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Date: September 1, 2023
To: Dr. Carla Tweed, Team Chair
Dr. Wesley Lundburg, Vice Chair
Dr. Catherine Webb, ACCJC Staff Liaison
From: Dr. Oscar Cobian, President, College
CC: Dr. Luis A. Gonzalez, Accreditation Liaison Officer
Re: College Update on Core Inquiries

Oxnard College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see the pertinent college developments below pertaining to our core inquiries. This is in addition to evidence the team may find helpful in advance of the visit.

Core Inquiry 1: The team seeks to better understand the implementation of improvements/redesign to systems for the assessment of student learning outcomes at the course, program, and institution level.

Standards or Policies: I.B.2, II.A.3, II.A.11

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1. (300 words max.)

Oxnard College's Program Review Committee is *currently* the group on campus that reviews a program's assessment of its Student Learning Outcomes (SLO). Through the program review process, each program provides a narrative description of how they assessed/discussed their SLO data and what resulted in that assessment/discussion. While programs are expected to regularly assess and discuss their SLO data, the Program Review Committee only reviews each program's description of this work in their Comprehensive Program Review, which occurs every three years.

Oxnard College has also hired faculty to work with the Vice President of Academic Affairs and Student Learning on updating the SLO assessment process, cycle and to develop a draft of the SLO Handbook for Oxnard College during the summer of 2023. These faculty members were tasked with reviewing our current assessment cycle and practices and identifying an alternative process. This summer project consisted of 240 hours of combined work between the two faculty members reviewing OC's process as well as promising practices from other colleges including our sister college, Moorpark College.

Once this summer project is complete, the Vice President of Academic Affairs and Student Learning will hire additional faculty SLO Peer Mentors to finalize the SLO Handbook and the



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proposed SLO Assessment Process and Cycle. The final step will be to share through the Participatory Governance process for review, discussion, possible revisions, final approval, and implementation.

Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.

(documents should be separate pdf files on submitted flash drive)

1. Examples of how assessment results are used to improve programs.
2. Student Learning Outcomes handbook
3. Student Learning Outcomes updated cycle
4. Any progress related to addressing the College's improvement plan for SLO assessment.

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

1. CI1-01_Psychology-Program-Review-2019 – This program review and minutes from the PG Meeting where reviewers stated there was a need for additional faculty which led to the recruitment of a full-time, tenure track Psychology instructor.
2. CI1-2_Sample-SLO-Handbook-Outline_DRAFT - Draft of the SLO Handbook developed by faculty SLO Peer Mentors during Summer 2023
3. CI1-3_OC-updated-SLO-assessment-cycle-workplan - Draft updated SLO assessment cycle that was also created by faculty SLO Peer Mentors during the Summer of 2023

Request for Observations/Interviews:

- a. Faculty SLO Peer Mentor
- b. Administrators and faculty involved in assessment process.
- c. Faculty Inquiry Group on SLO assessment



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Core Inquiry 2: The team would like to better understand how the college evaluates its college-level processes and practices on a regular cycle.

Standards or Policies: I.B.7, I.C.5

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 2.
(300 words max.)

Oxnard College's Participatory Governance Manual specifies the review by each committee of the areas within the charge of that committee. This is accomplished through committee goals, and/or voting to implement process changes. Similarly, the College Planning Council (CPC) functions in the same way for the college in general. All committees report to the CPC and votes to recommend to the President as the final decision maker for process changes.

It is standard practice for the College Planning Council to review committee goals and progress at the end of the academic year (spring semester) during a regularly scheduled meeting with all voting members present. Additionally, at the beginning of each year, each committee, including College Planning Council reviews the PG Manual section on philosophy and guiding principles, norms, tools and roles, participatory governance roles, goals and more. Lastly, at the end of each semester each committee evaluates their committee's processes, and the results are reviewed at the beginning of the following academic year. The review of the evaluation results by the committees is then used to either update committee goals or processes for that current year.

All recommendations forwarded to the President from College Planning Council are taken under consideration with careful attention to the discussion had at CPC, and prior committees if it was forwarded to CPC from another committee. The President then weighs all the information provided before making a final decision.

An example of how a final recommendation is forwarded to the president and then approved for implementation is the recently revised Participatory Governance (PG) Manual. Discussions regarding the PG Manual occurred in Academic Senate, Classified Senate, Associated Student Government, College Planning Council and eventually the President. Changes to our PG Manual were proposed, reviewed, and forwarded to the President who ultimately approved those changes. Please see included evidence.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 2 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. Evidence of evaluation of college-level processes (in addition to APs & BPs).
2. Evidence of CPC:
 - a. Evaluating committee goal progress



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- b. Evaluating committee/college process and policies
- c. Review of recommendations of PG committees
- d. Final recommendation to college president regarding organizational structure, functions, planning, budget, etc.

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

The following is a brief explanation to why we included these additional evidence pieces:

1. Evidence of evaluation of college-level processes:
 - a) CI2-01_03-15-21-CPC-Minutes – Shows CPC reviewing more goals from other committees, as well as a discussion regarding the appeals process for program review. It also talks about the development of the end of year PG survey, and discussion of the planning retreat.
 - b) CI2-02_04-19-21-CPC-Minutes – continuation of March topics, as well as reiteration of the resource request ranking process. Also a discussion of adding the ARW into the PG process (rather than as ad-hoc or standing).
2. Evidence of CPC:
 - a) CI2-03_11-16-20-CPC-Minutes – shows CPC establishing their own goals and reviewing the goals of other committees. It also shows review of the EMP.
 - b) CI2-04_04-27-23-CPC-Minutes - Goals Assessment and CPC April 27, 2023 BoardDocs Minutes
 - c) CI2-05_PG-Minutes – Minutes from Classified Senate, ASG, and Academic Senate where they discuss the PG Manual.
 - d) CI2-06_02-24-22-CPC-Minutes - CPC's minutes for February 24, there was a motion to recommend a proposal to the President; also included is the Communication Flow from the PG manual; Action item 6 a motion was made to share the proposal with the President.

Request for Observations/Interviews:

- a. Representative from Institutional Effectiveness
- b. Representative from College Planning Team



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Core Inquiry 3: The Team would like to better understand how the institution evaluates student services regardless of location or means of delivery to ensure they are equitable.

Standards or Policies: II.C.3.

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3. (300 words max.)

Student services are evaluated by the college by the Program Review Committee, and they follow the same review cycle as academic programs with annual reviews and comprehensive reviews every 3 years. Through the program review process student services programs share how they align with the college mission and with the Guided Pathways framework including clarifying the path and entering the path. It is in these sections that our student services programs describe their different modalities of providing services to students including in-person, hybrid and fully online.

Additionally, counseling faculty are evaluated regularly and through that evaluation process students can evaluate their services received. Through the evaluation process counselors receive feedback on their service to students directly from students, peers, and their supervisor. The peer and supervisor evaluation process requires a rating of the counseling faculty member's student interaction, content knowledge, and presentation. The student evaluation also asks about the counselor's interaction with the student, approachability, accessibility, and general questions about the overall service.

It is through these two processes that the college evaluates student services regardless of location or means of delivery.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 3 which will assist the team to better understand current college processes and outcomes. (documents should be separate pdf files on submitted flash drive)

1. Sample survey that examines financial aid that examines services by location and delivery mode
2. CI3-02_Basic-Needs&DRC-Comprehensive-Program-Review
3. CI3-01_EOPS-Annual-Program-Review

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

1. CI3-01_OC-FinAid-Student-Satisfaction-Survey22-23: Oxnard College Financial Aid Student Satisfaction survey results from 2022-2023; evaluation that examines student services by location and/or mode of delivery. Additionally, the link to the [survey](#) that Financial Aid is provided here as well



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2. CI3-02_Basic-Needs&DRC-Comprehensive-Program-Review: Sample Program Review of Student Services Programs (Basic Needs and Dream Resource Center Comprehensive Program Review)
3. CI3-03_EOPS-Annual-Program-Review: Sample Program Review of Student Services Programs (EOPS Annual Program Review)

Request for Observations/Interviews:

- a. CSSO
- b. Deans of Student Services
- c. And/or representative from institutional research and planning

Core Inquiry 4: The Team would like to better understand how the college establishes regular and substantive interaction with its asynchronous online courses.

Standards or Policies: Policy on Distance Education and Correspondence Education

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3. (300 words max.)

Distance Education at Oxnard College is guided by state standards and by the collective bargaining agreement (CBA) between American Federation for Teachers (AFT) and the Ventura County Community College District. The CBA requires all faculty who teach distance education courses to be certified by a faculty approved certification process/course as outlined in the excerpt from the recently Board approved AFT CBA under Article 23. It is in this certification course that faculty must demonstrate their knowledge and understanding of regular and substantive interaction (RSI) between faculty-student and student-student. Faculty cannot pass this certification process without demonstrated knowledge and ability to implement RSI in a distance education course.

Additionally, the CBA requires regular evaluation of our instructional faculty, every three years. This evaluation process includes the evaluation of distance education courses assigned to the faculty member. The evaluation process is also guided by the AFT CBA and outlined in the additional evidence under Article 12. The evaluation process is the only method available for the college to ensure regular substantive interaction in distance education courses. The revised evaluation form for faculty includes a separate section for distance education and includes ratings on, “Evidence of regular, substantive interaction between instructor and students; Evidence of interaction among students; Achieves the same course quality standards as comparable in-person course”. Faculty are rated as either Excellent, Satisfactory, Needs to Improve, Unsatisfactory, Not Observed, or Not Applicable.



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It is through this process that the supervisor and peers can identify either exemplar RSI or provide feedback on improving RSI for a distance education course. Feedback from the evaluation committee can range from thorough to general depending on the committee. The committee can, and often do, refer the faculty member to the available resources in the faculty resource hub that includes key resources on RSI, accessibility and more.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 4 which will assist the team to better understand current college processes and outcomes.
(documents should be separate pdf files on submitted flash drive)

1. Process to evaluate online courses
2. Additional sample of asynchronous courses from Spring 2023 (to be reviewed during site visit in Fall 2023).

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

- Faculty have access to the RSI workshop information in the OC Faculty Hub since August 2022.
- The newly redesigned Teacher Online Certification course incorporates more information and context for regular and substantive interaction (RSI). Faculty who have already been using the tools from the original OTTCC, will be able to add to their knowledge base a deeper understanding of accessibility and RSI that were not as prominent in the original training course.
- Some of our faculty also provide RSI through personalized feedback to students in their gradebook.

INCLUDED Additional Evidence:

1. CI4_01-AFT-CBA-Article12-Evaluation: AFT CBA Article 12 on evaluation
2. CI4_02-AFT-CBA-Article23-DE : AFT CBA Article 23 on Distance Education
3. CI4_03-AFT-CBA-Faculty-Eval-Form: AFT CBA Faculty Evaluation Form template
4. CI4_04- OC-Faculty-Hub_RSI-Module: Screenshot of the OC Faculty Hub Canvas Shell Module on Regular and Substantive Interaction (RSI)

Request for Observations/Interviews:

- a. Instructional Technologist/Designer
- b. Administrative oversight of DE courses
- c. Distance Education Committee



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Core Inquiry 5: The Team was impressed with the college's mission, vision, and guiding principles. The Team would like to learn more about how the college carries out its mission, vision, and guiding principles with respect to supporting underserved and marginalized student populations, including Latine students .

Standards or Policies: I.A.1, I.B.1, II.A.7

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3. (300 words max.)

Advancing social justice is one of five goals in the Oxnard College Educational Master Plan. Our local community is 75% Hispanic and has a history of inequitable educational opportunity¹ that reverberates today. Commitment to our community means that our Hispanic Serving Institution (HSI) designation highlights *servingsness*². The college established an HSI taskforce to align college plans with *servingsness* at the core. The taskforce also draws on the concept of *cultural wealth*³ to center students' cultural identities. The taskforce recommends strategies, aligns efforts, and measures impact.

The college increased professional development to strengthen our equity focus: Dr. Gina Garcia presented to faculty, staff, and administrators on HSI *servingsness*, and faculty will participate in Association of College and University Educators (ACUE)'s cultural competency trainings. These arose largely from the establishment of an anti-racism workgroup (ARW) in the wake of the 2020 racial reckoning. The group also initiated the development of a Statement of Commitment to Equity. The statement, recently ratified through participatory governance and approved by the president, will inform institutional and program-level competencies, practices, and policies, and will be integrated into planning and program review.

Oxnard College has multiple programs of impact, including:

- [TRIO Student Support Services](#)
- [First Year Experience](#)
- [OC STEM](#)
- MESA (*New program*)
- [Oxnard Male Educational Goal Achievement \(OMEGA\)](#)

Other Programs of Impact:

- [Dream Resource Center](#)
- [Rainbow Café](#)
- [Financial Aid Office](#)

Funded through institutional and categorical funds, and federal grants, these programs serve our marginalized student populations. Lastly, our Student Equity & Success Committee



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(SESC) has active participation from faculty, staff, administration, and students. Its stated purpose is to, “[advance] the college mission, vision, and values by evaluating college initiatives designed to strengthen student access, retention, and success in an environment that fosters equity, diversity, and inclusion.”

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 5 which will assist the team to better understand current college processes and outcomes.
(documents should be separate pdf files on submitted flash drive)

1. Examples or programs of impact for Hispanic or Latine and/or other marginalized student groups.
2. Progress on the College’s Title V grant focused on Guided Pathways and transfer.

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work. (300 words max.)

1. CI5-01_Screenshots-SS-Websites: Screenshots of the websites to the listed programs in the narrative response
2. CI5-02_Screenshot-ARW-webpage: Screenshot of the Anti-Racism Workgroup website
3. CI5-03_Copy-Equity-Statement: Screenshot of the College’s recently approved Equity Statement
4. CI5-04_OC-EMP-Goal3: Screenshot of Goal Three page in the Educational Master Plan that focuses on Advancing Social Justice and Equity-Minded Practices.
5. CI5-05_Dr-Gina-Garcia_Oxnard-College_Servingness Assessment-Tool_MAIN_withSyllabus: Planning document from Dr. Garcia’s visit including the syllabus for the day
6. CI5-06_Proyecto-Exito-APR-GP-Evidence: A copy of the most recent Annual Performance Review report from the Title 5 grant that focuses on Guided Pathways and Transfer. This provides an update on the work thus far.

Bibliography:

Garcia, Gina A. 2019. *Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities.*

Yosso T. J. (2005). *Whose culture has capital? A critical race theory discussion of community cultural wealth.*

Request for Observations/Interviews:

- a. College representatives working on Educational Master Plan’s Goal 3
- b. College representatives (including the Faculty Inquiry Group on Transfer) working on Guided Pathways and Title V initiatives
- c. Other College representatives involved in DEIAA work



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District Core Inquiry 1: The District Team noted the commitment of the Ventura Community College Board of Trustees to “working as an effective, transparent, and respectful entity.” The Team is interested in confirming that the Board of Trustees is translating the commitment into tangible progress on behalf of the students and employees of the Ventura Community College District.

Standards or Policies: IV.C.2, IV.C.7, IV.C.10

Description:

- a) The Team reviewed statements contained in the ISER and relevant Board Policies and minutes.
- b) A positive, supportive, healthy Board of Trustees is essential to the success of Ventura Community College District. The Team wants to confirm that the Ventura Board of Trustees has taken actions and is continuing to make progress in addressing past behaviors and practices that may have been detrimental.

Topics of discussion during interviews:

- a) Working together as a unit to support outcomes, decisions, and Chancellor
- b) Adherence to board policies
- c) Practices for board trainings and retreats
- d) Results of board self-evaluations and how they are used in making improvements

Request for Additional Information/Evidence:

- a) Evidence related to board trainings
- b) Evidence related to board retreats
- c) Examples showing how board self-evaluations are used to improve Board effectiveness

Request for Observations/Interviews:

- a) Governing Board members
- b) College CEOs
- c) Members of Chancellor’s senior staff/cabinet

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.

Timeline of Board Development Activities

2022-Jan 8 Special Board Meeting/Retreat w/ Board Development Consultant
([DCL.1.01](#), [DCL.1.02](#))

2022-Jan 22 Board Meeting/Mid-Year Strategic Planning Session, with follow-up discussion with Board Development Consultant ([DCL.1.03](#), [DCL.1.04](#))

2023-Feb 25 Board Meeting/Mid-Year Strategic Planning Session ([DCL.1.05](#), [DCL.1.06](#))

2023-Sep 15 Special Board Meeting/Retreat w/ Board Development Consultant ([DCL.1.07](#))



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Following the submission of the ISER, a Special Board Meeting/Retreat was held, featuring Board Development Consultant Dr. Helen Benjamin. This was the first of three sessions focused on Board Development Strategies. Then, the January 22, 2022, Board meeting featured a presentation of the 2021-2027 VCCCD Strategic Plan, highlighting the District's strategic goals, measures of achievement, and a review of how college strategic planning and program review processes align, integrate, and strive to meet these goals. This presentation reviewed the District's need for Board leadership and partnership in focusing on long range, sustainable improvements focused on student needs, making meaningful progress on behalf of the students and employees.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 1 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. DCI.1.01 [Board Development Session Agenda](#) (Jan 8, 2022)
2. DCI.1.02 [Board Development Session Minutes](#) (Jan 8, 2022)
3. DCI.1.03 [Board Meeting w/Discussion of Jan 8th Development Session](#)
(see Minutes for Agenda Item 2.01)
4. DCI.1.04 [Strategic Plan Presentation](#) (Jan 8, 2022)
5. DCI.1.05 [Board Strategic Planning Retreat Agenda](#) (Feb 25, 2023)
6. DCI.1.06 [Board Strategic Planning Retreat Minutes](#) (Feb 25, 2023)
7. DCI.1.07 [Board Development Session Preparation Survey](#)
8. DCI.1.08 [AP 2430](#)
9. DCI.1.09 [Article on *Elevating Governing Board Leadership by Embracing the Duty of Advancement*](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

Authority to operate and control District business is delegated to the Chancellor by the Board of Trustees as outlined in BP 2430 Delegation of Authority to the Chancellor ([DCI.1.08](#)). This Board Policy describes delegation of authority to the Chancellor, including but not limited to, granting the authority to supervise the general business procedures of the District and budget, to authorize employment and fix job responsibilities, and act as the professional advisor to the Board in policy formation.

In February 2023, a VCCCD Board Strategic Planning Retreat was held. This session, led by an external facilitator, reviewed the Governing Board's role in strategic planning and highlighted the district's need for Board leadership and support.

An external facilitator led discussions on four agenda items:



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- Creating and Sustaining High Performance Organizations
(Reviewing principles and practices for organizational effectiveness)
- Setting Site Upon Our Star
(Overview of the Vision for Success and the governor's Road Map)
- Where Have We Been and Where are we Now?
(Examining the current landscape to avoid potential obstacles, determining the best path forward)
- Where are we Going?
(A discussion and determination of the district's need for Board leadership and support)

In order to foster public trust in our institutions and make significant impacts in our community, our Trustees must work together as a Board to uphold high standards of governance. Without this, we will face continued challenges with employee morale, attracting and retaining talented staff, and cultivating philanthropic support.

Through these continued professional development opportunities, we hope to see our Governing Board's rededication to their role to protect the District's and Colleges' interests, maintain their reputation, and uphold legal and ethical obligations. ([DCI.1.09](#))

District Core Inquiry 2: With a new Chancellor in place, the Team noted an opportunity for the Board of Trustees establish shared goals with the Chancellor, delegate appropriate responsibility, and evaluate the progress of the Board and Chancellor in achieving agreed upon goals. The ISER narrative indicated examples of interference by the Board in operational decisions and "bypassing the District participatory governance process."

Standards or Policies: IV.C.12

Description:

- a) The ISER and supporting materials indicated past problems involving the Board's inappropriate actions and behaviors, including the need for an outside consultant to address substantive issues.
- b) A positive, supportive, healthy Board of Trustees is essential to the success of Ventura Community College District. The Team wants to confirm that the Ventura Board of Trustees has taken actions and is continuing to make progress in addressing past behaviors and practices that may have been detrimental.

Topics of discussion during interviews:

- a) Relationship between Board and its CEO
- b) Delegation from Board to CEO

Request for Additional Information/Evidence:

- a) Examples showing how delegation from Board to CEO works in practice



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- b) Evidence from third session of Board training with Dr. Benjamin and results of the assessment related to delegation of authority

Request for Observations/Interviews:

- a) Board members
- b) Chancellor
- c) College Presidents and other senior staff

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 2.

As a first step to the Board development activities noted in the previous response, an assessment of Board performance was conducted in December 2021 by Consultant Brice W. Harris of College Brain Trust. This assessment, and the resulting report set the stage for the January 8, 2022, development session. ([DCI.2.01](#), [DCI.2.01b](#)) During this session, the Trustees collaboratively agreed to their Vision Statement which expressed their commitment to their role as Trustee. ([DCI.2.02](#), [Agenda Item 2.02](#)) In the follow up discussion held as part of the Mid-Year Strategic Planning Session (January 22, 2022), the Trustees agreed to the action steps identified in the ISER, Standard IV.C. ([DCI.2.03](#))

In July 2022, Chancellor MacLennan was hired. With Board Policy 2434 as a foundation, the Board and Chancellor have worked collaboratively during the year of transition, identifying annual strategic goals for the Board and for Chancellor MacLennan. ([DCI.2.04](#))

To further its development, the Board continued its focus on self-reflection and self-improvement through professional conference attendance, exploring how Boards can best work collaboratively with the CEO in their mutual dedication to providing students with outstanding educational experiences.

There has been improvement in the relationship and collaboration between each of the Board members, as well as between the Board and the Chancellor; however, there is a persistent confusion of their role and a lack of recognition of how this impacts our colleges and our employees. For example, some trustees continue to express interest in directing district and college operations.

Dr. Benjamin is set to return to provide the third and final training session in September 2023. ([DCI.2.05a](#); [DCI.2.05b](#)) This session will focus on how the Trustees can not only further develop as an effective team, but to also understand their duties to protect the District's interests, reputation, and ethical and legal responsibilities. The consultant will lead the Board to a stronger understanding on how to quickly and decisively curtail any inappropriate behavior demonstrated by individual Trustees.



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Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 2 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

- 1) DCI.2.01 [Board Development Session Agenda](#) (Jan 8, 2022)
- 2) DCI.2.02 [Board Development Session Minutes](#) (Jan 8, 2022)
- 3) DCI.2.03 [Board Meeting w/Discussion of Jan 8th Development Session](#)
- 4) DCI.2.04 [VCCCD Strategic Goals](#)
- 5) DCI.2.05 [Board Effectiveness Self Evaluation Survey](#) and [Invite](#)
- 6) DCI.2.06 [Board Meeting June Minutes & July Minutes](#)
- 7) DCI.2.07 [Board Meeting Recording](#) (June 2023 – Markers 3:21 and 3:31)
- 8) DCI.2.08 [Board Meeting Recording](#) (July 2023 – Markers 4:43 and 5:21)
- 9) DCI.2.09 [California Educational Code: Board Authority](#)
- 10) DCI.2.10 [Board Policy: Board Duties and Responsibilities](#) (BP 2200)
- 11) DCI.2.11 [Board Policy: Delegation of Authority to Chancellor](#) (BP 2430)
- 12) DCI.2.12 [Board Policy: Delegation of Authority to Human Resources](#) (BP 7110)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

Although BP 2430 delegates authority to the Chancellor, there are examples of continued interference in operations. For example, (1) individual Trustees seeking out an employee to hold conversations over topics that the employee should not be expected to engage in with a Trustee; (2) individual Trustees directing staff to respond to inquiries about operations without the Chancellor's involvement; and (3) openly questioning operational decisions during public Board meetings. ([DCI.2.06a](#), [DCI.2.06b](#), [DCI.2.07](#), [DCI.2.08](#))

These actions continue to create a high level of anxiety among employees and may serve to undermine public trust in college and district leadership.

It is clearly understood that the Board has authority to express concern, particularly in carrying out its responsibility for the quality, integrity, and financial stability of the District and for ensuring that the District's mission is being carried out. It is also understood that individual Trustees will not always be in agreement. As such, there is critical need for the Board to identify best practices for how to handle such concerns and conflicts. In their efforts to support and protect our institutions, the entire Board needs to understand how, and when, individual Trustees express their concerns or disagreements without publicly damaging the reputation of the Colleges and District or by creating any unnecessary distrust in the leadership of the District.



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District Core Inquiry 3: The team would like to understand how the college monitors compliance with completion of faculty and staff performance evaluations per District policy.

Standards or Policies: III.A.5

Description:

- a) In the ISER and evidence, the team observed sample evaluation templates, District BP/AP regarding evaluations, and cycles of evaluation with respect to job titles. The team would like to better understand what percentage of evaluations are currently complete and processes for ensuring completion.

Topics of discussion during interviews:

- a) Determining compliance with stated evaluation intervals
- b) Monitoring/tracking compliance/completion of evaluations for all constituencies

Request for Additional Information/Evidence:

- a) Tracking documents displaying completion of evaluations, if they exist
- b) Sample email notifications regarding which evaluations are due
- c) Written procedures/HR manuals showing annual workflows

Request for Observations/Interviews:

- a) Administrator(s) responsible for managing/tracking evaluation processes

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3.

(300 words max.)

In collaboration with Human Resources, the College monitors compliance with the evaluation process to ensure adherence to established guidelines, fair assessment practices, collective bargaining agreements, and timely completion and submission of evaluations for all employees.

Training

Following the collective bargaining processes, HR provided training on newly negotiated evaluation templates and assessment criteria. ([DCI.3.01](#), [DCI.3.02](#), [DCI.3.03](#), [DCI.3.04](#))

Process Improvement

During the training, supervisors brainstormed with HR representatives to identify challenges with the current process for submitting/tracking completed faculty evaluations. This discussion led to the elimination of no-longer-needed cover sheets and highlighted the need for greater collaboration between supervisor and HR.

In August, a small work group met to further detail a more structured submission/tracking process (DCI.3.05). While supervisors will retain primary responsibility to identify when



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faculty are due for evaluation – to reflect leaves or off-cycle evaluations when necessary – supervisors will provide HR with a list of who will be evaluated each semester. At the end of the semester, HR will confirm the receipt of each evaluation. This process will be followed this academic year, with a debrief/process review meeting to be held in summer 2024.

Tracking Tools

The consistency of the evaluation cycle for classified professionals allows HR to provide supervisors with an evaluation tracking spreadsheet with information regarding each evaluation required in that evaluation cycle. ([DCI.3.06](#), [DCI.3.07a](#), [DCI.3.07b](#))

The complexity of the faculty evaluation processes makes it much more challenging for HR to track evaluations in the same fashion. ([DCI.3.08](#), [DCI.3.09](#)) It is the supervising manager's responsibility to ensure that each faculty member has been evaluated "on time," following the VCCCD-AFT CBA's timeline for evaluation.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 3 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. DCI.3.01 [SEIU Employee Evaluation Template](#)
2. DCI.3.02 [Summary of Changes to VCCCD-SEIU Collective Bargaining Agreement](#)
3. DCI.3.03 [AFT Employee Evaluation Template](#)
4. DCI.3.04 [Documents in support of VCCCD-AFT Evaluation Process](#)
5. DCI.3.05 [Faculty Evaluation Process defined on August 2, 2023](#)
6. DCI.3.06 [Excerpt of VCCCD-SEIU CBA describing Classified Evaluation Timelines](#)
7. DCI.3.07a [Email Alert on Classified Employee Evaluations from Human Resources](#)
8. DCI.3.07b [DAC Evaluation Tracking Spreadsheet from Human Resources](#)
9. DCI.3.08 [Excerpt of VCCCD-AFT Article 12 \(Evaluations\)](#)
10. DCI.3.09 [Excerpt of VCCCD-AFT Article 11 \(Tenure Evaluations\)](#)
11. DCI 3.10 [VCCCD/AFT Memorandum of Understanding: Evaluations](#)
12. DCI 3.11 [Email Recording Number of Faculty who Received DE Training](#)
13. DCI 3.12 [Job Description of Human Resources Specialist](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

During the initial COVID crisis, as faculty were forced to quickly move fully into online instruction, a Memorandum of Understanding between VCCCD and AFT agreed to a temporary suspension of the evaluation process. ([DCI.3.10](#)) This allowed faculty members to receive the training and support needed in order to provide quality instruction in a modality that many were not comfortable teaching within. Over 300 faculty went through online



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training in that initial spring 2020 ([DCI 3.10](#)). In addition, as employees were still working remotely, the submission process moved to online (via email) creating a variety of tracking issues and gaps in the process. Coming out of this COVID crisis, the colleges have worked to get back on the agreed upon evaluation cycles, but we all recognize the need to find a more consistent mechanism for the submission of completed evaluation packets and the tracking of evaluation completion. To assist with the tracking of completed evaluations, the District has hired an additional employee. ([DCI.3.11](#)) With the design and implementation of new processes, the goal is to reach an 80% completion rate in 2023-24 (as we continue to assess the process), with a 90% annual completion rate moving forward.