interview, 2 – Consider for Interview, 0 - Do Not Recommend).
- Screening Committee members must sign and date the screening evaluation forms.
- Each committee member screens the application materials independently and submits their results to the chair.

Application Tally Meeting

All committee members must be present at the application tally meeting and have completed their screening of the applicants. Any exceptions must be approved by the Screening Committee Facilitator.

- a. The Co-Chairs and the Screening Committee Facilitator tally the application screening results.
- b. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individual's identity. "Natural breaks" in the tally total should be the determining factor when possible. Per the Agreement between the District and the AFT, Section 5.4(c)(6), a minimum of 25% (or fewer than 3) of non-contract faculty members who apply for a contract position in the District and who meet the minimum qualifications for that position as specified in the job announcement and determined by the screening committee shall be interviewed by the committee.
- c. The committee determines if additional candidates are to be interviewed in the event interview invitations are declined by the selected candidates. Additional candidates will be considered for interview based on their rank and may only be considered if invitations are declined by the initial invited candidates.
- d. The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department e-mails the individuals who were not selected for interview.
- e. The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.
- f. The academic administrator serving as a chair or the administrator's designee sends out invitations to the candidates. Any changes that must be made to the interview schedule in order to accommodate candidates' availability must be approved by the Screening Committee Facilitator.

Oral Interview

Oral Interview Briefing (thirty minutes before first interview)

The Screening Committee Facilitator discusses the District's diversity policy and various guidelines pertinent to the interview process including those related to asking follow-up questions, providing written comments on oral interview forms, and discussing candidates' performances.

The committee reviews each question and discusses, in general, an appropriate answer. Follow-up questions may be asked to elicit additional information with regard to responses provided by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response.

Oral Interview

- a. At the beginning of the interview, the Screening Committee Facilitator welcomes and introduces the candidate, introduces each committee member, and advises the candidate about the process of the interview. This introduction includes the approximate length of the interview, number of questions, roles of the committee members and the fact that the committee will be taking notes, length of the teaching demonstration, and the support role of the Screening Committee Facilitator.
- b. At the close of each interview, the Screening Committee Facilitator thanks the candidate and advises them of the next step in the process.
- c. The Screening Committee Facilitator ensures that all interviews are conducted within the allotted time.

Oral Interview Discussion and Rating

At the conclusion of each oral interview, the Screening Committee Facilitator facilitates the following discussion process:

- a. At the conclusion of each oral interview, each committee member will share a brief summary of each applicant's strengths and limitations.

Generally, the discussion will consist of:

- (1) Clarification of technical questions asked during the interview.
 - (2) The manner in which the candidate responded to questions asked during the interview.
 - (3) Strengths and weaknesses of each candidate, including professional impact.
- b. Among those items that are inappropriate for discussion are the following:
 - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process.
 - (2) Comments based on rumor or unsubstantiated knowledge of a candidate.
 - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
 - c. The Oral Interview Record Form shall be used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions and the teaching demonstration.
 - d. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion shall only focus on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or keep his/her original rating after considering the information discussed.

Oral Tally

- a. The Co-Chairs and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.
- b. After determining the natural break, the candidates' names are displayed to the committee for

the purpose of determining who should be forwarded to the College President for final interview; determination shall be based on the candidates' scores rather than the candidates' identities. The committee as a whole may decide if candidates below the natural break should be forwarded to the College President. The committee determines the number of candidates to be forwarded to the President based on the candidates' performances and President's preference. If no candidates are deemed to be acceptable to the screening committee, the committee will meet with the President to discuss the option of reopening the recruitment. The Human Resources Department e-mails the individuals who were not selected for interview.

- c. The committee summarizes the strengths and limitations of the candidates and forwards the summary to the College President for review.
- d. The Co-Chairs and Screening Committee Facilitator meet with the College President to discuss the summaries.

President's Interview

The College President determines who is present in the final interview. The Screening Committee Facilitator may be present at the final interview at the President's discretion.

Reference Checks and Offer of Employment

- a. The President directs the responsible academic administrator (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
- b. The academic administrator conducts reference checks for the selected candidate(s) and sends them to the President and Director of Employment Services for review.
- c. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the academic administrator that an official employment offer may be extended.
- d. The College President authorizes the academic administrator to extend an offer of employment.
- e. The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.
- f. The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-C Recruitment and Hiring: College President
Number	AP 7120-C
Status	Active
Legal	California Education Code Section 87100 et seq. California Education Code Section 87400 California Education Code Section 88003 Accreditation Standard III.A
Adopted	June 20, 2006
<u>Last Reviewed</u>	<hr/>

Selection Procedures for PRESIDENTS

Notification of Vacancy/Recruitment Strategy

Upon formal notification of a presidential vacancy, the Chancellor will inform the Board of Trustees of the need to secure new college leadership. Vacancy notification shall be provided in the form of Board acceptance of a presidential resignation, retirement, contract buyout, or the receipt of information regarding death, or departure for special circumstances. At the following Board meeting, the Board will consider, as part of its public deliberations, the approach it wishes to use for the selection of a successor president. The Board, by formal action, will determine whether it wishes to contract for an external recruitment firm, to utilize the District's Human Resources Department (HR), or a combination of consultant and internal HR support services. Should the Board choose to contract for external search services exclusively, the Chancellor or his designees shall serve as the Board's liaison to the firm.

External Searches

In the event that an external search firm is contracted by the Board of Trustees, the procedures, timelines, and activities supporting the search will be determined by the Board, through the Chancellor, in consultation with their consultant firm. The Board is committed to broad community and college participation in its searches, as well as providing equal employment opportunity to qualified candidates.

District Conducted Searches

Should the Board determine it wishes to conduct a district-supported search, the following practices shall be observed.

Committee Composition

Academic, classified, and student appointments will be made from recommendations from the groups/individuals listed below. Each will be requested to forward five (5) names for consideration.

Committee Composition	Number	Selected from Among the Recommendations of the Following:
Faculty	3	Academic Senate President
Classified Representatives	3	Classified Senate President
Students	3	Student Government President
Additional appointments will be selected from among the recommendations of the following:		
Community Members	3	Board of Trustees
College Management	2	Outgoing President or Chancellor*
Current/Retired Community College President	1	Chancellor's Cabinet
District Administrative Center Representative	1	Chancellor's Cabinet
Ex-officio diversity officer	1	Chancellor's Cabinet
TOTAL	17	

*In the absence of a president.

Committee Appointments

Membership recommendations will be reviewed and appointments made by the Chancellor to ensure the diversity of representation within the selection committee. The Chancellor will appoint the chair from among the membership. The Chancellor will report on the composition and diversity of the committee to the Board of Trustees.

Screening/Selection

Timelines for the Organizational Meeting, Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Vice Chancellor, Human Resources, and the Chancellor. Timeline approval may be completed after the committee has set the calendar for the screening process. Any changes in the approved composition and/or timelines must be submitted to the Chancellor and diversity office for approval.

Announcement/Advertising

Preparation of the vacancy announcement including a description of duties and responsibilities, qualifications and application procedures is the responsibility of the Vice Chancellor, Human Resources or designee. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Vice

Chancellor, Human Resources, or designee. If the district selects a recruitment firm to assist in any aspects of the selection process, these responsibilities may be reallocated to the firm. Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the *Chronicle of Higher Education*, Association of California Community College Administrators (ACCCA), the *Los Angeles Times*, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

Organizational Meeting

The search committee will be provided with confidentiality policies and notified that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each screening committee member must be available for the application screening and all committee meetings. The screening committee, under the direction of the chair and the diversity officer, will identify and discuss application screening criteria, create oral interview questions and criteria, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

Screening

Each committee member will screen the application materials independently and submit their results to the chair.

Application Tally

All committee members should be present at the application tally meeting. Any exceptions must be approved by the diversity officer. The chair and diversity officer will tally results and present them to the committee without names. The committee will determine which applicants will be invited for an interview. The determination will be based on the scores and not the individuals' identities.

"Natural breaks" in the tally total should be a determining factor. In the event an applicant declines an interview invitation, the committee will determine if additional applicants will be considered for interview.

Oral Interview/Tally

Prior to the oral interview, the committee will review each question and discuss in general an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by applicant. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the original questions.

At the conclusion of the oral interviews, each committee member will share a brief summary of each applicant's strengths and limitations. Following the comments, the chair and the diversity officer will tally the results. All results will be presented to the committee without disclosing the identities of the applicants. The committee will determine which applicants to forward to the Chancellor for consideration. The Chancellor may request a minimum number to be

forwarded. If the committee wishes, the forwarded applicants' identities may be disclosed. If the committee chooses, additional applicants may be forwarded after the identities have been disclosed.

Reference Checks

The Vice Chancellor, Human Resources, or designee, will conduct background checks on the finalist(s) consistent with Board Policy 7120-C.

Board/Chancellor Interview

The Trustees and Chancellor will conduct joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. Trustees and Chancellor may request the committee forward additional applicants. Upon completion of the joint interviews, the Chancellor will, for purpose of discussion with Trustees, declare his or her preferences regarding candidates. A successful candidate may be selected or a determination made that the search process needs to be extended or postponed to a later date. The outcome of the search process will be presented by the Chancellor to the Board at its public meeting.

The diversity officer will attend the Board/Chancellor interview.

Notifications

HR will contact the successful presidential candidate and make all necessary contractual arrangements. The Board will be notified by the Chancellor, within a reasonable period of time, that the candidate has or has not accepted the contract. Release of information to the campus and press regarding the outcome of the search will be undertaken by the Director of Administrative Relations in consultation with the candidate.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-D RECRUITMENT AND HIRING: PART-TIME FACULTY
Number	AP 7120-D
Status	Active
Legal	California Education Code Section 87100 et seq. California Education Code Section 87400 California Code of Regulations, Title 5, Section 53000 et seq. Accreditation Standard III.A
Adopted	June 16, 2010
Last Reviewed	February 14, 2012

SELECTION PROCEDURES FOR PART-TIME FACULTY

A. NOTIFICATION OF VACANCY/POSTING NOTICES

Upon receipt of formal notification of a current or anticipated vacancy, the Human Resources Department does the following:

- Reviews the recommended position announcement template to ensure accuracy of minimum qualifications, appropriateness of supplemental questions, if any, and content/procedural accuracy.
- Determines the announcement closing date in consultation with the college's needs and policy/contract requirements.
- Sends the hiring committee forms to the dean.

B. ANNOUNCEMENT/ADVERTISING

Following input of the department and/or division faculty representatives, the Human Resources Department prepares the vacancy announcement that includes a description of duties and responsibilities, qualifications, and application procedures. Ongoing recruitment pools are advertised and maintained for disciplines with frequent hiring activity. For positions in disciplines that are not advertised on an ongoing basis, the closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Director of Employment Services or designee.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Additionally, advertisements will be placed in appropriate print and online periodicals and databases, in consultation with the department and/or division representatives, as well as the California Community College Registry, HigherEdJobs.com, EdJoin.org, and VCCCD.edu.

C. COMMITTEE COMPOSITION AND APPOINTMENTS

The academic administrator responsible for supervising the position(s) and serving as the administrative co-chair of the screening committee, in consultation with the department chair or coordinator, is responsible for making appointments to the screening committee. Colleges may use academic employees within the discipline from other colleges within VCCCD to maintain discipline expertise, diversity, and to provide a districtwide perspective. The following guidelines should be followed when composing a committee:

COMMITTEE COMPOSITION	NUMBER
Academic administrator	1 minimum
Department chair/coordinator or designee	1 minimum
Academic faculty from the discipline (may include department chair/coordinator)	2 minimum

- The screening committee shall consist of a minimum of three members. At least two members of the committee must be faculty within the discipline. When faculty members within the discipline are not available, faculty members from a related discipline may be substituted for the faculty in the discipline. A related discipline is one that is listed as a qualifying degree in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* for that discipline. If a related discipline is not listed, exceptions to this composition may be authorized by the Director of Employment Services.
- The composition of the committee should reflect diversity in, but not be limited to, the areas of gender, age, ethnicity, and culture of the community.
- Although not required, members from other colleges and community members may be selected to serve on committees.
- The academic administrator and the department chair/coordinator or designee will serve as the co-chairs of the screening committee.
- In order to ensure consistency in the process, each screening committee member should be available for all committee meetings and must be present for all applicant interviews.

D. ORGANIZATIONAL MEETING

The administrative co-chair downloads from HR Tools all materials to be used during the screening process.

The co-chairs coordinate with the screening committee to accomplish the following:

- The co-chairs review hiring procedures, timelines, forms, the confidentiality agreement, and diversity sensitivity issues. The screening committee is provided with confidentiality policies and notified that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. Each member reads and signs a confidentiality agreement.
- The screening committee establishes dates, times, and locations for the prescreening, application screening, application tally, oral interviews, and the oral interview tally.
- The screening committee creates and discusses application screening criteria based upon the job announcement, creates oral interview questions and criteria to aid in preparation of the Academic Oral Interview Record form, discusses the basis of questions in relationship to the job announcement, determines the format of the interview procedure, finalizes any details pertaining to the teaching/skills demonstration for the oral interview, and discusses the final weighting for the questions listed on the Academic Oral Interview Record form. All criteria and questions must be based upon the requirements listed in the vacancy announcement.
- Following the creation of the application screening criteria and oral interview questions during the organizational meeting, the co-chairs develop the Academic Application Screening Evaluation form, the Academic Oral Interview Record form, and the Academic Application Screening Tally and Academic Oral Interview Tally sheets using the templates available on HR Tools.
- The screening committee establishes a prescreening committee consisting of at least one co-chair and one faculty member in the discipline.

E. AFTER CLOSE OF FILING (THE HUMAN RESOURCES DEPARTMENT NO LONGER ACCEPTS APPLICATIONS)

The co-chairs are responsible for copying all forms needed for the committee's use.

The following actions shall occur in the order listed below:

1. Districtwide Equivalency

Following the close of filing, the Human Resources Department forwards requests for equivalency to the appropriate districtwide equivalency committee no later than two working days following the closing date of the position and prior to releasing the pool of applicants to the screening committee. The districtwide equivalency committee meets within five working days following the closing date. The Human Resources Department will not forward files for applicants who are not requesting an equivalency or for applicants who request in their application an equivalency be considered but fail to attach the Supplemental Questionnaire for Equivalency.

The districtwide equivalency committee reviews requests for equivalency and provides recommendations to the Human

Resources Department.

2. Release of Candidate Information

The Human Resources Department provides a username and password to the co-chairs for the purpose of accessing candidates' information.

The Human Resources Department forwards all recommended equivalencies to the co-chairs for review along with all other completed application materials not provided in Online Requisition and Application Processing (ORAP).

3. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications from the list of candidates not requesting an equivalency. The results of these deliberations are forwarded to the Human Resources Department at the conclusion of the screening process. The Human Resources Department will deactivate those who fail to meet minimum qualifications.

Applications for candidates not recommended for equivalency are made available to the entire screening committee in ORAP. Committee members may review the equivalency recommendations and challenge any recommendations to deny equivalency. Challenges are taken back to the districtwide equivalency committee for consideration. Upon review, the districtwide equivalency committee may choose to sustain or modify its initial recommendation.

4. Screening

Upon completion of the prescreening process, all committee members screen applications in accordance with the predetermined application screening criteria. The committee members complete the Academic Application Screening Evaluations and ensure the following:

- Academic Application Screening Evaluations must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Academic Application Screening Evaluations must document a recommendation for oral interview (5 – Highly Recommend, 3 – Recommend, 2 – Consider, 0 – Do Not Recommend).
- Screening committee members sign and date the Academic Application Screening Evaluations.
- Screening committee members screen the application materials independently and submit their results to the co-chairs.

F. **APPLICATION TALLY MEETING**

All committee members shall be present at the application tally meeting and shall have completed their screening of the applicants. The following shall occur during the application tally meeting:

1. The co-chairs tally the application screening results.
2. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individual's identity. "Natural breaks" in the tally total should be the determining factor.
3. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
4. The co-chairs assign dates and times for oral interviews taking into consideration distance and time of travel of the applicants.
5. The co-chairs or the administrative co-chair's administrative assistant sends out invitations to the candidates.

G. **ORAL INTERVIEW**

Oral Interview Meeting (30 minutes before first interview)

The co-chairs discuss the guidelines pertinent to the interview process, including appropriate follow-up questions, guidelines for written comments on the Academic Oral Interview Records, the District's diversity policy, and procedures for discussion following each candidate's interview. The screening committee reviews each question and discusses, in general, an appropriate answer.

Oral Interview

At the beginning of the interview, one of the co-chairs welcomes and introduces the candidate, introduces each committee member, and advises the candidate about the process of the interview. The introduction includes the approximate length of the interview, number of

questions, roles of the committee members and the fact that the committee will be taking notes, and length of the teaching demonstration.

At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the original questions.

At the close of each interview, a co-chair thanks the candidate and advises him/her of the next step in the process.

The co-chairs ensure all interviews are conducted within the allotted amount of time.

Oral Interview Discussion and Rating

At the conclusion of each oral interview, the co-chairs facilitate a discussion of the candidate. The following guidelines shall be adhered to during the discussion:

1. Each committee member shall share a brief summary of each applicant's strengths and limitations. Generally, the discussion will consist of:
 - Clarification of technical questions asked during the interview.
 - The manner in which the candidate responded to questions asked during the interview.
 - Strengths and weaknesses of each candidate, including professional impact.
2. Among those items which are inappropriate for discussion are the following:
 - Advocacy or opposition for a particular candidate based on information obtained outside the interview process.
 - Comments based on rumor or unsubstantiated knowledge of a candidate.
 - Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
3. The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions and the teaching demonstration.
4. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion shall focus on information provided in the interviews as well as information provided in the candidates' applications. Any committee member may change or keep their original rating after considering the information discussed.

Oral Interview Tally

The co-chairs tally the oral interview ratings and display the ratings to the entire committee with the names of the candidates redacted for the purpose of determining the natural break in ratings.

After determining the natural break, the names of the candidates are displayed to the committee for the purpose of determining which candidates have sufficiently demonstrated they are qualified to perform the duties of an adjunct (part-time) faculty member.

H. RECORD OF INTERVIEW AND CANDIDATE SELECTION PROCESS

1. The co-chairs complete the Record of Interview and Candidate Selection Process form indicating which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidates eligible for hire.

Candidates recommended for hire are eligible for employment for up to two semesters from the original semester of consideration. For example, a candidate interviewed for a fall 2012 vacancy is eligible for "future hire" through fall 2013.
2. The co-chairs forward all screening files, forms, and related notes and records to the Human Resources Department.
3. The co-chairs notify all candidates who were invited to the oral interview of their status.

I. CANDIDATE SELECTION, REFERENCE CHECKS, AND OFFER OF EMPLOYMENT

1. The academic administrator conducts reference checks on the individuals identified for immediate hire in accordance with the

VCCCD reference checking procedure and sends the reference checks to the Human Resources Department. The academic administrator conducts reference checks on the individuals identified to be eligible for future hire only at the time that an offer is imminent.

2. Upon review of candidates' references and any other pertinent material, the Director of Employment Services notifies the academic administrator that an official offer of employment may be extended with the approval of the College President.
3. The academic administrator completes the Part-Time Faculty Hiring Authorization and forwards the authorization and references to the College President for approval.
4. The College President authorizes the academic administrator to extend an offer of employment.
5. The academic administrator extends the offer of employment and submits the signed Part-Time Hiring Authorization to the Human Resources Department following acceptance of the offer.
6. When appropriate, the Human Resources Department schedules a new employee orientation upon receipt of the signed Part-Time Hiring Authorization.

J. EXCEPTION TO SCREENING PROCESS

In the event there is a need to expeditiously hire an instructor due to unforeseen circumstances and provided there is less than five working days before the instructor shall begin working, the Director of Employment Services may authorize a waiver to the hiring procedure as described above and allow the committee to give selective consideration to current District faculty in the discipline at the other colleges without giving consideration to external candidates. Provided there is no existing applicant pool for the vacancy, the committee may selectively consider qualified external applicants. Such applicants shall be screened in accordance with the above procedures.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-AE Recruitment and Hiring: <u>Vice Chancellor(s) Managers</u>
Number	AP 7120-AE
Status	Active
Legal	California Education Code Section 87100 et seq. California Code of Regulations, Title 5, Section 53000 et seq. Accreditation Standard III.A
Adopted	April 14, 2009
Last Reviewed	March 12, 2009 _____

SELECTION PROCEDURES FOR MANAGERS VICE CHANCELLOR POSITIONS

The following practices shall be followed for all ~~management~~ vice chancellor positions. ~~Classified management positions will follow the rules and regulations as established by the Personnel Commission.~~

I. NOTIFICATION OF VACANCY/RECRUITMENT STRATEGY

Upon formal notification of a ~~manager~~ vice chancellor vacancy, the ~~hiring manager~~ Chancellor informs the Director of Employment Services of his/her plans to fill the position. Vacancy notification occurs upon the Chancellor's acceptance of the ~~manager~~ vice chancellor's resignation, retirement, contract non-renewal, or the receipt of information regarding death or departure for special circumstances. During the two weeks following the formal notification date, the ~~responsible manager~~ Chancellor reviews the existing job description with the Director of Employment Services and makes any necessary changes. In the event substantial changes need to be made or there is a restructuring of ~~college's~~ the District administration functions, the new or revised job description must be presented to ~~Chancellor's cabinet~~ the Board of Trustees and the Personnel Commission (if applicable) for approval. ~~Unless substantial changes are made to the job description, the Director of Employment Services begins the recruitment process two weeks following the formal notification date.~~

II. COMMITTEE COMPOSITION

College Positions

~~Academic, classified, and student appointments are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules. When subject matter expertise is necessary, committee members may be commissioned from outside the district.~~

<u>Committee Composition Number</u>	<u>Recommendations of the Following:</u>
College Management/Supervisors 4 (2 from the college in which vacancy occurs and 1 each from the other colleges)	College President(s)
District Administrative Center Representative 1	Chancellor's Cabinet
Faculty (for academic management only) 2	President (following consultation with the academic senate president)
Students (for Instructional VP, SS VP, and EVP only) 1	President
Screening Committee Facilitator (ex-officio) 1	Director of Employment Services
Total 9	

District Administrative Positions

Academic and classified appointments to the screening committee are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules. When subject matter expertise is necessary, additional committee members may be commissioned from outside the dDistrict.

<u>VICE CHANCELLOR POSITIONS</u>	
<u>Committee Composition Number</u>	<u>Recommendations from of the Following:</u>
College Management/Supervisors 3 (1 from each college)	College President(s)
District Administrative Center Representatives 2	Chancellor's Cabinet
<u>Faculty Representative 1</u>	<u>Academic Senate Presidents</u>
<u>Classified Representative 1</u>	<u>Chancellor's Cabinet</u>
<u>Representative from outside the District for subject-matter expertise 1</u>	<u>Chancellor</u>
Screening Committee Facilitator (ex-officio) 1	Director of Employment Services
Total 6-9	

III. VICE CHANCELLOR POSITIONS SCREENING COMMITTEE GUIDELINES

A. Committee Appointments

The Director of Employment Services reviews the membership recommendations to ensure the diversity of representation within the Screening Committee. The Director of Employment

Services Chancellor appoints the chair from among the membership, and the chair convenes the committee.

B. Timelines for Screening/Selection Process

Timelines for the Organizational Meeting (where applicable), Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Director of Employment Services. Timeline approval may be completed after the committee has set the calendar for the screening process.

C. Announcement/Advertising

The Director of Employment Services or designee prepares the vacancy announcement including a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. The Director of Employment Services or designee is responsible for the recruitment, identification of advertising sources and applicant targets, ad placement, and web posting. If the District selects a recruitment firm to assist in any aspect of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Chronicle of Higher Education, Association of California Community College Administrators (ACCCA), the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

D. Organizational Meeting

The Human Resources Department provides the Screening Committee with confidentiality policies and notification that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each screening committee member must be available for all committee meetings.

The Screening Committee, under the direction of the chair and the screening committee facilitator, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

E. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The members forward the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resource Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

F. Screening

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to the all sScreening eCommittee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend).
- Screening Committee members sign and date the screening evaluation forms.

G. Application Tally

All committee members should be present at the application tally meeting and have completed their screening of applicants. Any exceptions must be approved by the Director of Employment Services.

- a. Chair and the Screening Committee Facilitator tally the results.
- b. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identity. "Natural breaks" in the tally total should be the determining factor.
- c. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
- d. The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department emails the individuals who were not selected for interview.
- e. The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.

H. Oral Interview/Tally

The Screening Committee Facilitator discusses guidelines pertinent to the interview process, appropriate follow up questions, guidelines for written comments on oral interview forms, District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

1. At the conclusion of each oral interview, the Screening Committee Facilitator facilitates ~~the following a~~ discussion process during which the following actions occur:

Generally, ~~the discussion will consist of:~~

- a. ~~At the conclusion of each interview, E~~each committee member shares a brief summary of each applicant's strengths and limitations- that may include the following:
 - (1) Clarification of technical questions asked during the interview
 - (2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview
 - (3) Strengths and weaknesses of each candidate, including professional impact
 - (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview
- b. Among those items which are inappropriate for discussion are the following:
 - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process
 - (2) Comments based on rumor or unsubstantiated knowledge of a candidate
 - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics
- c. The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions ~~and teaching demonstration.~~
- d. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with original rating after considering the information discussed.

I. Oral Tally

- a. ~~The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.~~
- b. ~~After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the college president/chancellor for final interview. The committee as a whole may decide if candidates below the natural break should be forwarded to the college president/chancellor. The committee determines the number of candidates to be forwarded to the college president/chancellor based on the~~

~~candidates' performance and president's preference. If no candidates are deemed to be acceptable to the screening committee, the college president/chancellor has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department emails the individuals who were not selected for interview.~~

~~c. The committee summarizes, in writing, the strengths and weaknesses of the candidates forwarded to the college president/chancellor for review prior to interviewing the candidates.~~

1. The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.
2. After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be recommended to the Chancellor for final consideration. The committee as a whole may decide if candidates below the natural break should be recommended for final consideration. For classified positions, the Director of Employment Services will establish an unranked eligibility list to be certified to the Chancellor based on the recommendations of the screening committee. All candidates on the unranked eligibility list will be forwarded to the Chancellor for consideration.
3. The committee summarizes, in writing, the strengths and weaknesses of the candidates recommended to the Chancellor for consideration.
4. The Human Resources Department emails the individuals who were not selected for final consideration.

J. President/Chancellor Interview

~~For college positions, the college president and chancellor conduct joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. The college president and chancellor may request the committee forward additional candidates (not applicable for classified management). The college president and chancellor may interview without the presence of the Screening Committee Facilitator. In the event that it is a District Administrative Center position, the hiring manager and the chancellor will conduct final interviews.~~

The Chancellor conducts final interviews from an unranked list of candidates recommended by the Screening committee. The Chancellor may interview without the presence of the Screening Committee Facilitator.

For both classified and academic positions, the Chancellor has the option of reopening the recruitment if no selection is made. For academic positions, the Chancellor has the option of interviewing the candidates not recommended by the committee for final consideration.

K. Reference Checks and Offer of Employment

1. a. The college president/cChancellor or designee directs the responsible manager (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.

- ~~b. The responsible manager forwards the references for the selected candidate to the Director of Employment Services for review.~~
2. ~~e.~~ Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the ~~hiring manager~~ Chancellor that an official employment offer may be made. The ~~e~~Director of Employment Services and the ~~hiring manager~~ Chancellor discuss the salary offer.
3. ~~d.~~ The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The ~~college president/e~~Chancellor signs the form and forwards the original form to the Human Resources Department.
4. ~~e.~~ The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5010 ADMISSIONS AND CONCURRENT ENROLLMENT
Number	BP 5010
Status	Active
Legal	Education Code Section <u>48800, 48800.5, 68000 et seq., 76000, 76001, 76002</u> ; Labor Code Section 3077
Adopted	April 18, 2006

The District shall admit the following students ~~who meet one of the following requirements and who are determined to be capable of profiting from the instruction offered:~~

- ~~Any person over the age of 18 and~~ California resident possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Section 3077 of the Labor Code

The district may admit other persons who meet the criteria set forth in AP 5010 and are determined to be capable of profiting from the instruction offered:

Admission ~~Concurrently Enrolled Special Admission Students~~

The district may admit concurrently enrolled special admission students providing they are determined to be able to benefit from advanced scholastic or vocational education, and they meet the criteria set forth in AP 5010.

For purposes of this section, concurrently enrolled special admission students are defined as minors and persons 18 years of age or older enrolled in grades K through 12 in an accredited public or private school, or an approved home school program who are eligible to attend pursuant to section 48800 et seq. A home school program that is affiliated with an accredited public or private K-12 school district, or for which an affidavit is on file with the California Department of Education will be considered an approved home school program.

Concurrently enrolled special admission students may be admitted as a special part-time or special full-time student in any session or term.

- ~~Any student whose age or class level is equal to grades K-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.~~

- ~~Any student whose age or class level is equal to grades K-12 is eligible to attend as a special full-time student~~
- ~~Any student enrolled in K-12 may attend summer session.~~

The Chancellor shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission:

- If the Board denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted, the board will record its findings and the reason for denying the request in writing within 60 days.
- The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chancellor shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

~~Claims for State Apportionment for Concurrent Enrollment:~~

Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

Nonresidents:

The district may admit any person who is determined to be a nonresident of California under conditions stipulated herein providing the admission criteria set forth in AP 5010 is met and upon payment of all required nonresident tuition and fees See BP 5020, AP 5020 regarding nonresident tuition and fees). Nonresidents are defined as:

- U.S. citizens who are legal residents of a state other than California
- Immigrant aliens (permanent residents) who are legal residents of a state other than California
- Non-immigrant aliens who are citizens and legal residents of their home country
- Non-U.S. citizens who do not have lawful immigration status
- Any person who does not have a legal right to establish residency in California or, if he/she has the legal right to establish residency in California, has not demonstrated the combination of physical presence and intent sufficiently to warrant a determination of California residency.

Residency shall be determined in compliance with section 68000 et seq. of the California Education Code. The Chancellor shall establish procedures regarding compliance with statutory and regulatory criteria for residency of community college students.

The attendance of nonresident students shall not be claimed for apportionment funding except as allowed by law under the California Education Code and Title 5 Administrative Code.

See Administrative Procedure 5010, Board Policy 5020 and Administrative Procedure 5020.

AP 5010 Admissions

Reference:

Education Code Section 76000

1. Designated Authority and Responsibility for the Admissions Process

Responsibility for the admission process in the colleges of the District is assigned to the appropriate administrator or designee in the Office of Admissions and Records. The appropriate administrator or designee makes initial admission determinations.

2. Admission Procedures for Students Over 18

Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.

All prospective students must complete and sign a valid admissions application to be admitted to the college. Applications may be submitted in written format or online. Each person applying for admission or enrollment to the colleges of the Ventura County Community College District is classified as a 'resident' or a 'non-resident' for purposes of admission and/or tuition. The admission application will be the basis for initial residency determination. (See BP 5015, AP 5015 – Residency Determination, and BP 5020, AP 5020 – Nonresident Tuition)

Admission to the colleges of the Ventura County Community College District is open to anyone California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), any adult 18 years of age or older who may benefit from instruction offered, and any ~~person~~ California resident who is an apprentice as defined in Section 3077 of the Labor Code.

Students' self-certification may serve as proof of high school attendance and graduation or its equivalent, except that home schooled students may be required to provide verification from an accredited high school district that the home school curriculum completed is deemed equivalent to graduation from an accredited high school.

Admission may be granted to other persons who are determined to be capable of benefitting from the instruction offered, including minors who are concurrently enrolled in grades K-12 and persons who are not California residents, including nonimmigrant aliens. Additional admission criteria apply as stated below.

3. Admission Procedures for Non-Resident Students That Include a Determination of Residence Status

A U.S. citizen who is determined to be a resident of another state may be admitted under conditions stipulated by the governing board and on payment of non-resident tuition, capital outlay surcharge, enrollment fees, health fees, and other applicable fees.

U.S. citizens who are determined to be non-residents, but who submit verifiable documentation to certify that they meet the following criteria, will remain classified as a nonresident but may be exempted from payment of non-resident tuition pursuant to AB 540:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof
- Verifiable documentation shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

A non-citizen who holds or is applying for an F1 or M1 student visa may only be admitted under conditions stipulated by the governing board, and upon submission of a completed International Student Application packet and ~~on~~ payment of an application processing fee, non-resident tuition and foreign student surcharge, enrollment fees, health fees, and other applicable fees.

Non-citizens holding other non-immigrant visas may be admitted under conditions stipulated by the governing board, and upon presentation of their visa at the Admissions and Records Office for verification and determination of residency status. Non-immigrant students who are determined to be eligible to establish California residency under the terms of their visa will initially be classified as nonresidents and required to submit additional documentation in support of their request for residency reclassification. (See BP 5015 and AP 5015, Residency Determination).
~~as non-residents or residents as determined by the conditions of the visa and the student's ability provide documentation in support of the establishment of California residence pursuant to California Education Code.~~

Non-citizens without lawful immigration status ~~may~~ shall be classified as a non-residents but exempted from payment of non-resident tuition ~~if he or she~~ provided they submit verifiable documentation to certify that they meets the following requirements criteria:

- High school attendance in California for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof, and;
- ~~The filing of an affidavit that attests that the student has filed an application to legalize his/her immigration status or will do so as soon as he/she is eligible~~
Verifiable documentation shall include the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and may include high school transcripts or other acceptable documents verifying attendance and graduation.

~~4. Publication of Admissions Policies and Procedures~~

~~Specific and current admission procedures are published in the most recent versions of the college schedule of classes, catalog, and website.~~

5. Minors as Special Admission Students

In accordance with the California Education Code, minors may be permitted to take college courses under very specific circumstances. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic and vocational education the opportunity to take college-level courses that are not available through their primary school or other alternatives.

Special Admission students are required to complete and submit an application for college admission, a Special Admission packet that includes the Recommendation for Special Admission (required every semester), Memorandum of Understanding, and a transcript (for high school students) or a letter from the primary school principal attesting to the student's ability to benefit from advanced scholastic or vocational education (for K-8 students). Additional documentation, including the college instructor's written permission, may be required.

Students admitted as part-time special admission students may enroll in a maximum of six (6) units per semester or term, unless approved for additional units by the designated college administrator. Under no circumstances may a part-time special admission student enroll in more than eleven (11) units in a regular semester.

Parents and students applying for Special Full-time Admission status must contact the Registrar's Office. Petitions for Special Full-Time Admission will be considered only after the parent and student have exhausted all alternatives available through the secondary school district that the student would be attending. The decision to admit a minor as a special full-time admission student may be subject to the availability of classes. Special full-time admission students are required to complete at least 12 units in each primary term, and to maintain continuous enrollment until reaching the age of 18.

Under the Family Educational Rights and Privacy Act, once a student of any age is attending an institution of post-secondary education, all rights pertaining to the inspection, review and release of his/her educational records belong to the student without regard to the student's age. Therefore all students, regardless of age, must provide written consent for the release of their college transcripts and/or college records.

Ventura County Community College District

INTEGRATED PLANNING MANUAL

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INTRODUCTION

The *Ventura County Community College District Integrated Planning Manual* is a guide to integrated institutional planning at the District level. It delineates the cyclical planning process that flows from **Mission, Planning, Resource Allocation**, to **Assessment and Program Improvement**. The Manual identifies how these elements link and function within the cycle, how the District and the community participate in District wide planning, and what major planning documents and activities that result from the process.

The VCCCD integrated planning model provides the overarching framework for District level planning. This District level planning defines the broad parameters for local planning at the three constituent Colleges and District Services. The Manual begins with an overview of the VCCCD integrated planning model, accompanied by a description of each component under the model and the implementation timeline. Following this overview, the local planning process for each constituent College and District Services are outlined.

Linkages between District level planning and local site planning are established on three levels:

- The Mission of the District prescribes the general parameters for the establishment of the College Mission
- Board Goals of the *Educational Master Plan* and the Strategic Objectives of the *Annual Strategic Plan* provide direction for the annual planning at the College and District Services. The Colleges and District Services craft specific action plans based on the Strategic Objectives that fulfill the Board Goals of the District.
- Annual assessment results at the Colleges and in District Services are presented collectively at the District level during the Board of Trustees Annual Planning Session using the District Effectiveness Report. The report presents data that address a number of indicators tied to the assessment of progress for Board goals. These include student success, operational efficiency, and financial health.

The *VCCCD Integrated Planning Manual* is reviewed and updated annually to document changes and improvements in planning elements, including documents, processes, and timelines. The review is conducted by Consultation Council or its subcommittee. The results of the review are reported to the Board of Trustees at its Annual Planning Session in June.

Through the linkages of District and local College/District Services planning and assessment, and through a regular cyclical review of the planning process, VCCCD ensures that the planning is aligned with the mission at all levels, and all Colleges and District Services engage in a cycle of continuous quality improvement to support student success.

PLANNING

DISTRICT LEVEL PLANNING

The District Level Integrated Planning Model comprises a number of key elements, linked by timelines into a cycle of Mission Review, Planning, Resource Allocation, Assessment, and Program Improvement. The repeated implementation of the planning cycle over time results in Continuous Quality Improvement and a demonstration of institutional effectiveness.

Planning Cycle

The Cycle of District Integrated Planning Model occurs over six years. The calendar below outlines the current status in the implementation of the cycle.

Academic Year	Cycle	Plan Activities	Assessment
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 Mission of VCCCD flows from the mission of the system of California Community Colleges. The VCCCD Mission provides a broad framework for local mission creation, program planning, and operations at the constituent College and District Services. The VCCCD Mission is reviewed annually at the Board of Trustees Planning Session in June.

The VCCCD Mission

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources. Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Educational Master Plan

The major planning document that emerges from the VCCCD Integrated Planning process is the *VCCCD Educational Master Plan*. The standard elements of the *Educational Master Plan* are as follows:

Research and Data Analysis

Research and data analysis provide information for District wide dialogue that shapes the assumptions of the *Educational Master P-lan*. Annual and trend data are collected and analyzed in a number of areas, including:

- Demographic data and projections
- Economic projections
- Student access and enrollment data from feeder institutions and receiving institutions
- Student access and success data from the District Colleges
- Long- and short-term analysis of community needs as appropriate to mission
- Other sources of data identified as essential in the planning dialogue

Challenges, Opportunities and Board Goals

Analysis of the data and subsequent dialogue with a broad range of constituencies leads to the identification of long-term and broad Challenges and Opportunities for VCCCD. Based on these Challenges and Opportunities, the Board of Trustees formulates a set of Board Goals to guide the work of the Colleges over the six-year planning cycle.

Companion Plans to the Educational Master Plan

As part of the integrated planning process, companion District Master Plans are created to support planning in major operational areas. The writing of the *VCCCD Technology Master Plan* and the *VCCCD Facilities Master Plan* are guided by the parameters of the *Educational Master Plan*. The companion plans are updated regularly by the District Services areas and appropriate participatory governance constituencies.

Annual Strategic Plan

To guide the implementation of the Board Goals, Strategic Objectives are created for each Board Goal through broad and consultative dialogue, and documented in the *VCCCD Annual Strategic Plan*. The *Annual Strategic Plan* contains minimally the following:

- The Strategic Objectives with linkage to the Board Goals
- An implementation grid with Action Steps, Responsible Parties, and Timeline Assessment

Consultation Council, under the direction of the Chancellor, is responsible for District wide planning. It is the participatory governance committee that charges the appropriate groups to develop Action Steps, and receives reports of progress as the implementation cycle is completed.

This is a sample of the annual Strategic Plan Implementation Grid:

Annual Implementation Plan 2012-2013

Board Goals: 1) Access and Success; 2) Quality within Budgetary Limits; 3) Prudent Fiscal Stewardship

Board Goal 1: Provide Access and Student Success

Strategic Objective 1-A: Establish a District wide General Education subcommittee to develop ideas to improve commonality among courses at each college.

#	Action Steps	Responsible Party	Timeline	Progress
1.A.1	Sample Action Step: Draft charge and proposed membership for District General Education Subcommittee	District Council for Academic Affairs	September 2012	
1.A.2				
1.A.3				

Strategic Objective 1B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum.

#	Action Steps	Responsible Party	Timeline	Progress
1.B.1				
1.B.2				

Objective 1C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges.

#	Action Steps	Responsible Party	Timeline	Progress
1.C.1				
1.C.2				

Strategic Objective 1D: Participate in the SB1440 and C-ID initiative to ensure college courses are comparable District wide and within the California Community College System.

#	Action Steps	Responsible Party	Timeline	Progress

1.D.1				
1.D.2				

Board Goal 2: Maintain Instructional Quality within Budgetary Limits

Strategic Objective 2-A: Align technical and vocational courses and programs with employer and market needs.

#	Action Steps	Responsible Party	Timeline	Progress
2.A.1				
2.A.2				

Strategic Objective 2B: Develop professional development activities for faculty and staff to promote best practices and technological activities that empower employees to work smarter, allowing greater time to be expended on activities linked to student access, persistence, and success.

#	Action Steps	Responsible Party	Timeline	Progress
2.B.1				
2.B.2				

Board Goal 3: Prudent Fiscal Stewardship

Strategic Objective 3-A: Strengthen the link between discretionary budgeting and strategic planning.

#	Action Steps	Responsible Party	Timeline	Progress
3.A.1				
3.A.2				

Strategic Objective 3-B: Annually review and ensure that expenditures are linked to District Planning.

#	Action Steps	Responsible Party	Timeline	Progress
3.B.1				
3.B.2				

Strategic Objective 3-C: Improve the effectiveness and efficiency of all District operations, programs, and services and redirect associated cost savings to student learning and support.

#	Action Steps	Responsible Party	Timeline	Progress
3.C.1				
3.C.2				

Strategic Objective 3-D: Fund District Long-Term retirement obligations (GASB45) and maintain adequate cash reserves to handle cash flow requirements, including state funding deferrals and unanticipated expenditures.

#	Action Steps	Responsible Party	Timeline	Progress
3.D.1				
3.D.2				

Strategic Objective 3-E: Contain or reduce costs in areas such as healthcare, work-related injuries, facilities and operations, etc., to enable cost savings to be redirected to student learning and support.

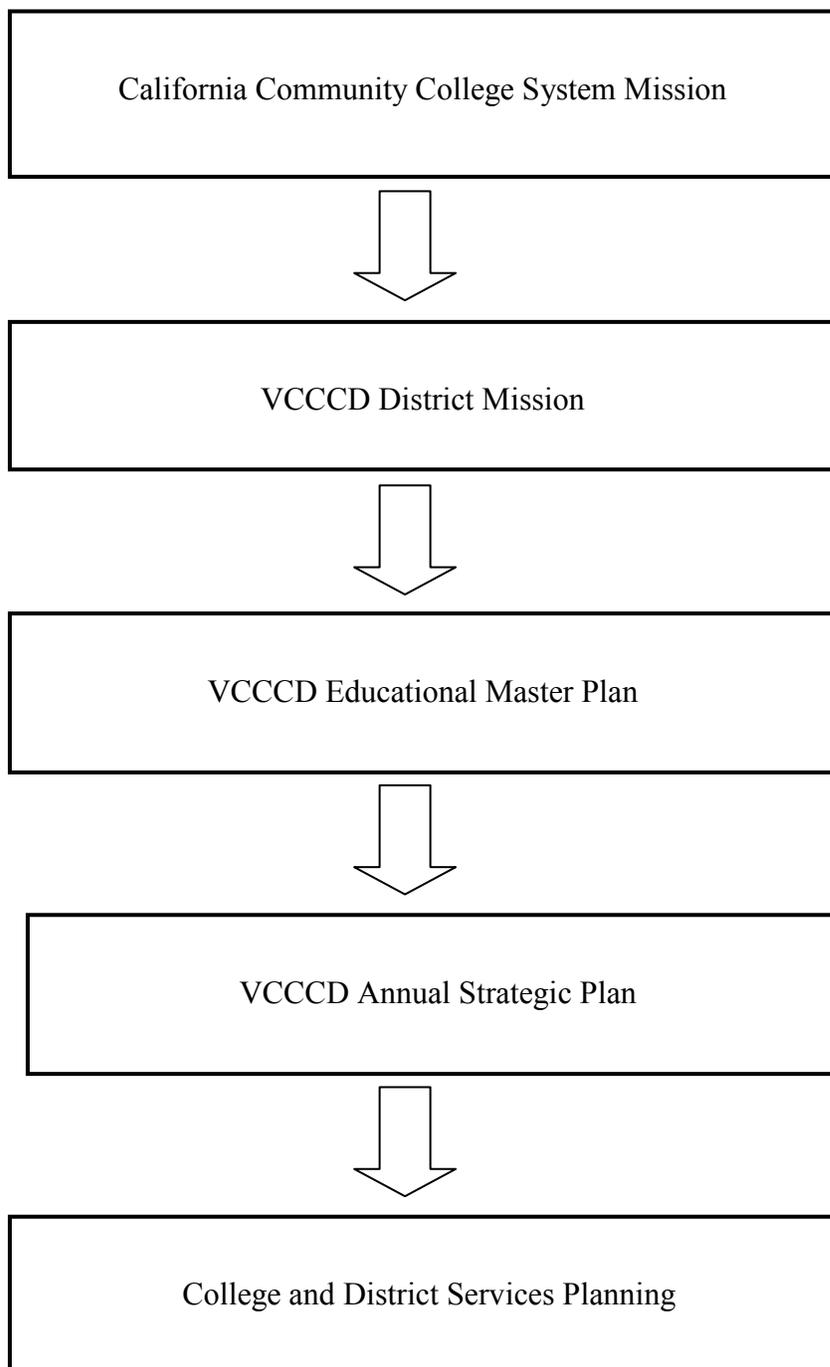
#	Action Steps	Responsible Party	Timeline	Progress
3.E.1				
3.E.2				

Strategic Objective 3-F: Monitor and assess the state’s financial condition to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs.

#	Action Steps	Responsible Party	Timeline	Progress
3.F.1				
3.F.2				

Flow of Planning from District to Colleges

The VCCCD Strategic Plan provides District level direction for the constituent Colleges and District Services to craft local Educational, Strategic and Action Plans. This flow of planning ensures the alignment of Mission at the various levels, and provides clear parameters for planning, decision-making, and resource allocation.



College and District Services Planning

The following section documents the local planning processes at the constituent Colleges and District Services.

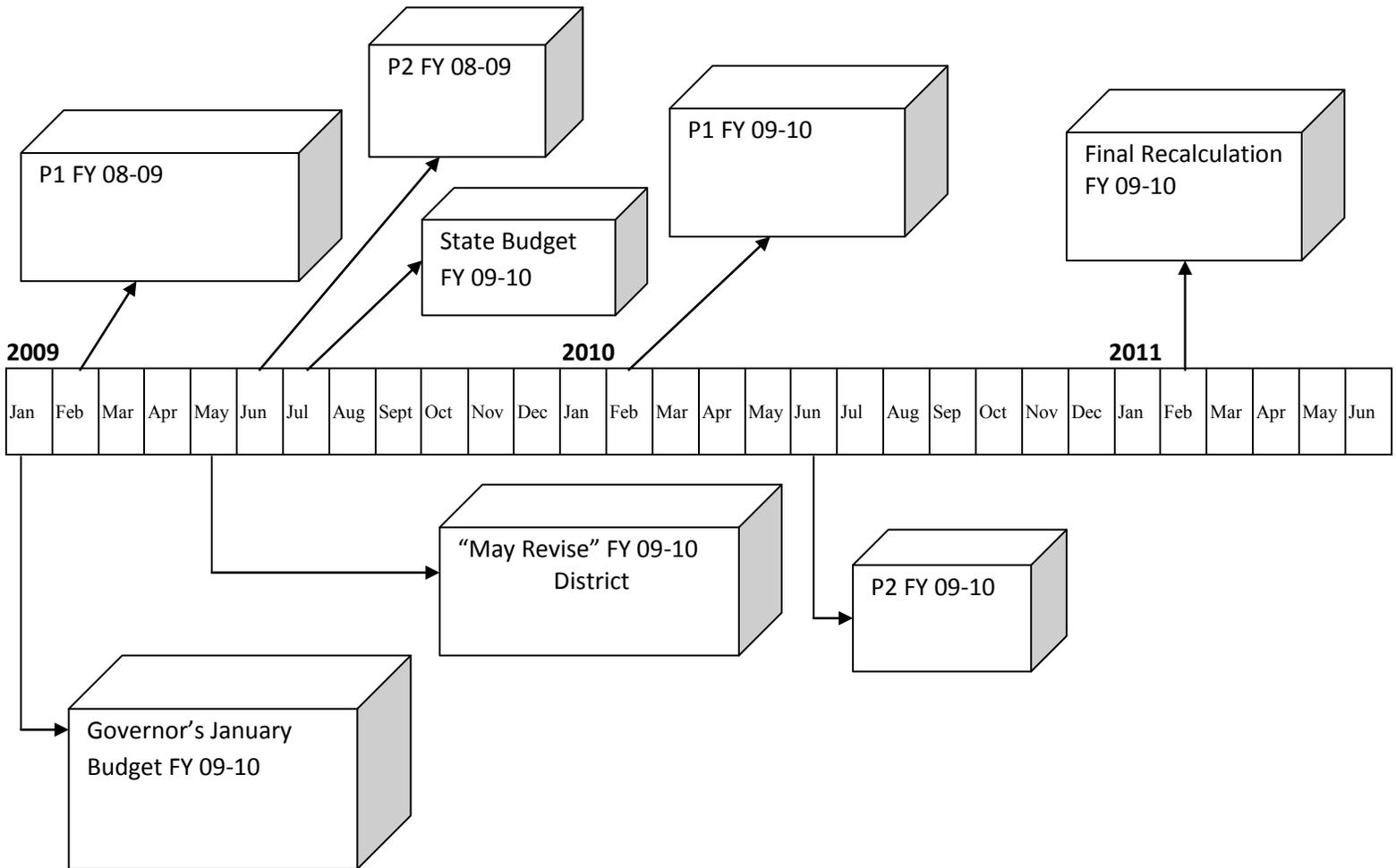
Oxnard College

The State of California’s Budget Process: Timeline of Events

The State budget process and timelines dictate the timing of events and distribution of monetary resources to the District that are then allocated to the three colleges (Moorpark, Oxnard, and Ventura). The timeline is as follows:

- ❑ January: Governor’s Budget Proposal – includes proposed estimates of state revenues
- ❑ February: Final calculation of state revenues of previous fiscal year’s budget
- ❑ P1 – estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- ❑ May: Governor’s Budget Revise – revised estimates of state revenues
- ❑ June: P2 – revised estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- ❑ July: Final State Budget – final State revenues

As noted below in the timeline, the District’s budget process includes working with up to three different fiscal year budgets at various points in time during the calendar year.



Budget Development Revenue Sources

District's Resource Allocation Budget Model – General Fund Unrestricted

The District's General Fund revenue comes from the State through an allocation formula which provides a base level of funding based upon college size and additional funding based upon the college's level of full time equivalent students (FTES). Additional funding which is also provided, based upon available resources, is cost of living allowances (COLA) and growth funds. In sum, these funds come primarily from local property taxes and college enrollment fees. When there are variations in the amount of funding from these sources, this negatively impacts the ability of the District to fund fixed costs, such as salaries, benefits, and retiree liabilities.

The General Fund is however, the college's largest source of revenue and each year these funds are allocated to the college through a formula-driven model which is based upon factors such as Weekly Student Contact Hours (WSCH), the number of full time staff (FTE), FTES (%) allocation carry-over allowances, and a base allocation for fixed expenses.

The District, in an attempt to develop a model that would be accepted as fair and equitable, created a model that would look at the areas of differences or unique characteristics between the colleges, as well as their similarities. Thus, the current model considers and reflects these differences and is consistent with the objective of equitability.

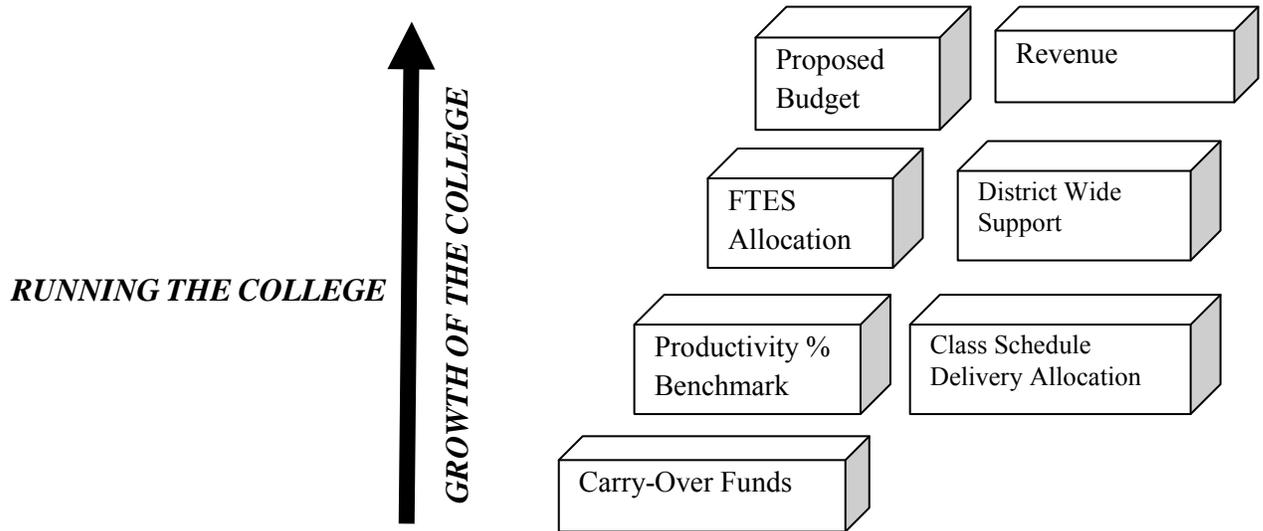
The differences, unique characteristics, and similarities identified include, but are not limited to:

- ❑ Facility constraints/classroom capacity on each campus
- ❑ Program Mix: mix of general education and vocational education programs
- ❑ Student's level of educational preparedness
- ❑ Proportion of Senior Faculty (salary schedule placement)
- ❑ Comparison ratios of full-time and part-time faculty
- ❑ Productivity benchmarking percentage
- ❑ Contractual obligations
- ❑ Similarities and differences of core services
- ❑ Size of the student body comparison

The allocation model also recognizes the incentive in allowing budget allocations to maintain their unexpended funds for future needs and allows Oxnard College to "carry-over" a specified percentage of its annual budget, which is currently 2% of unexpended resources.

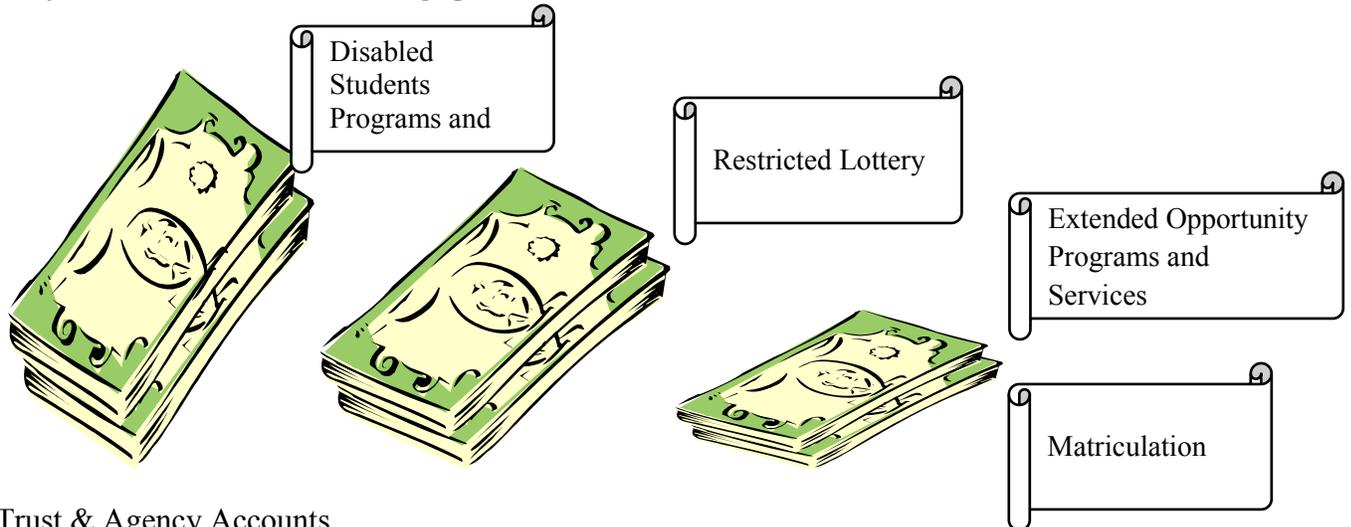
RESOURCE BUDGET ALLOCATION MODEL

Ventura County Community College District’s Resource Allocation Model



Categorical Restricted Funding

The Categorical funding sources are restricted to specific types of expenditures and the College may not deviate from the funding specifications.



Trust & Agency Accounts

Trust and Agency Accounts are accounts for funds which are generated by groups or activities that help assist with classroom instruction and student activities such as Athletics, Theatre, Forensics, Associated Student Government and Clubs. These funds also support student-centered cultural activities coordinated by Student Services & Development which includes the college Multicultural Celebration, Welcome Back Picnic/Day Events, Commencement, Orientation and College Day. The Trust and Agency budgets provide financial support for these college programs and activities as part of the college’s overall mission. All income is generated locally and not part of a state allocation therefore, revenue can accommodate expenditures which are not permitted with unrestricted general fund.

Grants & Other Funding

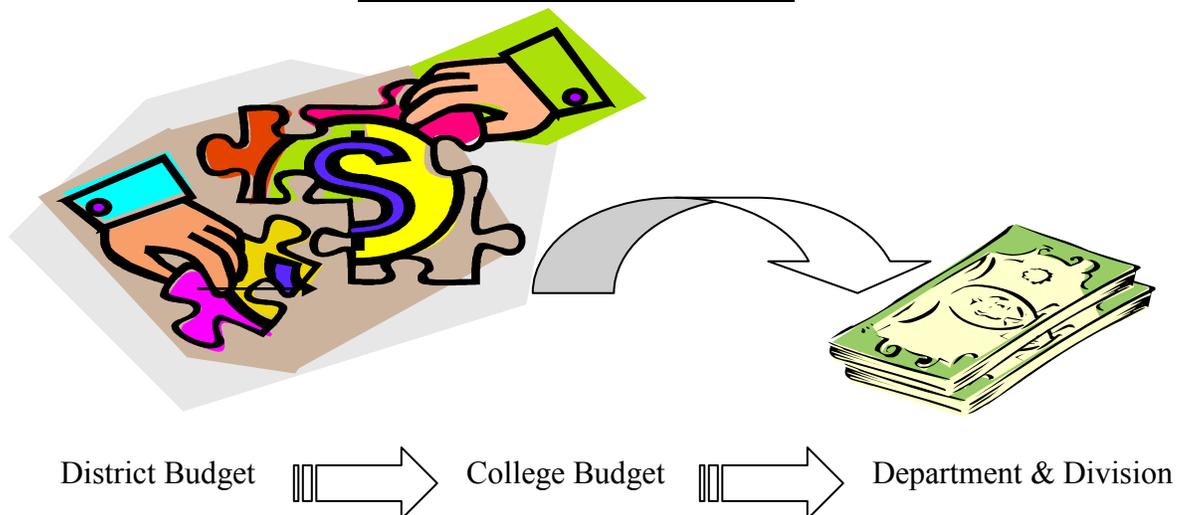
Oxnard College receives restricted revenue from *categorical programs, grants, fiscal agent contracts and other special projects*. Restricted funds are used in compliance with guidelines structured by the funding source, usually the federal or state government. Perkins (Career and Technical Education) funds, for example, are received from the federal government, and can only be used in support of our vocational programs.

College Budgets

Each Department/Division of the college is assigned a budget to account for the general fund fiscal activity. Appropriations from the *General Fund* are based on the historical operating costs, which is intended to cover costs for supplies, student help, temporary classified, travel, and other program costs. If funding is available, a department or division may be allocated additional funds that are recommended by the college Planning & Budget Council (PBC) for specific ~~equipment purchases~~ expenditures requested during the annual budget development process.

We note that each Department or Division, pursuant to the Educational Master Plan, should have a five-year staffing and equipment plan based on program review, which is in line with the strategic plan, goals and objectives of the District, College and Department/Division. These plans are to help assist the PBC with resource allocation recommendations, as well as help the college President, with determining college priorities for funding.

Department & Division Budgets



Beginning in FY09, Oxnard College formally began utilizing the Continuous Quality Improvement (CQI) process to assist in the integration of the budget with its overall campus goals and objectives as specified in the College's Strategic Plan. This process was specifically to be used by the Student Services and Business Services Divisions as the Instructional Division had already formalized and was using an accepted review and assessment process for the college's instructional programs.

The **THREE PRIMARY COMPONENTS** that facilitate the continuous quality improvement process of Oxnard College's Budget Process are as follows:



The aforementioned components integrate the College's Mission, the assessment of institutional effectiveness, the assessment of program effectiveness and the budget priorities, expenditures & allocations.

PHASE I: ASSESSMENT & PLANNING

ESTABLISHING INSTITUTIONAL ASSESSMENT PROGRAMS: **CONTINUOUS QUALITY IMPROVEMENT**

The design and implementation of a comprehensive assessment program does not involve anything particularly mysterious or complex; it does, however, take time, energy and commitment on the part of the entire college community. Seen as a whole, institutional assessment can also be a large and overwhelming process, and is often avoided because of its apparent difficulty. The approach at Oxnard College is to break the overall process down into discrete steps in the form of a series of fundamental questions about the educational mission and goals of the college as well as identifying the services needed from the non-academic departments & divisions (Maintenance and Operations, Cafeteria Services, etc.) to support the colleges goals, objectives and strategic plans.

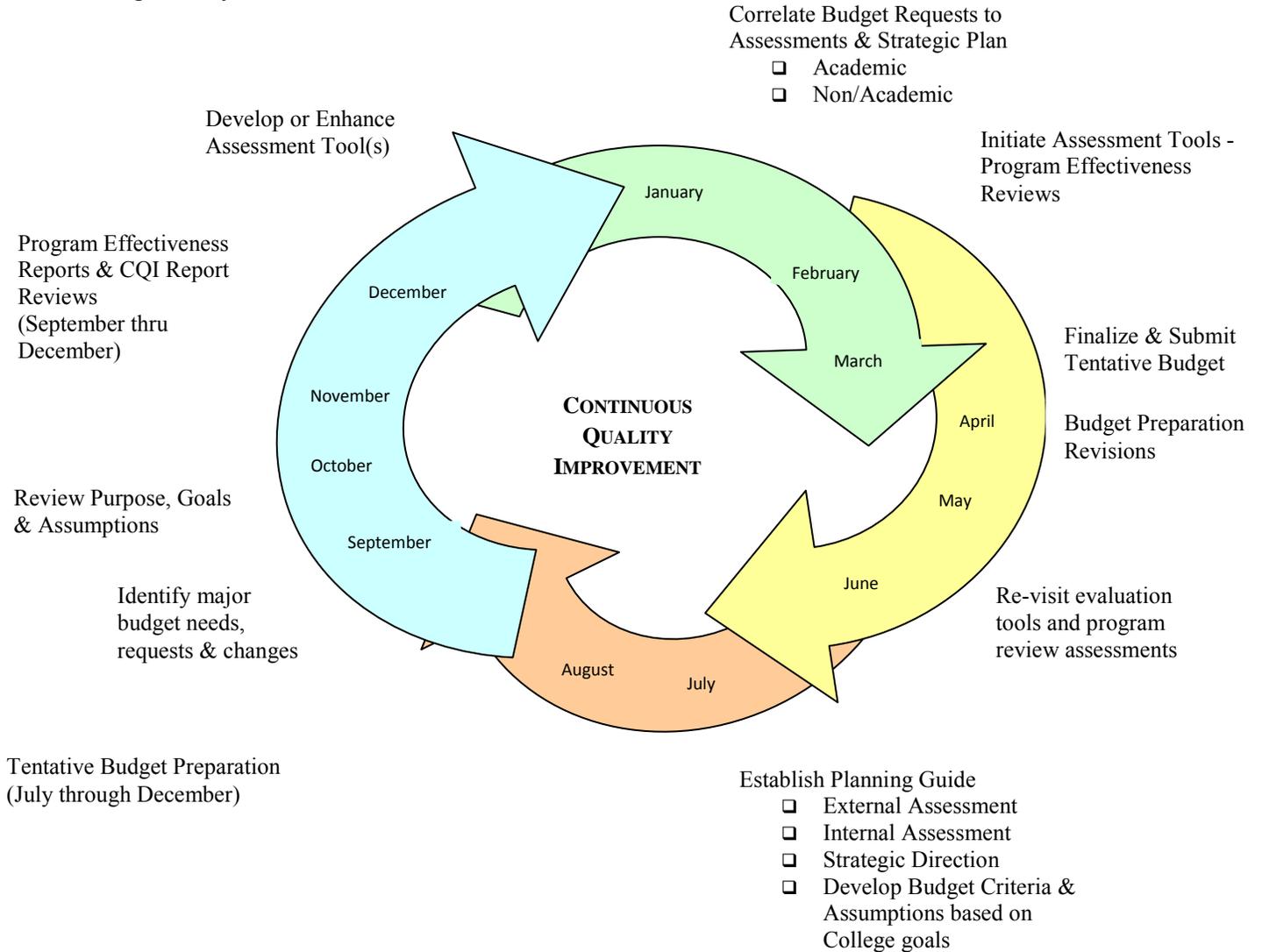
Since the inception of the CQI process, the college Student Services and Business Services Divisions have begun to survey and assess their programs and services to evaluate processes and procedures, look at estimated outcomes, and plan for improvement when needed. *In Instruction, there is now a greater focus on collecting and analyzing data in order to assess program effectiveness. Such data may take many forms, including course and program retention data as well as surveys. These assessments allow units to now integrate budget requests with documented service and program needs, while also strategically enhancing the growth of the college and providing quality educational programs and services that meet the needs of our students and helps with their future academic and career success.*

The planning phase of the CQI process for the academic and non-academic departments encompasses five components:

- ❑ External analysis: consideration of significant economic, political, technological, environmental factors that will have an impact upon college operations.

- ❑ Internal assessment: examination of current and past conditions in order to plan and acquire the capabilities to meet future needs of the college.
- ❑ Strategic planning: each department must plan its course for where it is going and what it intends to accomplish.
- ❑ Implementation: putting the plan into action
- ❑ Performance evaluation: the comparison of the stated or intended goals with actual results.

The systematic nature of the process is validated by its cyclical patterns. There are no gaps or dead-ends; components feed into the cycle at designated intervals and merge as they progress through the cycle.



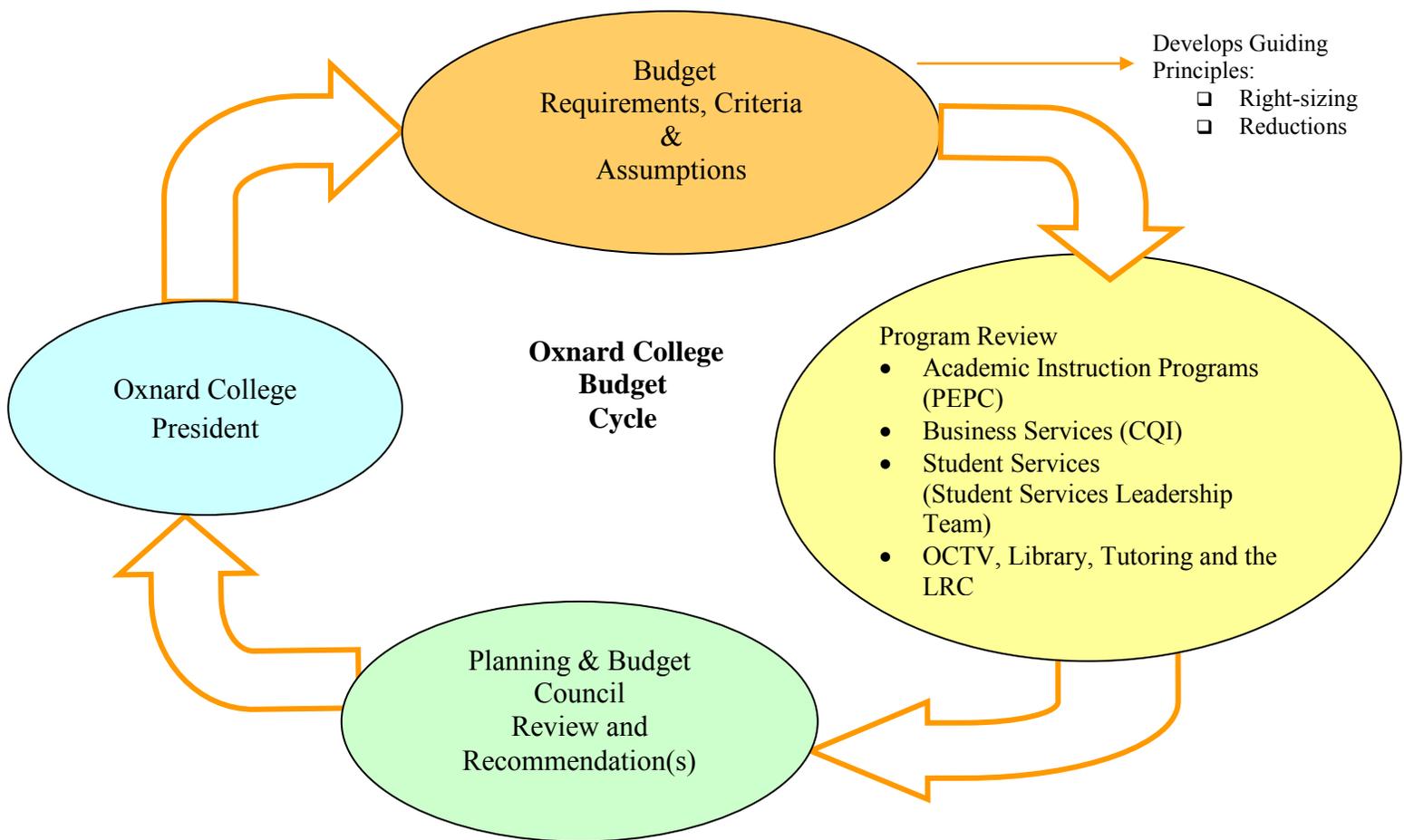
Phase II: Development

Budget Requests/Reduction Processes

College budget development and planning is a year-round process. Because of its direct impact on all departments and divisions, it is important to understand how the annual budget development process works. For planning purposes, it is important to be aware that the budget development cycle should begin in the fall for the subsequent fiscal year that begins July 1.

During the fall semester, all departments and divisions should be reviewing their current budget to determine needs for the next fiscal year. All budget requests should be justified by program changes, enrollment increases, changes in instructional delivery, safety concerns/issues, opportunities to meet the college goals & objectives, or relationship to program effectiveness and CQI plans.

In the event that mid-year reductions are required by the State, guidelines for college budget reductions will need to be established by the Planning and Budget Council, with those recommendations submitted to the President for review and approval. These guidelines are needed in order to assist college departments and divisions with making programs adjustments and decisions that are consistent with the District and college missions and goals.



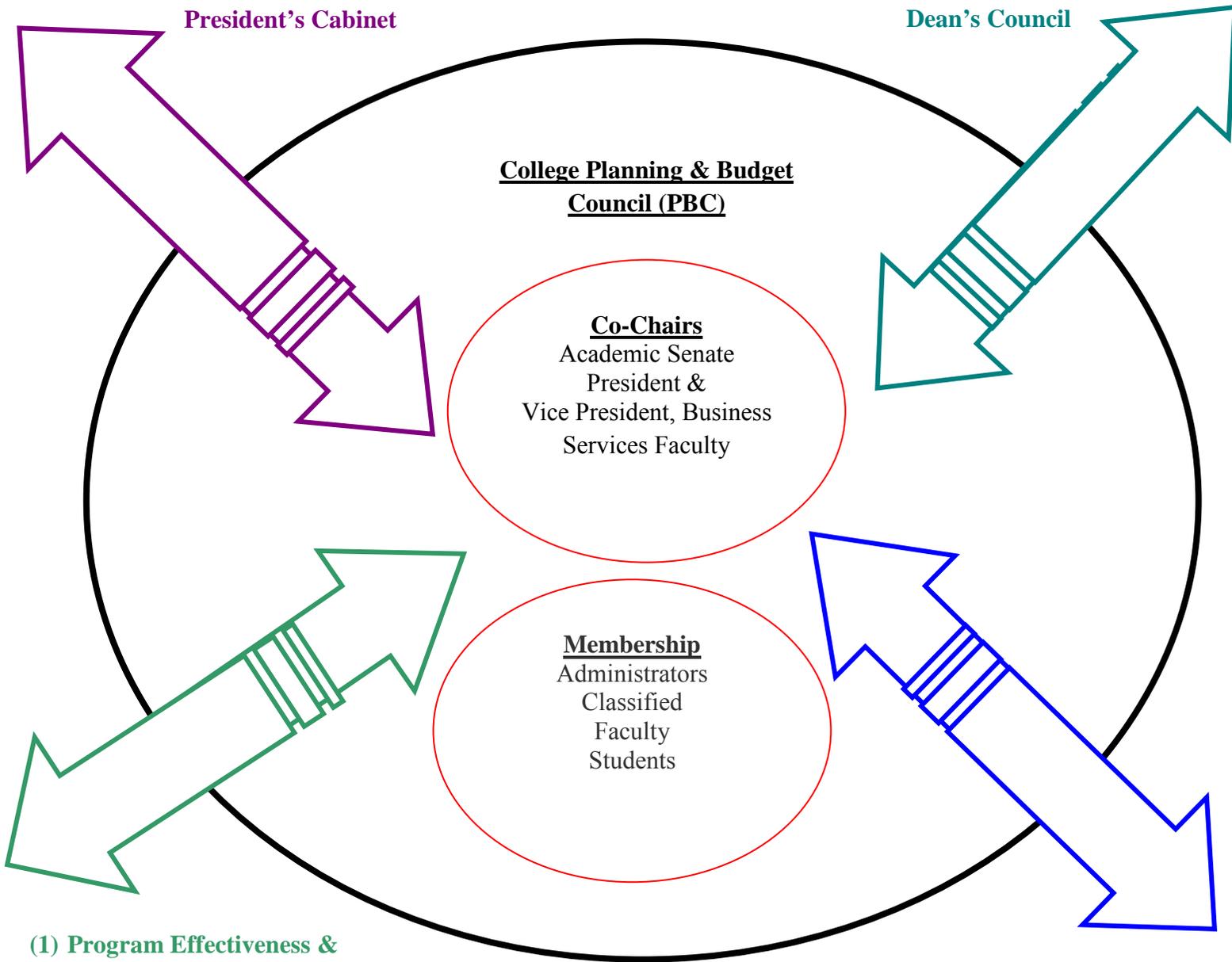
The College Planning & Budget Council (PBC)

One of the main roles of the PBC is to affirm and prioritize recommendations made to them from the various college Divisions and then recommend any General Fund allocations for equipment purchases, personnel, or base-line budget increases (permanent or one-time) to the college President. The PBC also helps set criterion for the implementation of college budget reductions. The PBC uses various criteria, including health and safety, state of federal mandate, ADA, and college and the District's strategic goals, as its primary criteria when making recommendations. Augmentation requests are viewed considering their one-time or ongoing nature and college reductions are reviewed according to established reduction criteria and/or State budget guidelines. Recommendations are then made to the college President based on the approved criteria and processes that have been established for the fiscal year.

The PBC is co-chaired by the Vice President of Business Services and the Academic Senate President. Membership on the committee follows the guidelines set forth in the "Shared Decision Making/Collegial Consultation Manual". Efforts are made to ensure that members are appointed from many program and service areas, and that they include a mixture of faculty, classified staff, management staff and student representation.

The Planning and Budgeting Council's primary roles include:

- ❑ Guiding the annual planning and budgeting process for instructional and non-instructional programs
- ❑ Establishing annual budgetary assumptions which.....
 - Understand institutional issues
 - Discusses college goals with the President and others
 - Makes recommendations to the college President on instructional program budget needs or priorities
- ❑ Monitoring the College-wide planning and budget processes for the academic programs to.....
 - Assure approved processes are followed
 - Track calendared dates and timely completion of tasks
 - Assure activities and actions are in concert with approved college goals
- ❑ Reviewing and assessing major planning, budget topics and functions, including processes, findings and recommendations of other college committees
- ❑ Making recommendations to the college President regarding institution-wide planning and prioritizations
 - Recommending criteria for college wide prioritization of resources based on:
 - Health and Safety
 - Americans with Disabilities Act (ADA)
 - College/District Strategic Plan
 - Technology Plans
 - Educational Master Plan
 - Facilities Master Plan
 - Resource/Program Enhancement Requests



(1) Program Effectiveness & Planning Committee and Continuous Quality Improvement (CQI)

(2) Student Services Leadership Team

Business Services Review (Technology, Facilities, Fiscal)

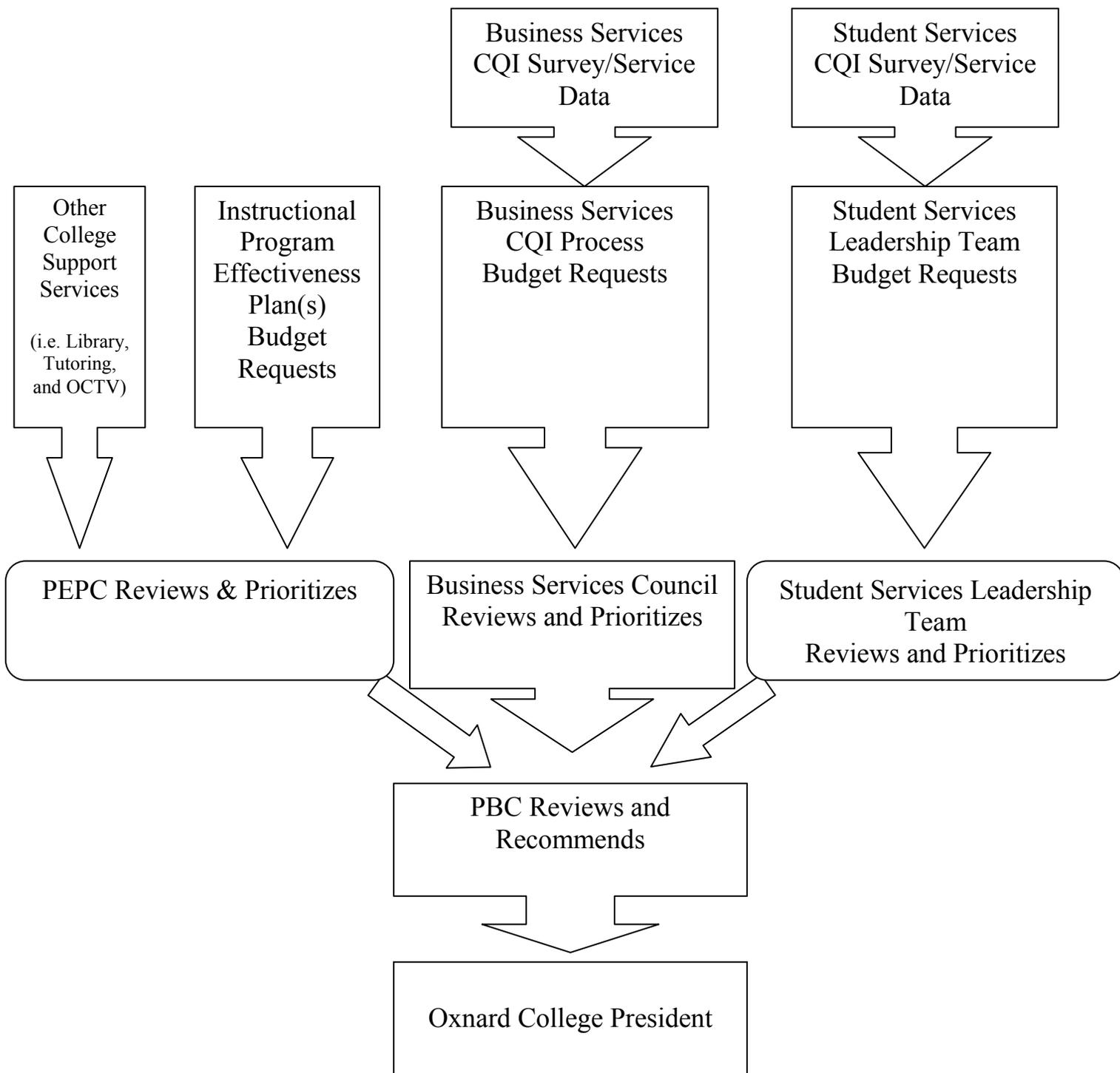
(3) OCTV, Library, Learning Resource Center, Tutoring

Program Effectiveness and Planning Committee (PEPC)

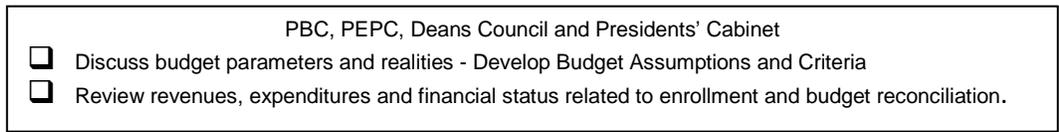
The PEPC serves as the program review and assessment group for the colleges instructional programs. PEPC, to assist with its program review process, instituted a review process that continues to evolve and improve each year. In 2011-12, PEPC will launch a multi-year, in-depth program evaluation process. Essentially, one-third, or eight, of the college instructional programs will be provided data from the past three years to facilitate a more rigorous analysis of program effectiveness. Each program will go through this process once every three years. In the off-cycle years, programs will update their prior program reviews to reflect new needs and corresponding resource requests.

Integration of the Budget Development Process

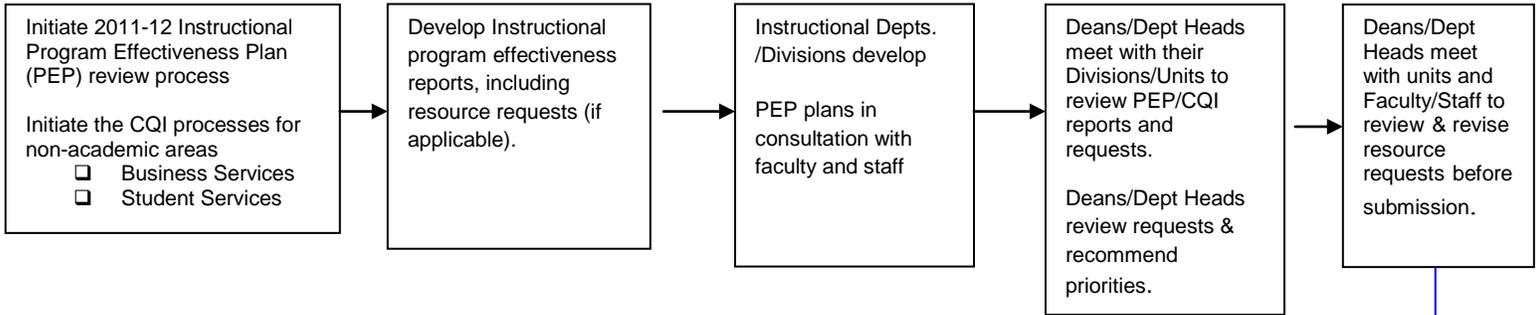
Oxnard College recognizes that the integration of planning and budget processes requires careful thinking through the questions that need to be answered, the type and prioritization of needs and, the ways in which the budget will be used to generate and support the mission and goals of both the District and the College. The table below summarizes the review process for each area and how resource requests are forwarded to the college PBC.



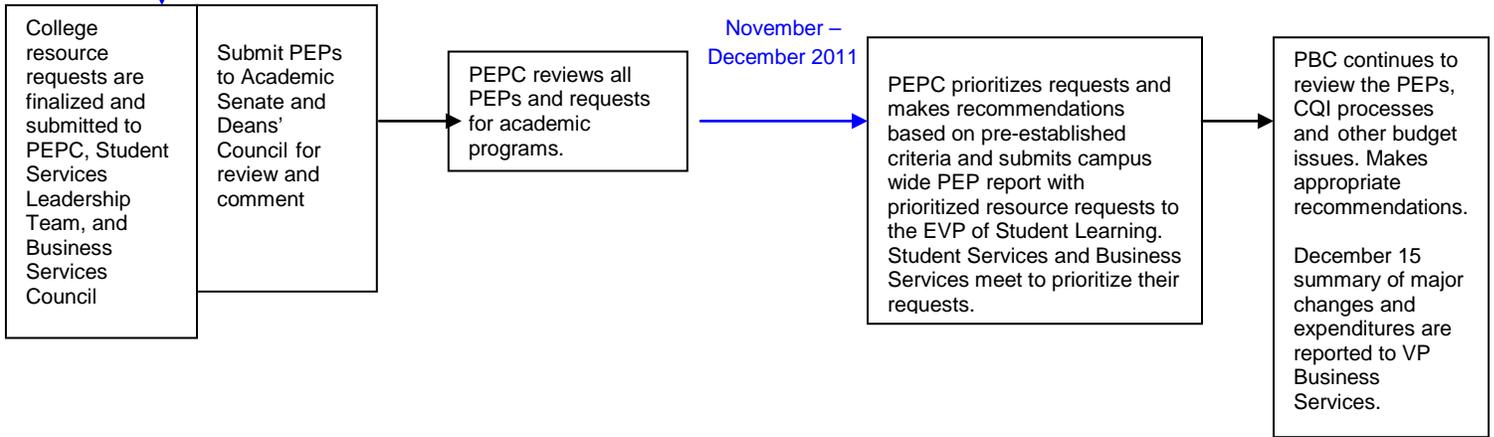
September 2011



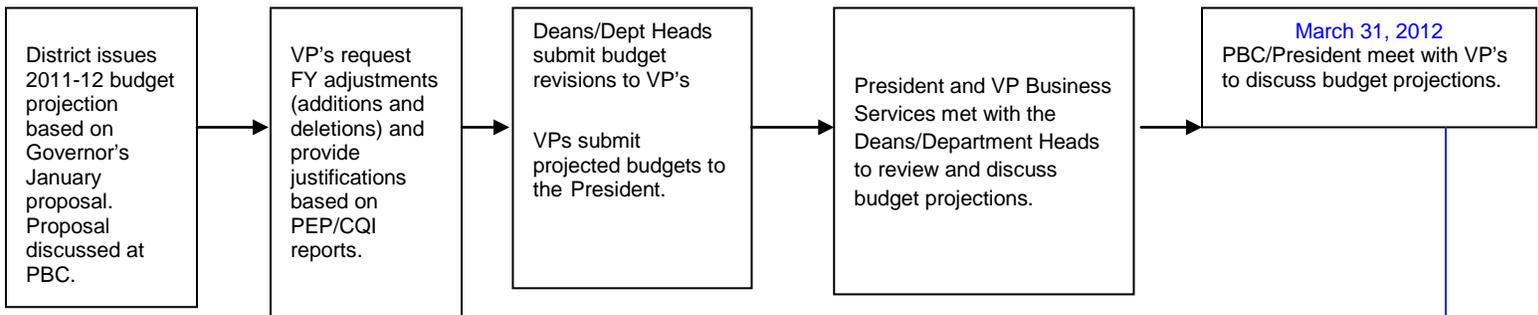
September -October 2011



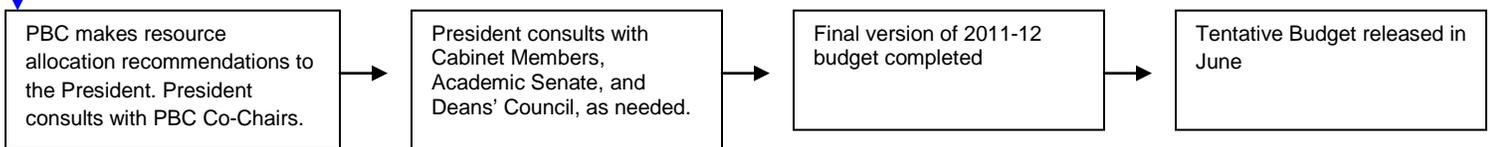
November – December 2011



January 13 – March 31, 2012



April 1 – May 15, 2012



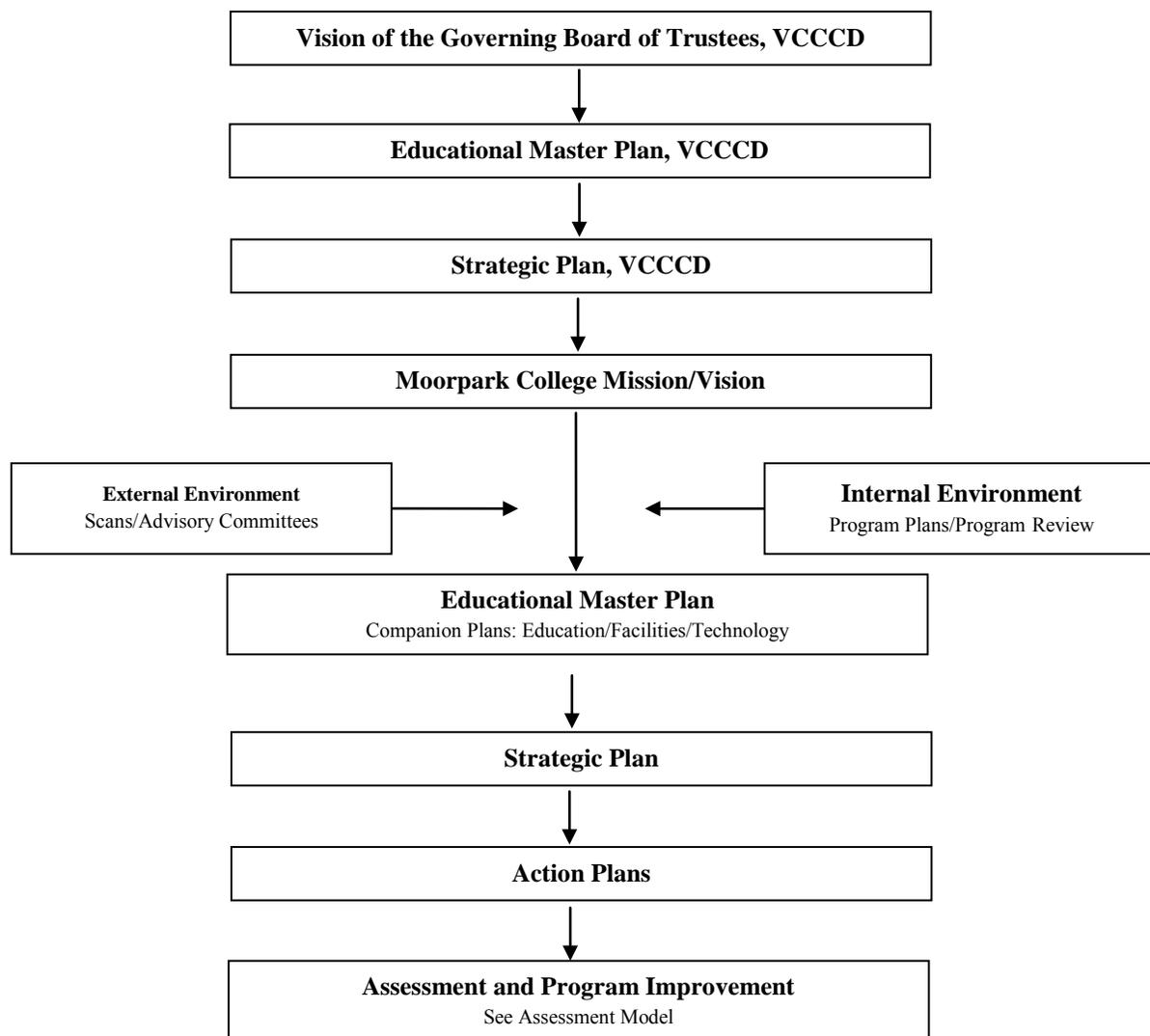
Moorpark College

COLLEGE PLANNING AND ASSESSMENT

The College Planning Model and the College Assessment Model were developed and approved college wide in Spring 2004 and continued to evolve through Spring 2007. In Spring 2009, the Planning and Assessment Models were further enhanced by the creation of the Strategic Plan, which addressed mid-term planning and assessment in the overall planning process.

The Planning Model and the assessment model contain products from a decade of work by members of the college community. That work included faculty, staff, and administrators attending workshops and conferences, discussing the issues on campus, and fostering a culture of evidence by encouraging a shift toward data-driven decision-making in program plans. Over time, this work culminated in the creation of structures and processes for planning and assessment that are comprehensive enough to meet college needs, yet flexible enough to fit the college culture. A schematic of the Planning Model is as follows:

The College Planning Model: A Schematic



College Planning Model: A Glossary

The schematic summarizes the College Planning Model. The following glossary explains each element in the model.

Vision of the Governing Board of Trustees, VCCCD

The Board of Trustees of VCCCD communicates its Mission and Vision through Board Imperatives and Objectives that provide guidance to the district-wide planning.

Strategic Plan of Ventura County Community College District

Through a district wide planning process, the Chancellor of VCCCD translates Board Imperatives and Objectives into a District Strategic Plan that provides guidance to the constituent colleges in their campus planning process.

Moorpark College Mission/Vision

The College Mission/Vision, which flows from the Vision of the Governing Board, guides dialogue and decision-making in the planning process.

External Environment

External scans include feedback from economic forecast reports, community reports, and advisory committees. This information is summarized for the college in the *Institutional Effectiveness Report* and incorporated into the planning dialogue at the Annual Planning Retreat (Fall Fling).

Internal Environment

Each program at the College completes a Program Plan that includes the following elements: 1) program health and productivity data analysis, 2) environmental scans, advisory committee reports, and future projections, 3) resource needs in connection with future projections, and 4) program assessment and program improvement. The Program Plans provide information on the College's internal environment and receive external feedback through external advisory groups. The Program Plans provide the primary link to the budget allocation process. They also guide the formation of Action Plans (college and program level) for the College.

Educational Master Plan

Ten-year plan which charts the district's long-term course based on internal scans, external scans of the community, and enrollment projections. The Educational Master Plan

- focuses on change and improvement to address identified challenges
- serves as the umbrella for district short-term planning
- serves as the foundational document for the Technology Plan and the Facilities Plan
- is brief, balanced in perspective, and broad in scope
- provides a snapshot of the college's instruction, student services, and support systems
- may be updated if warranted by a major change of conditions or when its term expires. The Institutional Planning Committee recommends updates of the Educational Master Plan to the President.

This master plan and its companion plans – the Facilities and Technology Master Plans – provide the strategic planning framework for the college. This integration of the three master plans keeps the college on a consistent course guided by the needs of the college’s future students.

The Educational Master Plan includes four sections:

- Background and Introduction
- Internal and External Environmental Scans
- Summary and Projections for Programs
- Challenges and Recommendations for Strategic Planning

The Facilities Master Plan links projections for the growth of each college program to the college’s physical plan.

The Technology Master Plan links projections for growth of each college program to needs for supporting technology.

Strategic Plan

- Sets three-year goals derived from/based on the Educational Master Plan recommendations
- Goals are stated as strategic directions, which
 - ❖ define a process for implementing the Educational Master Plan recommendations, and
 - ❖ identify specific measurable outcomes (quantitative and qualitative)
- Each strategic direction is further operationalized by action steps, which
 - ❖ describe the specific steps that will be taken to achieve the strategic objectives;
 - ❖ identify indicators of success, timelines, and responsible parties;
 - ❖ are reflected in the governance structure of the college, and infuse all levels of Action Plans. They are the touchstones to the formation of respective subcommittees in EdCAP
 - ❖ guide the development of programs as evidenced in the Program Plans.
 - ❖ provide information about the goal-setting and the writing of college-level plans such as the Enrollment Management Plan
- Promotes continual improvement over time through
 - ❖ the prioritization of a reasonable number of strategic objectives for college-wide concentration each year, and
 - ❖ the production and distribution of an annual report of progress on the strategic objectives
- The college will call for the next three-year strategic plan when the term of the strategic plan expires or all strategic directions have been achieved.

Action Plans

The Action Plans operationalize the Strategic Planning of the College and ensure logical implementation of the Strategic Directions over time. Action Plans may be created

- at the college level through work by the Executive Vice President and appropriate College Groups. *Examples include Enrollment Management Plan, Marketing/Outreach Plan, Student Equity Plan*
- at the program level as specified in individual Program Plans

Example**Educational Plan Recommendation**

Provide instruction and student services for underserved groups of potential students

Strategic Plan and Strategic Objectives

Increase alternative modes of offering instruction and student services to working adults

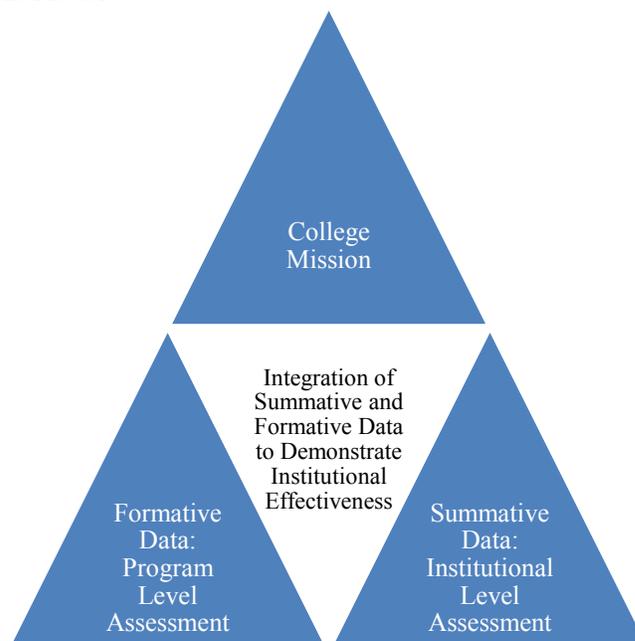
Strategic Plan/Steps

1. Train faculty on best practices in online instruction
2. Increase the number of online courses offered
3. Offer online tutoring and counseling

Assessment Model: Assessment and Program Improvement

The goal of all planning is program effectiveness and program improvement. The Assessment Model established by the College closes the circle of planning, assessment, and program improvement.

There are three primary components of the assessment model: the college mission, the assessment of institutional effectiveness, and the assessment of program effectiveness. The assessment model includes quantitative and qualitative summative measures of institutional effectiveness, as well as formative measures of student learning outcomes.

The College Assessment Model

The triangle-schematic represents the college assessment model. The narrative that follows explains each element within the model. The primary components of the Assessment Model are:

- The College Mission
- The Formative Measures for Program-Level Effectiveness
- The Summative Measures for Institutional-Level Effectiveness
- The Integration of Formative and Summative Assessment Results

The College Mission

Most recently reviewed and revised in Fall 2008, the college mission is the guide for all assessments.

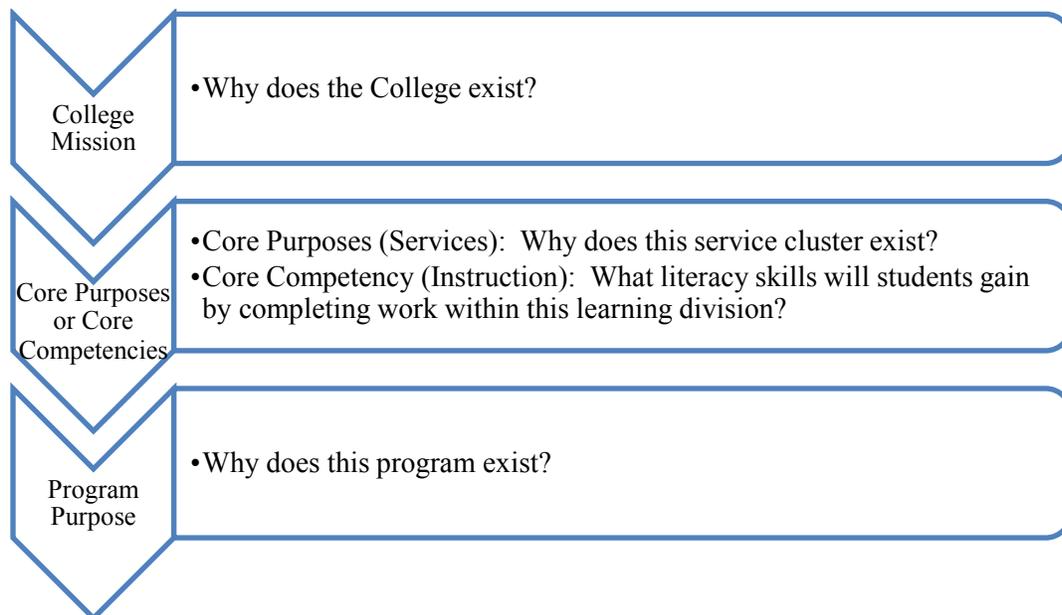
The Formative Data: Program-Level Effectiveness

The formative measures and resulting data access program and unit-level effectiveness. This includes the formative measures of student learning outcomes. These assessments are conducted to determine if students are learning specifically what departments intend to teach. The assessment results are used to guide program improvement.

Moorpark College uses the Nichol's Five-column Method in outcome assessment. The contents of the five columns are summarized below. Full descriptions appear in the *Moorpark College Program Improvement Toolkit 2007*:

Column 1

Establish a program purpose derived from the college mission and the appropriate core purpose or competency.



Column 2

Identify measurable outcomes in terms of the knowledge, skills, or attitudes students must evidence to document that the outcome has been achieved.

How do students demonstrate that they are achieving the purpose of the program?

Column 3

State the exact means of assessment, including the audience, behavior, assessment tool, and desired degree of success.

How do we know that students are moving toward or achieving the program's purpose?

Column 4

Summarize the data.

Column 5

Apply the results from the assessment to improve student learning in the next cycle of planning and assessment.

How will this information be used to improve the courses/programs/services?

The assessment of program effectiveness is on-going, with the results of one assessment serving as a starting point for another series of assessments, all with the goal of providing quantifiable bases for guiding program improvement.

Annual Program Plans

Program Plans, instituted in 1999, incorporate program review and the program improvement process. Annual Program Planning is the key event that links planning to resource allocations.

The College makes two key assumptions in the Program Planning process:

- “Program” refers to all college instructional disciplines and programs and support services. Support services include services to students (e.g., Registration and Records, Student Business Office), services to faculty (e.g., copy center), and facilities (e.g., maintenance and grounds).
- Each college program reviews its services, strengths, and needs annually in order to accurately assess the college and create plans that link resources to areas that need support to maintain or improve excellence or that have potential to grow.

The five components of the Program Plan are:

1. Program Productivity
Provides a summary report of 3-year trends in productivity data for instructional programs and requires various measures for student services.
2. Environmental Scans
Calls for a summary of relevant data from external scan sources, including feedback from industry advisory committee for career technical programs.
3. Program Review
Analyzes the prior two sections with the goal of identifying program strengths and weaknesses. Discusses the development of the program in view of Strategic Objectives and the environment in the field.
4. Resource Requests
Lists the human, material, and facilities resources needed based on program plans to correct weaknesses identified in the Program Review section.
5. Assessment of Program Effectiveness
Uses the Nichols’ Five Column Model (noted in previous section) to identify, assess, and use research on student learning outcomes to improve programs.

The Program Planning Data Report provides standardized program review data for instructional programs. This resource provides consistent information across disciplines, such as census enrollments, retention, faculty load information (full-time to part-time ratios), and program efficiency. Student and administrative services gather and report data on effectiveness tailored to their unique role in the college.

Links between Planning, Program Plans, and College Decisions

Program Plans integrate program review and planning, and therefore serve as the foundational documents for allocating college resources.

In addition, Program Plans are used to determine each program's status. The Executive Vice President, Vice President of Business Services, the Dean, the Department Chair, and interested faculty/staff meet to:

- validate the budget requests in the Program Plan, and
- determine each program's status

The program status is categorized as *stable*, *stable but impacted*, *growth*, or *pay attention* based on analysis of these factors:

- Three-year trends in program review data elements:
 - ❖ student enrollment - number of sections offered
 - ❖ productivity (WSCH/FTEF)
 - ❖ full-time/part-time faculty ratio
- Environmental scans of data relevant to the specific program
- Need for facilities rated as
 - ❖ impacted facilities with plans to accommodate, or
 - ❖ impacted facilities with no plans to accommodate
- Need for equipment rated as
 - ❖ major needs with plans to meet
 - ❖ major needs with no plans to meet
 - ❖ minor needs

For example, using this rubric, a program categorized as *pay attention* would demonstrate an upward or downward trend in program review data elements with wide margins. Such a program may have growth potential, but the college has insufficient resources and/or facilities to support that growth.

The Executive Vice President prepares a summary of the college program evaluations which is then presented to key college committees, the Academic Senate, and the Chancellor and the Board of Trustees.

This program evaluation process was piloted in 2006-2007 for instructional programs, and institutionalized in 2007-2008. Since 2007-2008, the evaluation rubric has been refined to reflect greater nuance in the understanding of elements impacting program performance.

The anticipated next phase of development is the creation of an evaluation rubric for student services and functional units, and for key areas of administrative services.

The Summative Data: Institutional-Level Effectiveness

The Summative measures and resulting data assess institutional level effectiveness.

The Assessment at the institutional-level effectiveness includes quantitative and qualitative **summative measures** that create snapshots of the college at specific points in time. These are useful benchmarks for comparisons across time within the institution as well as the national and state trends.

The following describe the six categories of these institutional measures:

1. Data on Student Access

Quantitative evidence that the college is serving all students in the service area.

Sample question: Do the demographics of the Moorpark College student population match the demographics of our surrounding community?

2. Data on Student Achievement

Quantitative evidence that students move through and complete college programs, e.g., rates of course completion, retention, persistence, transfer, jobs, degrees, and certificates.

Sample question: Do most first-time Moorpark College students who enroll in the fall return to the college in the spring?

3. Program Review Data

Quantitative evidence on program productivity and student enrollment.

Sample question: How do our college programs compare to standard indices for instructional and student service programs?

4. Data on Strategic Objectives

Quantitative evidence at the college level and program levels of progress on addressing the Strategic Objectives as outlined in the 3-year *Strategic Plan*.

Sample question: Has the Strategic Objective to increase student access through Distance Education been achieved and to what degree?

5. Surveys of Perceptions

Qualitative evidence from primary stakeholders on the college's effectiveness.

Sample question: *Does this college encourage critical thinking in required assignments?*

In spring 2008 the college administered the national Community College Survey of Student Engagement (CCSSE) for the first time. The Institutional Effectiveness Report 2008 compares the results with national norms as well as with local surveys on student perceptions and employee perceptions administered in 2003. CCSSE, along with local surveys, will be administered on a planned and periodic basis for trend data.

6. Evaluation of Process Effectiveness

Qualitative and quantitative evidence that college processes are effective in directing and maintaining the college's efforts to produce and support student learning.

Sample question: If you served on a college committee or made a presentation to a college committee this year, how would you rate that committee's work product in terms of being productive and a valuable use of your time?

Integration of Summative and Formative Data to Demonstrate Institutional Effectiveness

The juxtaposition of Summative and Formative data provides a view of continuous unit/program assessment against an annual evaluation of institutional progress. The Summative and Formative processes are iterative within themselves, and mutually informing and reinforcing.

The Institutional Effectiveness Report, which captures and analyzes the Summative Data, provides an annual view of institutional performance, and a framework for further unit planning and improvement.

The Program Planning process, which anchors Formative assessment, depends upon the Summative data to provide the wide perspective, and receives its planning framework from the objectives of the Strategic Plan. The field data from the Program Planning process, in rounding the cycle, feed back into the Summative analysis, and continuously informs the revision and implementation of the Strategic Plan.

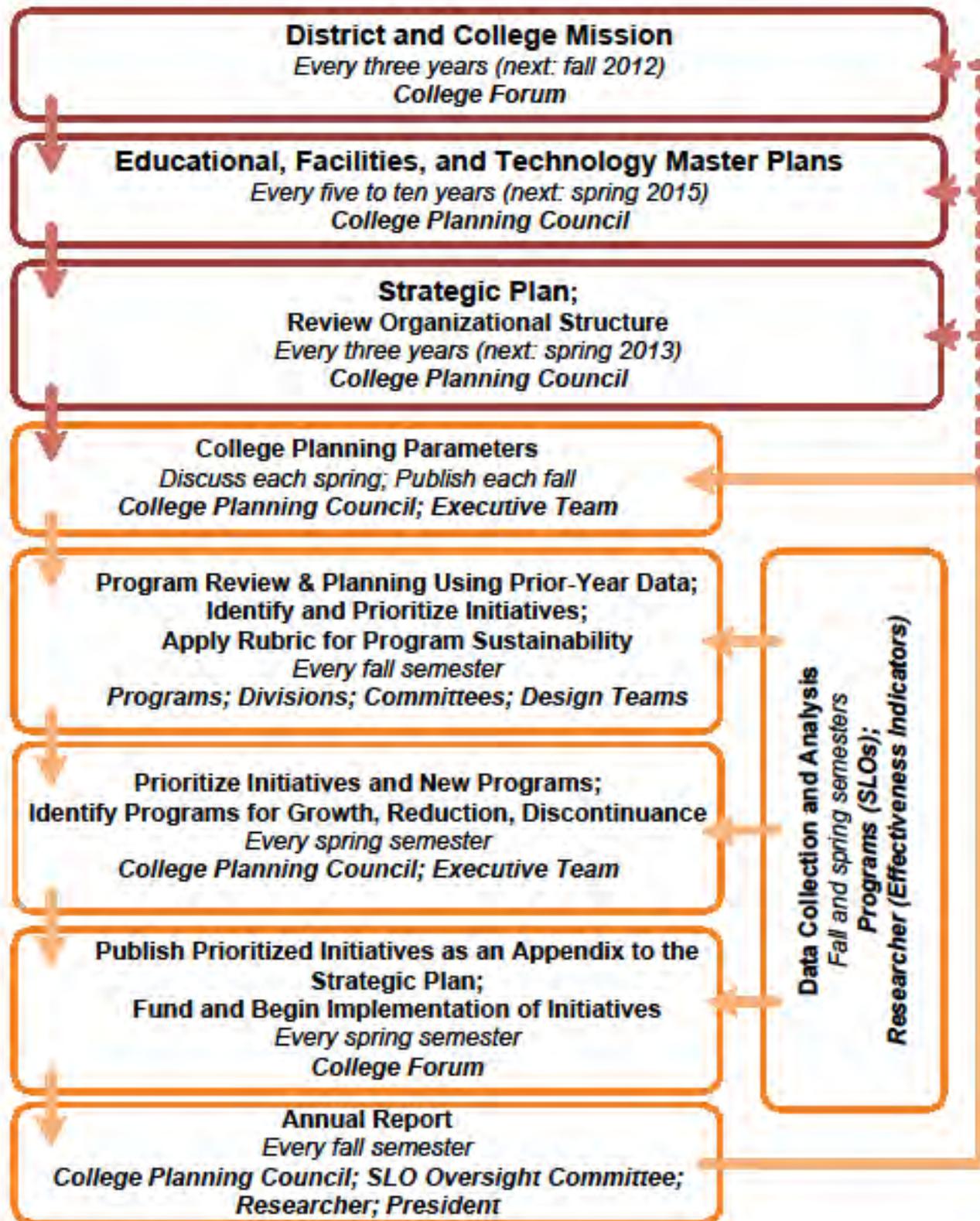
Ventura College

In an integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.

Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These practices and procedures are summarized in this planning manual.

The planning model and process are summarized on the following page.

Integrated Planning



College Mission

The college mission is the touchstone for the entire planning process in that it describes the college's intended student population and the services the college promises to provide to the community. The college mission is periodically reexamined to assure that it remains congruent with the district mission and with the needs of the population served.

The college's schedule for reviewing the mission statement is every three years in a cycle that sequences this review during the year prior to the development of the next strategic plan. In keeping with the schedule identified later in this Manual, the college's mission will be reviewed in 2013, 2016, and 2019.

The current college mission statement is:

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills and English-language learning; programs for students seeking an Associate's Degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The College is a leader in providing instruction and support for students with disabilities.

With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College has a dedicated, caring faculty and staff who are committed to student success and to continual assessment of learning outcomes in order to maintain high quality courses and programs.

Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

(Mission approved by the Ventura County Community College District Board of Trustees on October 13, 2009.)

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of college missions is I.A.1-4:

I.A. Mission

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

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

Educational, Facilities, and Technology Master Plans

The Educational Master Plan projects the future of Ventura College for the coming decade, and makes general recommendations that address current and foreseeable challenges. The Educational Master Plan is supplemented by the Facilities Master Plan and the Technology Plan.

The analysis of internal and external data to prepare these plans and the resulting recommendations provide a common foundation for the dialogue about the college's effectiveness in fulfilling its mission. These recommendations are intended to serve as the basis for the college's three-year Strategic Plans and to inform annual unit plans. In this manner a direction is established for the college under changing conditions and for the long-term development of programs and services.

The current Education Master Plan spans from 2009 to 2019. The Facilities Master Plan spans from 2004 to 2015. The Technology Master Plan spans from 2011 to 2016. Subsequent iterations of these plans will be developed when the terms of these plans expire or if there is a major change of internal or external conditions.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and implementation of the all processes described in the remainder of this Ventura College Integrated Planning Manual 2011 are I.B.1-5, III.B.1.a, III.B.2.b, and III.C.3:

I. B. Improving Institutional Effectiveness

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

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

III B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

IIIC. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

3. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Strategic Plan

The Strategic Plan is the college's short-term plan. This plan identifies the specific actions that the college must take to implement the institutional strategic goals identified in the Educational Master Plan.

This planning process is initiated by reviewing the Educational Master Plan recommendations and determining which will serve as the college's top institutional strategic goals for the next three years. For these institutional strategic goals, a number of strategic objectives are identified. For each strategic objective, measurable action steps are identified. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of institutional strategic goals and objectives for college wide concentration each year. Each year the college produces an annual institutional effectiveness report that documents progress on the objectives and that reinforces and sustains the college dialogue about the achievement of the college's long-term and short-term goals.

The College Planning Council calls for the subsequent strategic plan when the term of the current strategic plan expires or when all strategic objectives have been achieved. The schedule for the coming decade is:

1. Strategic Plan 2010-2013 (fall 2010 through spring 2013)
2. Annual Institutional Effectiveness Reports in fall 2011 and fall 2012
3. Final Institutional Effectiveness Report of Strategic Plan 2010-2013 in spring 2013
4. Strategic Plan 2013 - 2016 (fall 2013 through spring 2016)
5. Annual Institutional Effectiveness Reports in fall 2014 and fall 2015
6. Final Institutional Effectiveness Report of Strategic Plan 2013-2016 in spring 2016
7. Strategic Plan 2016 - 2019 (fall 2016 through spring 2019)
8. Annual Institutional Effectiveness Reports in fall 2017 and fall 2018
9. Final Institutional Effectiveness Report of SP 2016-2019 in spring 2019 --> these final strategic plan progress reports feed into the Educational Master Plan to be developed in the 2018 – 2019 academic year.

Program Review

Program Review is an annual process that enables programs to use data to assess their performance relative to established goals and expectations and to use these findings to design initiatives for improvement. At Ventura College, a program is defined as any course of study that counts toward a certificate, degree or transfer and/or any stand-alone or combined student support services that may enhance students' academic achievement. These are broken down into two main categories, Instructional Programs and Service Unit Programs. Further, Service Unit Programs are divided into three subcategories: Student and Instructional Service Programs, Business Service Programs and Institutional Offices.

Components of program review include:

1. **Program Description and Alignment** (including program mission, contribution to institutional strategic objectives, catalog description, history, organizational structure, staffing)
2. **Performance Expectations** (including established student learning outcomes, benchmarks, operating ratios, advisory committee expectations)
3. **Operating Information** (including budget, equipment, scheduling, facilities utilization, resource replacement cycles)
4. **Performance Assessment** (including enrollment, FTES and headcount ratios, success rates, persistence, retention, completion/placement, productivity)
5. **Findings** (including the need for curriculum improvements, service improvements, operating improvements, resource management, personnel, material and supplies, equipment, technologies, facilities, consideration of program reduction or discontinuance)
6. **Initiatives / Program Growth, Reduction or Discontinuance** (including the including the application of a college-established rubric and the analysis of the need for new programs, new resources or the reallocation of existing resources in the areas of personnel, operating budget, facilities, equipment, training)
7. **Process Assessment** (including status of initiatives from prior year and assessment of the program review process itself)

Program Reviews are completed at the department/program level and are reviewed and discussed at a Division meeting. Divisions submit prioritized lists of initiatives to the College Planning Council for consideration of funding or other institutional support.

Program Review

Section 1 Description

Who are you? How is your program aligned and defined in the College?

Section 2 Expectations

What are your planned performance expectations (SLOs)?

Section 3 Performance

What was your actual operating performance?

Section 4 Analysis

What are the differences between what you expected to do and what you did?

Gap Analysis

Section 5 Findings

What are some major conclusions derived from your analysis?

Section 6 Initiatives

Based on your findings, what actions should you take to improve?

Section 7 Process Assessment

Have any of your initiatives been implemented? How can this program review process be improved?

Lexicon for Planning

Educational Master Plan:

The ten-year Educational Master Plan charts the college's long-term course. Based on internal and external scans and enrollment projections, the Educational Master Plan serves as the foundational document for the Strategic Plan, the Technology Plan, and the Facilities Plan. The Educational Master Plan may be updated if warranted by a major change of conditions

Strategic Plan:

The Strategic Plan is comprised of a limited number of three-year institutional strategic goals derived from/based on the Educational Master Plan. These three-year goals are further divided into strategic objectives, each operationalized through action steps. The College Planning Council will call for the next three-year strategic plan when the term of the strategic plan expires or when all strategic objectives have been achieved.

Institutional Strategic Goals:

Statements of broad institutional intentions, derived from/based on the Educational Master Plan.
Example: Provide instruction and student services for underserved groups of potential students.

Strategic Objectives:

Statements articulating the strategies to be used to achieve the goals, specifying measurable outcomes. *Example: Increase alternative modes of offering instruction and student services to working adults.*

Action Steps:

Statements defining the specific steps that will be taken to achieve the objectives and that include the identification of a timeline and the individuals or groups responsible for completing or ensuring the completion of the action steps. *Example: (1) Train faculty on best practices in online instruction. (2) Increase the number of online courses offered. (3) Offer online tutoring and counseling.*

Program Review:

Program Review is an annual process that enables programs to use data to assess their performance relative to established goals and expectations and to use these findings to design initiatives for improvement. At Ventura College, a program is defined as any course of study that counts toward a certificate, degree or transfer and/or any stand-alone or combined student support services that may enhance students' academic achievement. These are broken down into two main categories, Instructional Programs and Service Unit Programs. Further, Service Unit Programs are divided into three subcategories: Student and Instructional Service Programs, Business Service Programs and Institutional Offices. Program Review documents are consolidated at the Division level and submitted for review and consideration to the College Planning Council.

Annual Report:

A report, distributed each annual Flex Day, from the College Planning Council, the SLO Oversight Committee and the President on the progress made on the Strategic Plan's action steps from the prior year, the conclusions drawn from the SLO assessment process, and the college progress on achieving its institutional strategic goals.

District Services Planning

District Services Planning is the annual program review process for centralized services. Program Review comprises four elements:

- Collection and analysis of quantitative and qualitative data related to services delivered in the current year
- Assessment of service effectiveness against documented District service standards and the Standards of the Accrediting Commission
- Proposal of improvements and action plans for the coming year
 - In **Capital Planning** and in **Information Technology**, a review of progress against the goals set in the *Facilities Master Plan* and the *Technology Master Plan* are conducted
- Allocation of resources to implement action plans

Services that are centrally delivered include the following:

- Administration and Finance
 - Finance
 - Administrative Services
 - Public Safety
- Capital Planning
- Human Resources
- Information Technology

The annual cycles of Program Review for District Services are outlined below:

Month	Administrative Services and Finance	Capital Planning	Information Technology	Human Resources
January		CCCCO College Finance and Facilities Division issues enrollment projections		
February				
March				
April	Data Collection for Program Review	April 1: last day to appeal enrollment projections April 15: District Qtr Report to CCCCCO	Data Collection for Program Review	Data Collection for Program Review
May	Program Review and Planning		Program Review and Planning	Program Review and Planning
June	Districtwide Effectiveness Report to the Board		Districtwide Effectiveness Report to the Board	Districtwide Effectiveness Report to the Board
July		5-year Capital Outlay Plan due in CCCCCO; Final Project Proposals(FPP) submissions to CCCCCO; Initial Project proposals IPP Submission to CCCCCO; July 15: District Qtr Report to CCCCCO		
August	Publish Finished Plans for Coming Year	Publish Finished 5-year Plan	Publish Finished Plans for Coming Year	Publish Finished Plans for Coming Year
September				
October		October 1: Submit Space Inventory CCCCCO October 15: District Qtr Report to CCCCCO		
November				
December		December 15: submit Scheduled Maintenance and Special Repair request, 5-year plan		

Program Reviews in District Services are led by the Vice Chancellor, Associate Vice Chancellor, or Chancellor's Designee of the respective areas. These individuals are responsible for publishing plans and communicating matters of quality assurance to appropriate constituencies through the Districtwide Effectiveness Report and other established venues.

RESOURCE ALLOCATION

District wide resource allocations are guided by the VCCCD Mission Statement and the Board Goals as defined in the Educational Master Plan. The District Budget Allocation Model sets parameters for general fund unrestricted budget allocation to the Constituent College and District Services.

District Budget Allocation Model

Effective in fiscal year 2003-04, the District set aside the then-existing budget allocation model, which had been used to distribute district resources for the prior six years.

The model was primarily revenue-driven while providing for college base allocations and other fixed costs which did not necessarily equate directly to FTES generation. As such, the model relied both on revenue (FTES) and expenditure elements (dual characteristics) to serve as the mechanisms to produce the colleges and district level budget allocations. The model was, however, primarily FTES driven, with no cap placed on the funding of growth at the colleges, although the district as a whole had a funding cap. As the colleges evolved over time, the shift of resources favored the college(s) growing most rapidly and disadvantaged the college(s) growing more slowly, and the movement happened in an uncontrolled fashion. As a result, the model had been adjusted several times during its six-year period, and was believed to no longer meet the needs of the district and its colleges.

In 2003-04 when we set the model aside we distributed resources using the fiscal year 2002-03 allocation as a base, increasing or decreasing it proportionately each subsequent year based on changes in additional available resources from that point forward. That process continued over the next four years. Although we had a method to distribute funds, we did not have an agreed-upon budget allocation model. Distribution of new resources did not consider how the colleges had evolved since 2003-04. That method of allocating funds did not reflect how we received our funding from the state, the uniqueness of our colleges, nor the priorities of the district. In addition, the lack of an agreed-upon allocation model had been cited in the accreditation reports and would have been a major issue if not resolved.

New Model

During fiscal year 2006-07 the District Council on Administrative Services (DCAS) and the Cabinet worked simultaneously toward identifying the features of a model that would reflect the unique characteristics of each college, while recognizing how we are funded by the state, and be perceived as more equitable than the then-existing arrangement.

The allocation model was adopted for use in the 2007-08 fiscal year.

Elements of the Model

The district recognized the value in developing a model with dual characteristics, i.e. one that includes elements based on both revenue (FTES), as well as expenditures. The model considers how the colleges have evolved, and is responsive to changes that will occur in the future. The model also considers how we are funded from the state. The model is objective based, formula-driven, readily understood, reasonably applied, flexible and responsive, widely communicated, adequately documented, and perceived as equitable.

The adopted budget allocation model addresses the distribution of resources, and is not prescriptive in how funds are to be spent at the various locations (colleges and district office). The district acknowledges differences between its colleges and recognizes the colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. The colleges have separate and specific budget development processes unique to each college, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each college's strategic plans and address accreditation requirements. DCAS will consider processes/templates to be used for this accreditation purpose.

Revenue

The budget allocation model is designed for the distribution of general fund-unrestricted revenue only. Other sources of funding are allocated either by the state directly to a specific college or the district has agreed on a separate allocation method for those funds.

All general fund – unrestricted revenue will be distributed through the model, including, but not limited to, state apportionment for FTES, local revenues such as lottery, non-resident tuition, interest income, and miscellaneous revenue traditionally accounted for in the general fund – unrestricted, unless agreed to be distributed using a separate allocation model.

Districtwide Support

The district recognizes that it is fiscally prudent to provide some services centrally through the operation of a district office (District Administrative Center – DAC). These services should primarily represent those functions that can be most effectively and efficiently administered in a centralized fashion.

In addition, the allocation model will continue to provide a pool of resources to support expenditures required to meet general districtwide obligations such as property and liability insurance, legal expenses, governing board expenses, financial and compliance audits, central technology hardware, software and management services, and other activities which support the district as a whole and cannot be conveniently or economically assigned to the other operating locations through a cost center referred to as Districtwide Services.

The district will continue to account for utilities in a central location, so as to mitigate the significant differences in utilization due to building size, construction, age, and climatic conditions affected by college locations.

College Allocations

In an attempt to develop a model that would be accepted as fair and equitable, areas of differences or unique characteristics between the colleges, as well as similarities, were identified. A model that considers and reflects these differences is consistent with the objective of equitability.

The differences, unique characteristics, and similarities identified include, but are not limited to, areas such as:

- Facility constraints/classroom capacity on each campus
How many rooms hold 25, 35, 100, etc. students?

- How will capacity change over the new few years?
- Program Mix - mix of general education and vocational programs
 - Does each college have the same proportion of vocational/career tech to general education classes?
 - Does the difference in program costs impact the college's decision on what programs to maintain or develop?
 - Students' level of educational preparedness
 - Does each college have the same proportion of students who are prepared to take college-level classes? Are needs for basic skills classes the same? (Some of the additional requirements/services of these students are to be met through special funding, such as categorical, not necessarily general fund – unrestricted dollars distributed through this model)
 - Does each college have the same proportion of senior faculty (salary schedule placement)?
 - How do full time / part time ratios of faculty compare?
 - Are the contractual obligations, such as reassigned time and leaves, disproportionately distributed?
 - What are the similarities/differences in core services?
 - How does the size of each student body compare? (FTES)

It was imperative that each of these elements were considered in one or more of the components of the budget allocation model/calculation to ensure an equitable allocation process.

Year- end Balances

The allocation model recognizes the incentive in allowing budget locations to maintain their unexpended funds for future needs.

MECHANISM OF THE MODEL

Revenue

All projected general fund – unrestricted revenue will be included, unless identified to be distributed in a different fashion (such as to fund structural deficits). Restoration and growth revenue will not be included until the year after it is earned.

Districtwide Support

Districtwide Services (DWS)

The definition of DWS will be reviewed regularly. Components and specific line item budgets will be considered each year by DCAS for inclusion in this budget category or movement to another budget location.

Utilities

The budget for utilities will be based on historical and projected rates and usage, and presented to DCAS for review and concurrence.

District Administrative Center (DAC)

The District Administrative Center will receive a percentage (initially 5.8%) of projected revenue. Each year, after review, if it is determined that specific budget items are to be reassigned between DWS and DAC or the colleges and DAC, the percentage of revenue will change accordingly, maintaining the same effective rate. (Effective with the FY12 Tentative Budget, costs had been redirected and the DAC's proportionate percentage was 6.64%).

College Allocations

Class Schedule Delivery Allocation

Using each college's productivity factor (as defined below) and FTES from the current year, we derive a Full Time Equivalent Faculty (FTEF) number for the budget year. The college receives an allocation for the actual cost (salary and benefits) for the full time classroom faculty currently employed. This allocation is adjusted to reflect non-teaching assignment for these faculty, such as those on leave or reassigned time, and planned additional full-time faculty for the budget year. The balance of the allocation is distributed based on the average cost of a non-contractual FTEF.

The productivity factor (which is the college's average weekly student contact hours (WSCH) taught by a full time faculty equivalent (FTEF)) reflects, among other things, differences in class sizes (and subsequently costs) due to facility limitations, program mix (general education vs CTE), and educational preparedness of the student population of each college. Effective FY10, the model was changed to utilize an average of a budget year productivity factor (i.e. the goal) and the prior year actual productivity factor.

The productivity goal for a budget year is independently set for each college, and is based upon historical data and takes into consideration a college's unique circumstances and the economic environment. Because a portion of funding to a college is based on that goal, it is essential that the productivity goal-setting process be thoughtful and have integrity. It is therefore recommended that each college's goal-setting team, which will be determined by each college and may include not only the college president, but also the instructional and business vice presidents as well as the academic senate president, establish a process to project a realistic and attainable goal. The college president meets with the chancellor to discuss the environment and challenges, and set the goal.

Base Allocation (Fixed Allocation)

Each college receives an equal dollar amount that recognizes the fixed expenses/core services associated with operating a college, regardless of the size of its enrollment.

This base allocation was established at 15% of revenue available for distribution, divided equally among the colleges. This recognizes economies of scale and provides a "small college" factor to the model.

FTES Allocation

The remainder of the available revenue is allocated to the colleges proportionate to their FTES (%) actually earned in the prior year, and recognizes how the District receives the bulk of its revenue through SB361.

Colleges are funded proportionate to their FTES (%) for their actual growth, up to the maximum percentage that the District was funded. Each college may then carry unfunded FTES (as does the District as a whole), and be entitled to use that excess if and when the District does. By using a blended average in the productivity factor as recommended above, colleges are not penalized for “overgrowth” if attained through efficiencies, i.e. because they experience less costs.

Transition/Implementation Funding

As implementation of the new allocation model shifted resources, the district recognized the need to provide for stability during the transition for colleges to gradually move towards full implementation of the new model.

During the implementation year, FY08, \$2 million of total revenue was allocated - 50% each to Oxnard and Ventura colleges. In FY09, \$1 million of available resources was available to be allocated - 50% each to Oxnard and Ventura colleges. Once applied, the amount of transition/implementation funding was assessed to ensure the colleges were able to transition without undue financial hardship.

Carry-over

In addition to the allocation derived through the mechanism of the model, the colleges and district office are allowed to carry-over any unexpended funds as of June 30 into the new budget year, up to a maximum of 1% of their respective prior year budgets. (There was no maximum for carryover from June 30, 2007 to July 1, 2007). These amounts are placed in a designated reserve as of June 30, to be distributed for expenditures as of July 1 of the budget year. (This percentage has been increased to 2% in years where fiscal difficulties were anticipated for the following year.)

Updates

Since the adoption of this new model for 2007-08 fiscal year, and in accordance with the commitment to the Board to regularly review the model components to ensure a more sustainable model, the District Council of Administrative Services (DCAS) reviews the model annually. During the first part of 2009, they recommended modifications to the Class Schedule Delivery Allocation and the FTES Allocation segments of the model. The Board of Trustees approved the recommended changes at its March 2009 Meeting.

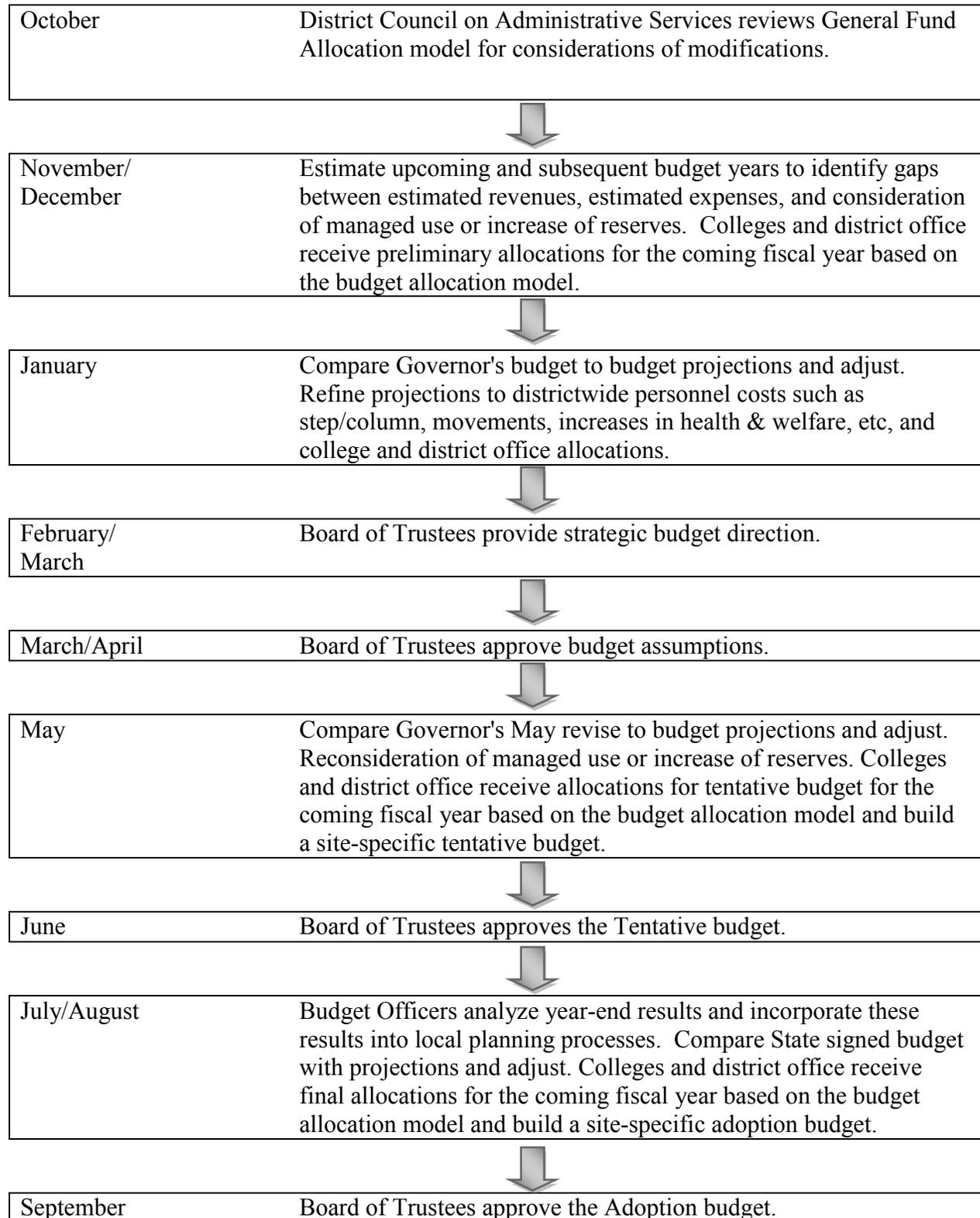
In 2010-11 DCAS developed a plan to address the district’s capital structural deficits and recommended that specific revenues (lottery, interest income and administration fee revenue) be removed over time from the general budget allocation model and allocated in a different method.

In Summary

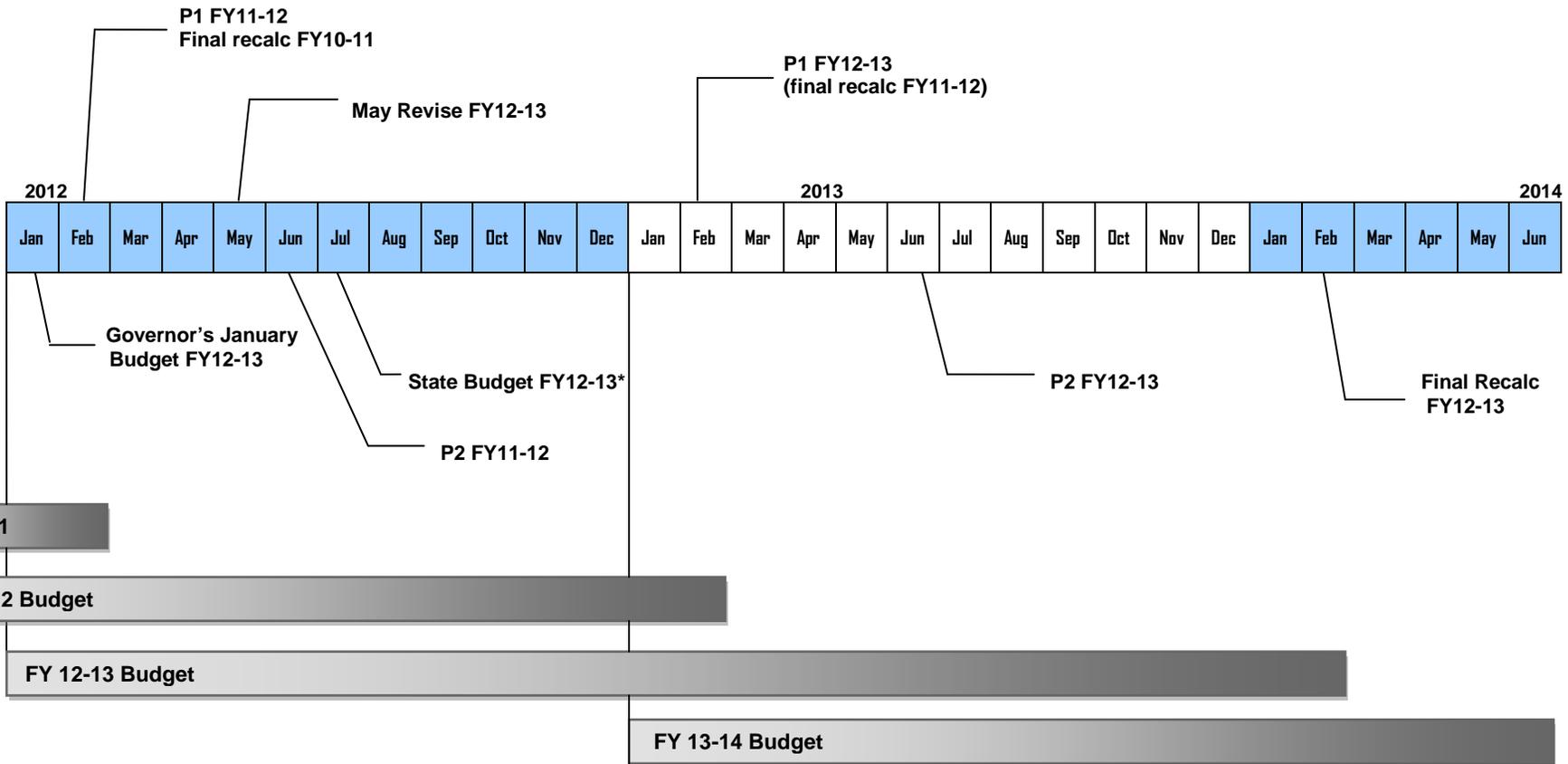
The District resource budget allocation model is complex enough to reflect the unique characteristics of our colleges and the needs of a multi-college district while recognizing how the district is funded from the state, yet simple enough to be readily understood, easily maintained, and transparent. Finally, it is driven by factors which command accountability, predictability, and equity.

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

District Budget Development Process



Ventura County Community College District State Budget Process Timeline



- Governor's January Proposal - includes estimates of state revenues
- Governor's May Revise - revised estimates of state revenues
 - * The State adoption budget should be approved by July, but in recent years has been as late as September/October.
- Final State Budget - final state revenue
- P1- estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- P2 - revised estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- Final Recalc - Final calculation of state revenue- includes any final deficit, distribution of unclaimed dollars that are not returned by Budget Act/Law

ASSESSMENT AND PROGRAM / PROCESS IMPROVEMENT

VCCCD assesses its planning efforts in two ways. It assesses the overall effectiveness of College and Districtwide services in supporting student success; it also assesses the effectiveness of the planning process.

Assessment of Institutional Effectiveness

The assessment of institutional effectiveness involves review of accomplishments and dialogue on continuous improvement. Assessment activities and dialogue occur during the annual Board of Trustees Planning Session in June. Assessments in this area include:

- The annual review of the District Mission
- The annual submission of the District Effectiveness Report addressing prior year Board Goals
- The annual review and revision of Board Goals
- The annual assessment of Progress on Strategic Plan Objectives
- The mid-cycle assessment of Board Goals in Year-3 of the 6-year planning cycle to ensure continuing alignment with the Educational Master Plan

Annual Review of the District Mission

The District Mission is reviewed at the annual Board of Trustees Planning Session to ensure alignment with the System Mission of the California Community Colleges. The affirmed Mission is distributed to the constituent Colleges to provide a framework by which to review and validate the local College Missions.

Annual Submission of the District Effectiveness Report

The *District Effectiveness Report* is presented at the annual Board of Trustees Planning Session for review and dialogue. The Report addresses institutional effectiveness of the three constituent colleges and district services. It provides three years of data for indicators that are aligned with Board Goals.

Annual Assessment of Progress on Strategic Plan Objectives

The annual Strategic Plan Objectives are reviewed for progress and completion. The Colleges and Districtwide Services report on the progress made in implementing the Action Steps that operationalize the Strategic Plan Objectives.

Annual Assessment of Progress on Board Goals

The Annual Assessment of Progress on Board Goals is conducted at the Board of Trustees Planning Session utilizing the information from the Assessment of Progress on Strategic Plan Objectives, and the information documented in the *District Effectiveness Report*. If needed, adjustments are made to the Board Goals and Strategic Plan Objectives for the coming year to ensure continuing progress toward student success, and accurate alignment with the District Mission.

Mid-Cycle Assessment of Progress on Board Goals

During the third year of the Educational Master Plan cycle, the Board of Trustees conducts a high level review of the assumptions of the Educational Master Plan assumptions, and an examination of the relevance of the Board Goals documented in the Master Plan. This high level review ensures that the assumptions of the Master Plan remain valid over time, and the Board Goals that emerge from these assumptions continue to align with the District Mission.

Assessment of Process Effectiveness

The assessment of process effectiveness for Districtwide planning includes two activities:

- The annual Consultation Council Review of the Districtwide Planning Process
- Annual Board of Trustees Review of Districtwide Planning Process

Annual Consultation Council Review of Districtwide Planning Process

Consultation Council is charged with overseeing the Districtwide Planning Process. The Council, or a group delegate by the Council, performs an annual audit of the Districtwide Planning Process for operational effectiveness. The audit includes a review of this Planning Manual, and input by constituents on process issues during plan implementation. The results of this review are presented to the Board of Trustees during the June Board of Trustees Planning Session.

Annual Board of Trustees Review of Districtwide Planning Process

The Board of Trustees agendas a review of the Districtwide Planning Process at its annual Board of Trustees Planning Session. The review includes a reporting by Consultation Council regarding the effectiveness of the process as experienced by the constituent groups, a Board-led dialogue on the results, and any suggestions to improve the process for the coming year. Improvements adopted in the review process will be documented in the subsequent iteration of this Planning Manual.

Ventura College

Institutional/General Education Student Learning Outcomes¹

1. Communication – Written, Oral, and Visual: Students will write, speak, perform, or create original content that communicates effectively and is facilitated by active listening skills.
2. Reasoning – Scientific and Quantitative: Students will locate, identify, collect, and organize data in order to analyze, interpret, or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking and Problem Solving: Students will recognize and identify the components of problems or issues, examine them from multiple perspectives and investigate ways to resolve them using reasoned and supportable conclusions while differentiating between facts, influences, opinions, and assumptions.
4. Information Literacy: Students will formulate strategies to locate, evaluate, and apply information from a variety of sources in a variety of formats such as print and/or electronic.
5. Personal/Community Awareness and Academic/Career Responsibilities: Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in society. Students will develop skills and employ strategies to self-manage their personal, academic, and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations.

Institutional Service Unit Outcomes²

1. Learning or Service Environment: Service will support or facilitate a positive learning or service environment for students.
2. The Service will support or facilitate institutional accountability by monitoring and ensuring compliance with statutory mandates, local policy and procedures, and state or federal law.

Note: Services may use the Institutional/GE Student Learning Outcomes and/or the Institutional Service Unit Outcomes.

¹ After discussion throughout much of the Fall 2011 and at the start of the Spring 2012 semester, these GE SLOs were proposed by the Student Learning Outcomes Committee (SLOC), a subcommittee of the Academic Senate, on Jan 13, 2012; Revised by SLOC, Jan 19, 2012. Proposed as a First Reading and adopted as a First and Second Reading by the Academic Senate on March 1, 2012.

²Currently under review. SLOC needs to approve.

Ventura County Community College District
District Strategic Planning Goals and Objectives 2012-2013

Presented for Board Action September 11, 2012

BOARD GOAL ONE: PROVIDE ACCESS AND STUDENT SUCCESS

Strategic Objective 1-A: Students are served more efficiently by expedited movement through District Programs resulting associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Establish a Districtwide General Education subcommittee to develop ideas and strategies to improve commonality among courses at each college. Responsible Parties: District Council for Academic Affairs (DCAA)

Strategic Objective 1-B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Science Faculty

Strategic Objective 1-C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty

Strategic Objective 1-D: Participate in the SB 1440 (TMC - Transfer Model Curriculum) and C-ID (Course Identification Number System) initiative to ensure college courses are comparable District-wide and within the California Community College system. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committees

BOARD GOAL TWO: MAINTAIN INSTRUCTIONAL QUALITY WITHIN BUDGETARY LIMITS

Strategic Objective 2-A: Technical and vocational college courses and programs are aligned with employer and market needs. Responsible Parties: Local Curriculum Committees, Local Program Review Committees

Strategic Objective 2-B: Professional development activities for faculty and staff promote organizational best practices and technological activities that empower employees to work smarter allowing greater time to be expended on activities linked to student access, persistence, and success. Responsible Party: Local Professional Development Committees, Human Resources Department

BOARD GOAL THREE: PRUDENT FISCAL STEWARDSHIP

Strategic Objective 3-A: The link between discretionary budgeting and strategic planning is strengthened. Responsible Parties: District Committee for Accreditation and Planning (DCAP), Consultation Council

Strategic Objective 3-B: Expenditures linked to District Planning are reviewed on an annual basis.
Responsible Party: District Council for Administrative Services (DCAS)

Strategic Objective 3-C: The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support.
Responsible Parties: Program Review Committees, Management, All Constituencies

Strategic Objective 3-D: District long-term retirement obligations (GASB45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures. Responsible Party: District Council for Administrative Services (DCAS)

Strategic Objective 3-E: Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support. Responsible Parties: Employee Health Benefits Committees, Risk Management, Human Resources Department

Strategic Objective 3-F: The state's financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs. Responsible Parties: Vice Chancellor of Finance, District Council for Administrative Services (DCAS)

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT



Resolution In Support Of Schools and Local Public Safety and Protection Act of 2012

WHEREAS, leaders of the Restoring California coalition reached agreement with Governor Brown and state legislators to unite behind a progressive consensus tax initiative, the “Schools and Local Public Safety Protection Act of 2012”; and

WHEREAS, this initiative will protect Proposition 98, guaranteeing 11 percent of its education funding to community colleges, while reducing the state’s budget; and

WHEREAS, California’s Legislature has been unable to adequately fund public education, over \$20 billion has been slashed from the statewide public education budget in the past three budget years, and more cuts are scheduled to come; and

WHEREAS, the funding cuts have forced Ventura County Community College District to reduce course offerings for students, increase class sizes, and reduce services, resulting in a loss of access for students to the education they need and deserve; and

WHEREAS, Ventura County Community College District has been forced to eliminate and reduce employee positions that support student programs and services; and

WHEREAS, additional budget cuts will require Ventura County Community College District to further negatively impact students in pursuit of their educational goals and personnel who support student programs and services.

NOW, THEREFORE, LET IT BE RESOLVED that the Board of Ventura County Community College District will work with interested parties in their community and around the state to advocate on behalf of “Schools and Local Public Safety and Protection Act of 2012” to help alleviate state budgetary problems that negatively impact students and personnel in the delivery of quality education in our District.

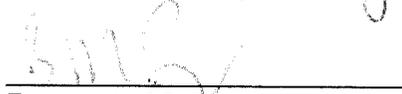
Adopted May 8, 2012:



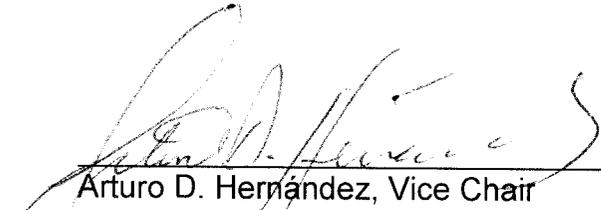
Stephen P. Blum, Esq., Chair



Dianne B. McKay, Trustee



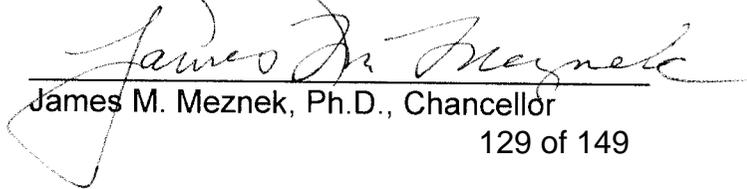
Bernardo M. Perez, Trustee



Arturo D. Hernández, Vice Chair



Larry O. Miller, Ph.D., Trustee



James M. Meznek, Ph.D., Chancellor

10/1/12

Broken system dooms CCSF

Robert Shireman

Published 8:03 p.m., Thursday, September 13, 2012

The way things are going, City College of San Francisco will close this spring. Usually when an institution is in a dire life-or-death situation, those in charge make the tough decisions needed to right the ship. Therein lies the problem: It is not at all clear who is in charge, because CCSF has been part of a grand experiment in democratic management forced upon community colleges by an obscure rule adopted 22 years ago. While the original motivation for the shared-governance requirement was understandable, even laudable, in hindsight we can see that empowering everyone leaves no one in charge. California's community colleges are capsizing as a result.

In the 1980s, the "junior" colleges were still attempting to shed their origins as extensions of high schools. The faculty wanted the status and power of professors, like at the University of California where the academic senate plays a strong role in protecting academic freedom, maintaining standards for the professoriate and preventing the dumbing down of the curriculum. At UC and other universities, faculty members were not formally in charge but they had real influence because they had credibility with the trustees, with alumni and with the public. College administrators who didn't listen to input from the professoriate would do so at their peril.

Faculty at the community colleges asked for help in strengthening the role of their academic senates so they could be more like other colleges. But rather than insisting simply that their voices be heard, they sought actual authority - more formal faculty power than anywhere else in the country. The statewide Board of Governors of the California Community Colleges granted their wish in 1990. Since then, local college trustees and chancellors are required by law to defer to academic senates on a wide range of topics.

CCSF went all-out in implementing the new state requirement. Today, an Office of Shared Governance manages 46 committees that develop policies that feed into a faculty Executive Council. Further, a petition process can put any issue to a full faculty vote. The CCSF Board of Trustees, elected by the voters of San Francisco to run the college, is required by the state to rubber-stamp the Shared Governance decisions (or indecision) or risk going to court to prove that the disagreement was "exceptional" and "compelling." The result of this blurring of responsibility is predictable: Decisions don't get made, no one is held accountable, and everyone blames everyone else.

10/1/12

Two independent reviews have offered stinging critiques of CCSF's processes. The accreditor found "a veil of distrust among the governance groups" instead of clear decision-making roles. A fiscal review found the college paralyzed by a culture that undermines good management, preventing it from making the decisions that would stave off bankruptcy. Decision-making "appears to have been driven more by power, influence and political whim, than reason, logic and fairness."

Faculty should have a strong voice. However, forced power-sharing does not produce cooperation; it generates posturing, pettiness and stalemates. The formal authority that the state bestowed upon academic senates went too far, resulting in community colleges that too often cannot adapt to the changing budgets and the changing needs of the state. A few extraordinary chancellors with accommodating faculty have been able to manage adequately, but most community colleges are stumbling along, failing to take steps that are critical to student access and success.

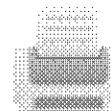
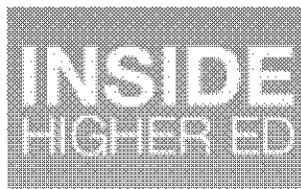
Responsibility for the mess lies ultimately with the state board, which needs to end the failed experiment. CCSF, however, cannot afford to wait for the state board to act. For the sake of tens of thousands of students, the CCSF academic senate should formally step aside to put the duly elected trustees squarely in charge so we all can hold them fully accountable.

If CCSF can't get its act together, those in charge should be fired. If the academic senate doesn't get out of the way to make it clear that the board of trustees are actually at the helm, then San Franciscans will know who to blame if the ship sinks.

Robert Shireman is the director of California Competes: Higher Education for a Strong Economy, a nonpartisan organization that develops recommendations for improved practices and policies in California higher education. He served in the Obama and Clinton administrations.

Ads by Yahoo!

10/1/12



(<http://www.insidehighered.com>)



CCSF's woes help trigger a shared governance tussle in Calif.

Submitted by Paul Fain on September 21, 2012 - 3:00am

Robert Shireman has long criticized colleges and lawmakers for not doing enough to protect lower-income students. But now that he's back in California, after a stint battling for-profit colleges for the U.S. Department of Education, Shireman has found a new opponent: faculty leaders at the state's community colleges and an approach to shared governance he says created the mess at City College of San Francisco.

Meanwhile, City College's [fight](#) [1] to keep its doors open got a little more desperate this week. The college faces an [accreditation crisis](#) [2] that could result in its being shut down next year, a nightmare scenario for California's largest public college and its 90,000 students.

City College's leaders pledge to do whatever it takes to save the college, and observers say shuttering it isn't a realistic option. But a new state-commissioned [analysis](#) [3] found that City College is dangerously close to bankruptcy, with possible annual deficits of \$25 million and a raft of obligations it can't afford.

The college's inability to appropriately manage its budget amid deep state funding cuts was a central theme of the complex set of problems [identified](#) [4] earlier this year by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. And those financial woes and their structural causes were laid bare this week in the [report](#) [3] from the Fiscal Crisis and Management Team, a state agency tasked with assisting public colleges and schools.

"City College of San Francisco has not developed a plan to fund significant liabilities and obligations such as retiree health benefits, adequate reserves and workers' compensation costs. Further, it has been subsidizing categorical programs with unrestricted general fund monies regardless of the effect on the general fund, and has provided salary increases and generous benefits with no discernible means to pay for them." -- Fiscal Crisis and Management Team

10/1/12

The report says City College employs twice as many full-time faculty, on a per-student basis, as comparable colleges in the system. It also outpaces other districts in numbers of support staff. And with 1,800 instructors, 842 of them full-time tenure-track, City College only had about 40 administrators on staff earlier this year, according to its accreditor.

Faculty members note that roughly 50 tenured professors serve in administrative roles but are not counted as administrators. Even so, the picture that emerges from both the accreditor and the fiscal crisis team is a college without adequate administrative control or stability, and an overstuffed faculty that receives unsustainably generous pay and benefits during a budget crisis.

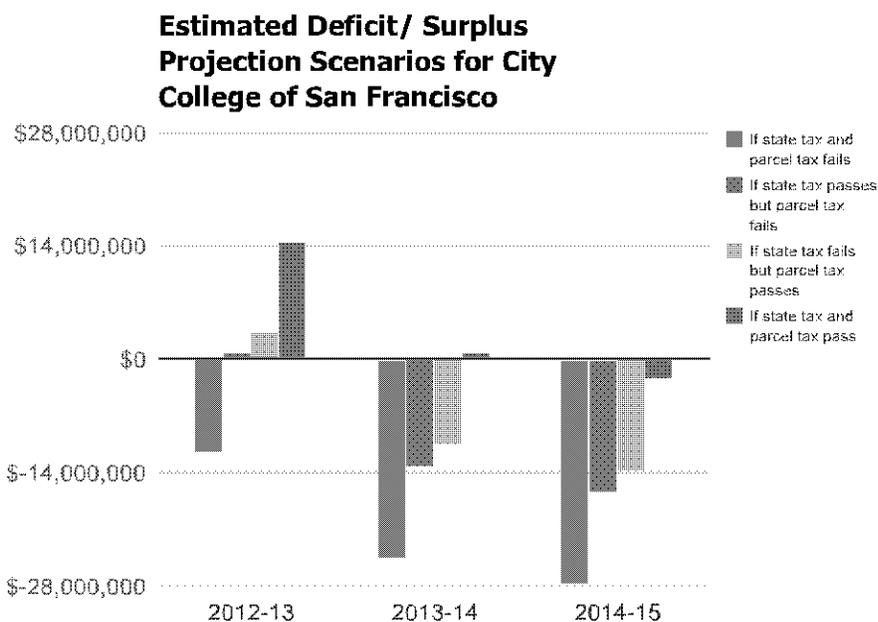
Those problems festered because the college's leadership was not able to make tough choices, according to California Competes, the nonprofit group Shireman leads. This is due to a structural problem that affects other colleges in the system, he said. Boards can't move forward with controversial decisions, like trimming jobs and budget fat, Shireman said, because state regulation grants local branches of the Academic Senate for Community Colleges formal veto power over board decisions.

"That's just bad management," Shireman said. "The buck has to stop somewhere."

The statewide Academic Senate vigorously disagrees. In fact, its leadership said Shireman and California Competes are completely off-base in their interpretation of the regulations that define shared governance in the state.

"This structure does work," said Michelle L. Pilati, the Academic Senate's president and a professor of psychology at Rio Hondo College. "Boards have the power to act."

California Competes plans to make its case to the statewide Board of Governors sometime soon.



Source: Fiscal Crisis and Management Team

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Board Powers?

Shireman has powerful allies in the state, at least some of whom support his group's new shared governance campaign. He also has a track record of waging fierce regulatory battles, having led the U.S. Department of Education's recent crackdown on for-profit colleges during his time as a department official.

Shared governance writ large is not the problem, Shireman said. He supports both the underlying state legislation as well as what he describes as a strong standards of shared governance. For example, he said his group would back regulations that matched up with the [definition](#) [5] from the American Association of University Professors.

The problem, he said, is a "labyrinthine" approach to shared governance by California's community colleges that is perhaps unique in American higher education.

The state Legislature in 1988 updated a law calling for community colleges and their districts to "ensure faculty, staff and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration."

The language in the bill (AB 1725) is fine, according to Shireman. But he said the supporting regulations drafted later by the Board of Governors of the California Community Colleges give Academic Senates too much clout. Local governing boards have the choice of reaching "mutual agreement" with the faculty groups or essentially deferring to them on decision-making about a broad array of issues, extending well beyond curriculums and academics.

The result is "rubber stamping" by boards based on what keeps the faculty groups happy, according to California Competes, and the sort of passive decision-making that can lead to broken budgets. And if presidents or boards try to go against the will of the Academic Senates, Shireman said, they must weigh the risk of legal challenges.

"Extraordinary leaders can get past these requirements and get things done," he said. "But we don't have enough miracle workers coming to California."

California Competes first weighed in on this alleged dysfunction with a [report](#) [6] released earlier this year, saying the group was motivated by widespread complaints from an advisory panel of college and business leaders. But Shireman recently upped the ante with a strongly-worded [opinion piece](#) [7] in the *San Francisco Chronicle*, titled "Broken System Dooms CCSF," and other [material](#) [8] on the group's website.

The Academic Senate has fired back with a [document](#) [9] challenging Shireman's arguments, which Pilati calls confounding and without merit. Boards have several ways to exercise control, according to the faculty group, and do so all the time.

"The final decision to accept or reject recommendations remains in the hands of the local board of trustees," Pilati wrote. "The claim that faculty are granted decision-making authority without accountability is simply inaccurate."

A key distinction, she said, is that faculty can contribute to the process of budget and institutional planning, but the final decisions rest with boards.

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"Ideally they talk it through and they find a compromise," Pilati said. But "boards do things that the faculty don't like all the time."

Other faculty groups are backing the Academic Senate in this battle. Jonathan Lightman, executive director of the Faculty Association of California Community Colleges, called Shireman's assertion that shared governance caused City College's woes "extreme" and "counter-productive." He also said faculty bring needed expertise to boardrooms on teaching and learning.

"While local trustee boards have the ultimate responsibility for governance, their decisions should be guided by those with the specific knowledge of how best to serve our students," Lightman said in an email.

Pilati also criticized Shireman's use of City College as an example in the debate over shared governance. While she acknowledged that the college clearly has "extensive" problems, "that isn't a reason to indict a governance system that is working across the vast majority of colleges."

An Uphill Battle

City College has lacked consistent management in recent years, with the indictment of one ex-chancellor and the resignation of his successor due to health problems. But the college will soon have a new leader to help with its accreditation and money woes.

Earlier this month the college's Board of Trustees invited in a "special trustee," a relatively rare move that has helped in past crises at other California community colleges. Not everybody liked the idea of ceding control to an outsider, of course, and some students and others protested at the board meeting where the invitation was announced.

The special trustee will serve in an advisory role to the board, but will also share some powers, said Erik Skinner, interim chancellor of the California Community Colleges system.

"It is an intervention system that relies heavily on relationships," Skinner said. "They're going to help the district through some incredibly difficult choices."

The system office is looking for candidates, and plans to present two or three finalists to the statewide governing board in the next few weeks, said Skinner. Leadership skills in tough times are the main qualifications for the job, and former college presidents could fit the profile.

Skinner said the report from the state's fiscal crisis team was a "road map for recovery," with recommendations that will help the special trustee, local board and college leaders to move quickly to comply with changes needed to make the college solvent and to assuage the concerns of accreditors.

But that won't be easy, and some decisions are out of City College's hands.

For example, if voters reject a proposed state tax hike as well as a local parcel tax, the report said the college will have projected budget deficits of roughly \$25 million next year and \$28 million the following year.

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Even with new tax revenue, the college needs to bring its expenses down, according to the crisis team. And that will require changes to its administrative structure and decision-making.

"Past decisions have reduced the management team to spectators rather than organizational leaders," the report said. "Under this organizational and cultural model there is no responsibility or accountability because it is often unclear how or by whom decisions have been made."

Community Colleges ^[10]

Finances ^[11]

Leadership ^[12]

Source URL: <http://www.insidehighered.com/news/2012/09/21/ccsfs-woes-help-trigger-shared-governance-tussle-calif>

Links:

[1] <http://www.insidehighered.com/news/2012/07/19/san-francisco-isnt-only-calif-community-college-accreditation-meltdown>

[2] <http://www.insidehighered.com/news/2012/07/06/accreditation-crisis-hits-city-college-san-francisco>

[3] http://www.ccsf.edu/BOT/Special%20Meeting%20Notices/2012/Sept_2012/Sep18/FCMAT%209_14_2012.pdf

[4] http://www.ccsf.edu/Offices/Research_Planning/pdf/CCSFEvalReport16May2012.pdf

[5] <http://www.aaup.org/AAUP/programs/sharedgovernance/>

[6] <http://californiacompetes.org/report/the-road-ahead-higher-education-californias-promise-and-our-future-economy/>

[7] <http://www.sfgate.com/opinion/openforum/article/Broken-system-dooms-CCSF-3864285.php>

[8] http://californiacompetes.org/news_and_events/shared-governance-flowchart/

[9] http://www.insidehighered.com/sites/default/server_files/files/The_Road_Ahead_-_June_9_2012R.pdf

[10] http://www.insidehighered.com/news/focus/community_colleges

[11] <http://www.insidehighered.com/news/news-sections/finances>

[12] <http://www.insidehighered.com/news/news-sections/leadership>

Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation. The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard

for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

- a. *Preliminary Considerations.* The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

- b. *Determination of General Educational Policy.* The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

- c. *Internal Operations of the Institution.* The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or uni-

versity. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.¹

- d. *External Relations of the Institution.* Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent.

The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.² There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.³

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office

is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.⁴ On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.⁵

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 "Statement of Principles on Academic Freedom and Tenure," AAUP, *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 3–11, and the 1958 "Statement on Procedural Standards in Faculty Dismissal Proceedings," *ibid.*, 12–15. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*Policy Documents and Reports*, 3–4).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP's Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]

DRAFT RUBRIC FOR WRITTEN COMMUNICATION SKILLS

Component	Good	Satisfactory	Below Satisfactory
Points	2	1	0
Content	Responds directly to the prompt or question asked. Content is accurate.	Responds to the prompt or question asked. Content is accurate.	Does not respond to the prompt or question asked (content may be unrelated) and/or content is inaccurate.
Organization	Contains a clear sense of order. Includes a thesis or topic sentence. Supporting points are presented in a logical progression.	May lack a thesis or topic sentence, but points are presented in a logical manner.	Lacks organization. Points are presented in a random fashion, making it difficult for the reader to follow.
Development	Develops each point with specific details or examples.	Most points are supported with some details and evidence.	Points are unsupported or supported with sparse details.
Use of Language	Uses discipline-specific language and exhibits some sophistication in word choice.	Discipline-specific language is used sparingly. Has clear sentences but there may be some awkwardness. Appropriate language used.	Limited or inappropriate vocabulary. Slang may be used.
Grammar and Spelling	No major grammatical or spelling errors.	Contains some errors, but they do not interfere with understanding.	Errors are numerous and/or impair understanding.
Integrates Sources (if applicable)	Incorporates summary, paraphrase, and quotations from sources. Uses source information to support own ideas. Cites and documents sources per method required by instructor.	Incorporates some information from sources as supporting information. Cites and documents sources per method required by instructor.	Does not include information from sources, or sources are not documented per method required by instructor.

Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater.

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DRAFT RUBRIC FOR ORAL COMMUNICATION SKILLS

Component	Good	Satisfactory	Below Satisfactory
Points	2	1	0
Organization	Contains an introduction, body, and conclusion. Supporting points are presented logically.	Organization, logic, or pattern makes sense.	Lacks organization. Points are presented in a random fashion, making it difficult for the audience to follow.
Supporting Materials	Ideas are well developed with the use of examples or evidence. Information and/or analysis provided establishes credibility and authority on the topic.	Examples or evidence generally support and develop the topic or ideas. Information and/or analysis are appropriate to the topic.	Contains insufficient supporting material. Information and/or analysis minimally support the presentation.
Content	Responds directly to the assignment.	Responds to the assignment.	Does not respond to the assignment (content may be unrelated).
Language	Language is appropriate, professional, and is compelling to the audience.	Language is clear, but there may be some awkwardness or “filler” words used. Contains appropriate language .	Limited or inappropriate vocabulary used.
Delivery	Delivery is varied and dynamic. Rate of speech, volume, and tone enhance listener understanding and interest.	Vocal delivery is clear and understandable. Some vocal expressiveness is displayed, but it may not be polished.	Delivery detracts from the presentation. Speech may be too soft, too fast, or too long. Pauses may distract audience.
Non verbal delivery	Appears confident and in control, makes eye contact, purposeful gestures and movements, and is vocally expressive. Overall, presentation is compelling and polished.	Uses some eye contact, gestures, movement, facial expressions that enhance the presentation.	Eye contact, gestures, movement, and/or facial expressions are inappropriate or distract from the presentation. Speaker may appear uncomfortable.

Some oral presentations may be informal or impromptu in nature and may not require all elements above.

Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater.

DRAFT RUBRIC FOR VISUAL COMMUNICATION SKILLS

Component	Excellent	Good	Satisfactory	Below Satisfactory
Visual Literacy	Demonstrates superior ability to formalize and express an image using two or more concepts	Demonstrates good ability to formalize and express an image using two or more concepts	Demonstrates fair ability to formalize and express an image using two or more concepts	Demonstrates little ability to formalize and express an image using two or more concepts
Visual Vocabulary	Superior development of and utilization of a visual vocabulary	Good development of and utilization of a visual vocabulary	Fair development of and utilization of a visual vocabulary	Minimal development of and utilization of a visual vocabulary
Design, Execution and Presentation of Art Projects	Conceptualizes a superior design, practices excellent execution and presentation of art projects	Conceptualizes a good design, practices good execution and presentation of art projects	Conceptualizes a fair design, practices fair execution and presentation of art projects	Conceptualizes an inferior design, practices minimally acceptable execution and presentation of art projects

DRAFT RUBRIC FOR QUANTITATIVE REASONING SKILLS

Component	Satisfactory or better	Unsatisfactory
Illustrate and/or communicate mathematical and/or statistical information symbolically, visually and/or numerically	Represents mathematical/statistical information generally clearly but: <ol style="list-style-type: none"> 1) May make minor errors 2) May lack some clarity 3) May lack precision 	Inconsistently or rarely represents mathematical/statistical information and lacks clarity and precision
Apply an appropriate model to the problem to be solved	Accurately applies a model to the problem to be solved but: <ol style="list-style-type: none"> 1) May lack support or justification 2) May make minor calculation errors 	Presents an inappropriate model for the problem to be solved or presents an appropriate model but makes major mistakes in its application or significant calculation errors
Determine when computations are needed and execute the appropriate computations	Determines when computations are needed and may make occasional errors in computations	Inconsistently or rarely determines when computations are needed and/or makes many errors in computations
Interpret information presented in mathematical and/or statistical forms	Correctly interprets information when presented in mathematical and/or statistical form	Inconsistently or rarely interprets information presented in mathematical and/or statistical form

DRAFT RUBRIC FOR SCIENTIFIC/QUANTITATIVE REASONING SKILLS

Component	Good	Satisfactory	Below Satisfactory
Question	Student states question in a clear and concise manner. The question is testable	Student states question in an unclear or lengthy manner. The question is testable	The question is untestable
Hypothesis	Student correctly states null and alternative hypotheses appropriate for the question and method of analysis	Student makes one of the following errors: incorrect null hypothesis, incorrect alternative hypothesis, hypotheses inappropriate for question, hypotheses inappropriate for method of analysis	Student either misstates both null and alternative hypotheses or fails to match hypotheses to the question and/or method of analysis
Procedure/Methods	All steps are discussed in a logical (ordered) and concise manner such that the procedure could be replicated	Steps are discussed but presented in a way that is not logical or concise; or a necessary step is missing	Steps are discussed in a manner that is neither logical nor concise and/or more than one step is missing

Results	Results and statistics are presented correctly, completely, and concisely without interpretation	Results are presented correctly and completely but not in a concise manner and/or include interpretation	Results are presented incorrectly or incompletely
Results – Graphical	Graphs include legible and correctly labeled axes. Independent and dependent variables are placed on correct axes	Graphs may be difficult to read accurately but correctly convey trends in the data. Variables are placed on correct axes	Graphs are incorrectly labeled or unclear to the extent that trends in the data cannot be determined, or variables are placed on incorrect axes
Conclusion	Hypotheses are restated and evaluated in a logical order. Null hypothesis is supported or refuted. Alternative is addressed correctly in reference to the outcome for the null v	Hypotheses are not restated or evaluated in a logical order but are interpreted correctly in light of the data	One or both of the hypotheses are inappropriately addressed in light of the data (e.g. null rejected when data does not support such a rejection)