



**Partnership Resource Teams**  
**Summary of Initial Visit**  
Date of Visit: 10/11/2018

Name of Institution: Ventura Community College District

Partnership Resource Team Members: Cheryl Marshall (Lead), Ann Garten, Juan Buriel, Jarek Janio, Greg Nelson, Kathy Werle, Jason Parks

| Area of Focus  | Institution's Point Person or Group, If Known | Heard during the Visit: Institutional Activities Underway   | Heard during the Visit: Ideas Expressed by the Institution  | Other IEPI Resources Needed?                                   |
|--|---|---|---|--|
| A. Organizational Structure and Implementation Processes | Chancellor, Chancellor's Cabinet              | <ol style="list-style-type: none"> <li>1. The district has initiated review of its organization structure through the PRT process and is considering a consulting firm for a deeper analysis.</li> <li>2. Some areas in District Services have begun a review process that included survey input from the colleges.</li> <li>3. Relocation of district offices to a central location was appreciated by college employees.</li> <li>4. Descriptions of exemplary services included emergency preparedness training events, IT functions, and Business Services due to the collaborative and collegial approaches used.</li> </ol> | <ol style="list-style-type: none"> <li>1. The existing organizational structure was described as lean with limited capacity.               <ol style="list-style-type: none"> <li>a. Individuals have taken on additional duties/roles that reduce their capacity to carry out necessary functions including innovation and professional development.</li> <li>b. A desire for centralized services that would support the colleges and improve efficiency was frequently expressed. Trust exists, and collaboration and problem resolution occur, between some district-office and college employees, but others feel frustrated. Institutional Effectiveness was the most commonly cited example of the need for such centralized services, and would include responsibilities for funding formula metrics, district program review, and guided pathways. Professional Development was also mentioned, with responsibilities for consistent district-wide training.</li> <li>c. Non-competitive salaries have reduced the ability to hire employees and have contributed to turnover. Work is abandoned when someone leaves and is not replaced right away, and "many balls are simply dropped."</li> </ol> </li> <li>2. Ineffective processes contribute to increased workload and frustration, and processes are not fully understood by all.               <ol style="list-style-type: none"> <li>a. While many district office employees work hard to accommodate college needs, there are some, and a number of processes and mandates, that are inflexible and do not appear reasonable to college employees required to follow them. In some instances no process exists (e.g., emergency hiring) and in others the process</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> |

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|   |   |  | <p>was described as "broken" or unnecessarily bureaucratic and rigid, particularly in Human Resources.</p> <p>b. There is support for participating in business process analyses (BPA) to identify process bottlenecks and opportunities for improvements.</p> <p>c. Participatory governance committees sometimes stall priority work and representatives do not consistently provide updates to their constituency groups. There is a desire to clarify roles and responsibilities for key positions and committees.</p>  |  |
| B. District-wide Support for Workforce and Economic Development | EWD Director, College Presidents              | <p>1. Industry partners are appreciative of the new Chancellor (who is supportive of EWD), the new EWD Director, and the work accomplished to date, as well as exemplary programs at each of the colleges.</p> <p>2. The use of data to inform decision making is in the early stages.</p> | <p>1. EWD roles and responsibilities need to be clarified and adjusted to increase effectiveness.</p> <p>a. The Director of EWD does not currently have adequate capacity and may not have adequate authority to fulfill the charges of the position. Communication and dialog between the Director and stakeholders on key topics (e.g., credit/noncredit courses, MOUs, apprenticeships) and developments need to be increased and consistent. Meeting minutes and reports from those that attend the meetings with others in their unit would help.</p> <p>b. Deans and Department chairs are key to successful EWD efforts.</p> <p>c. Faculty want clear guidance on pros and cons and return on investment on activities they are being asked to do, support on getting them accomplished, and clear and transparent processes to get them approved (e.g., course articulation vs.dual enrollment, credit vs. noncredit course offerings).</p> <p>d. Dedicated CTE counselors might improve student guidance, but existing program information in the website is in urgent need of review and improvement.</p> <p>2. Industry Partners desire responsiveness and curriculum that matches the job.</p> <p>a. Industry Partners would like curriculum processes for career education to be streamlined and industry input used. They would also like the colleges to respond quickly and be proactive to their needs to replace highly skilled workers who are retiring. Industry leaders want to partner with the colleges to promote careers.</p> <p>b. Regionalization of advisory committees is desired to reduce the number of meetings employers attend. Partners would like to see agendas developed with input from advisory committee members and efficiently run meetings with action items established at each.</p> <p>3. Participants indicated that research capacity for EWD needs to be increased.</p> <p>a. A centralized institutional research position could provide accurate data for colleges and the district analyses, establish benchmarks, and make projections. It would improve efficiency by centrally</p> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> |

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|  |   |  | <p>providing data required for grant application and management, and performance-based funding.</p> <p>b. Available labor market data are not adequate to inform decision making and are not readily understood.</p>  |   |
| C. District-level Student Success and Service Area Performance Metrics | Chancellor, Chancellor's Cabinet              | <ol style="list-style-type: none"> <li>1. Climate and satisfaction surveys are conducted at two-year intervals.</li> <li>2. Analysis of the new funding formula is underway, including impact of the student success metrics.</li> </ol> | <ol style="list-style-type: none"> <li>1. Participants stressed that an institutional effectiveness function is needed at the district level to support administrative unit review, data management, and coordination of initiatives districtwide (e.g., Guided Pathways, Strong Workforce, etc.)</li> <li>2. Best practices for administrative unit assessment are desired.               <ol style="list-style-type: none"> <li>a. Service user input is desired.</li> <li>b. Benchmarks will help with identifying priorities and setting objectives. Process lengths could be measured and tracked for improvement.</li> <li>c. The value added to the colleges should be included in the justification of proposed positions.</li> <li>d. The results from the climate and satisfaction surveys could be used to "close the assessment loop" and effect improvement.</li> </ol> </li> <li>3. Student Success metrics can be tied to the new funding formula.               <ol style="list-style-type: none"> <li>a. CCCC is rolling out new data elements that will need to be collected uniformly and verified.</li> <li>b. The District will need to determine how to "assign" students to the colleges when they attend more than one campus.</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• <a href="https://visionresourcecenter.cccco.edu/search-resources">https://visionresourcecenter.cccco.edu/search-resources</a></li> </ul> |