

2023

Planning, Accreditation, and Student Success (PASS) Committee Report Chapter 1b: Review and Analysis of Employee Surveys

SEPTEMBER, 2023
VCCCD INSTITUTIONAL EFFECTIVENESS

Annual Calendar of Data for the PASS Committee, 2023-2024

Chapter 1 (Strategic Goal 1) VCCCD Culture

- a) August: Review and analysis of student surveys
- b) September: Review and analysis of employee surveys**
- c) October: Summary of professional development

Chapter 2 (Strategic Goal 2) VCCCD Student Access and Success

- a) November: Transfer-level English and math completion (AB1705/705)
- b) February: Enrollment, Access, Entry, Progress, and Completion

Chapter 3 (Strategic Goal 3) VCCCD Closing Equity Gaps

- a) March: Ethnicity, gender, and age focused equity efforts
- b) May: Foster Youth, LGBTQIA+, and Veteran focused equity efforts

Chapter 4 (Strategic Goal 4) VCCCD Workforce and Economic Development

- a) July: Career Education and Economic and Workforce Development

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Executive Summary

This report to the PASS Committee, Chapter 1b: Review and Analysis of Employee Surveys, presents results from the 2022 ModernThink Employee Perception Survey, comparing these data to 2019 results, and then followed-up with updates from Moorpark, Oxnard, and Ventura Colleges and the District Administrative Center, and concluding with recommendations for moving forward. The administration of this employee survey serves VCCCD Measure of Achievement 1.1, “Develop a process to administer, analyze and act-upon gaps identified from regularly administered surveys to students and staff,” under the District’s Strategic Goal #1. Below is a summary of the 2022 findings, how the colleges and the DAC have applied these data to policy and practice, and recommendations.

- In March 2022 ModernThink administered their Employee Perception Survey to 2,516 VCCCD faculty and staff; 546 responded (22% response rate).
- Mission and pride, and supervisor/chair effectiveness were among the most positively rated categories in the survey, and confidence in District leadership was among the lowest rated, districtwide.
- Moorpark College job satisfaction and support increased 7 percentage points from 2019, to 67% of employees rating the category positively.
- Oxnard College employees’ confidence in senior leadership increased by 34 percentage points compared to 2019, with 67% rating their leadership positively.
- Ventura College job satisfaction and support increased 5 percentage points from 2019, to 62% of employees rating the category positively.
- The DAC had an increase of 9 percentage points, from 2019, of staff positively rating professional development (57%).
- Moorpark, Oxnard, and Ventura Colleges and the DAC have made concerted efforts to address the results from this survey:
 - Moorpark College has introduced programs to develop a deeper sense of community on campus, including classified participation on committees, brown bag lunches hosted by leadership, and a New Faculty Orientation program.
 - Oxnard College has implemented programs and activities to recognize employee achievements and show appreciation; classes and workshops have been introduced to support physical and mental well-being of faculty and staff; and diversity, equity, and inclusion is actively promoted across the college.
 - Ventura College has implemented several steps to improve collaboration, communication, and confidence in senior leadership; the mission has been updated to center diversity, inclusion, and belonging; and professional development opportunities have been greatly expanded.
 - The DAC has made efforts to increase transparency and the Chancellor participated in districtwide participatory governance committee meetings; successful participation in negotiations resulted in increases salaries and health benefits; and performance evaluations have been revised for clarity.
- Given the importance of leadership effectiveness, it is recommended that a Districtwide Training Officer position be established to customize training programs, workshops, and resources to address specific areas of improvement.

Introduction

The Ventura County Community College District contracted ModernThink, an independent research and consulting firm specializing in organizational development in higher education, to administer an employee perception survey districtwide. The information in this report to the PASS Committee, Chapter 1b, is thanks to contributions and efforts districtwide, and presents the results from the 2022 administration, first comparing to the previous 2019 results, and then followed by updates from each of the Colleges and the DAC on how these data have been applied to policy and practice. Appendices following this report include tables of the 2022 results by survey item for each of the Colleges and the DAC, and response rates by demographics.

This Employee Perception survey directly aligns with VCCCD's Strategic Goal 1: "Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee." And Measure of Achievement 1.1: "Develop a process to administer, analyze and act-upon gaps identified from regularly administered surveys to students and staff." The main objective of this survey is to comprehensively assess, analyze, measure, and subsequently formulate action plans regarding employee engagement.

ModernThink administered this survey to 2,516 VCCCD faculty and staff in March of 2022, with a response rate of 22%. The core instrument included 55 survey items across 10 categories (4 to 7 items in a category) aimed at understanding relationships, culture, and dynamics at each of the three colleges and at the district office. An eleventh category, "confidence in district leadership," with 6 additional custom items was added to the survey by VCCCD (see Appendix B). Response options were on a five-point scale ranging from "strongly agree" to "strongly disagree," plus a "not applicable" option. At the end of the survey faculty and staff could voluntarily enter the following demographics: gender identity, age, race/ethnicity, and number of years at the institution.

2022 ModernThink Employee Perception Survey Administration

Responses (total: 546 responses, 22% overall response rate):

- Moorpark College: 200 responses
- Oxnard College: 113 responses
- Ventura College: 192 responses
- DAC: 41 responses

Survey Categories:

- Collaboration
- Communication
- Confidence in District Leadership (custom items added by VCCCD)
- Confidence in Senior Leadership
- Diversity, Inclusion, and Belonging
- Faculty and Staff Well-Being
- Job Satisfaction and Support
- Mission and Pride

- Performance Management
- Professional Development
- Supervisor/Chair Effectiveness

Response Options:

- Strongly Agree
- Agree
- Sometimes Agree/Sometimes Disagree
- Disagree
- Strongly Disagree
- Not Applicable

Results from 2022 ModernThink Employee Survey

This section looks at the 2022 results for each College and the DAC from the ModernThink Employee Perception Survey by category and compares them to the results of the same survey administered in 2019. The results of the 2022 Employee Perception Survey must be contextualized in the wake of the COVID-19 Pandemic. In the years between the 2019 and 2022 survey administrations, much stress, change, and uncertainty occurred throughout the district as the community grappled with the effects of the on-going pandemic, and then the adjustment to a new post-pandemic environment. This is reflected in these survey results.

The results of this survey can also be viewed via a local dashboard developed by Phil Briggs, Dean of Institutional Effectiveness at Ventura College. This dashboard provides the 2022 and 2019 Employee Perception survey results. [VCCCD Employee Engagement Dashboard](#)

Moorpark College

Across the survey categories, faculty and staff at Moorpark College had the most positive responses when asked questions related to college mission and pride (73%), and supervisor/chair effectiveness (73%). The next highest categories were faculty and staff well-being (69%), diversity, inclusion, and belonging (68%), and job satisfaction and support (67%). Job satisfaction and support also had the greatest increase in positive responses, increasing 7 percentage points from 2019. Within job satisfaction, 82% of Moorpark employees stated they are “given the responsibility and freedom to do [their] job,” and 83% stated “the work [they] do is meaningful to [them].”

The lowest rated categories at Moorpark College were performance management (43%) and confidence in District leadership (33%). These categories also showed the largest decrease in positive responses compared to 2019, with each dropping 6 percentage points in 2022. These can be seen in Figure 1.

Oxnard College

Six of the eleven categories had 70% or more of Oxnard College faculty and staff rating positively. The highest were mission and pride (84%) and supervisor/chair effectiveness (80%). Within the mission and pride category, 93% of Oxnard employees stated that they “understand how [their] job contributes to this institution’s mission.” The next highest categories were faculty and staff well-being (76%) and diversity, inclusion, and belonging (74%). The categories with the greatest strides since 2019 were confidence in senior leadership which increased by 34 percentage points to 67% in 2022; diversity, inclusion, and belonging, which increased by 16 percentage points; and collaboration and communication, which both increased by 15 percentage points (70% and 67% respectively).

The areas with the lowest ratings were performance management (53%) and confidence in District leadership (38%). While these were the categories with the fewest faculty and staff with positive ratings, they each showed increases from 2019. Performance management increased 6 percentage points, and confidence in District leadership increased by 7 percentage points. These can be seen in Figure 2.

Ventura College

Employees at Ventura College were most likely to positively rate survey categories of job satisfaction and support (62%) and mission and pride (62%). Almost all Ventura College faculty and staff (96%) stated that “the work [they] do is meaningful to [them].” Job satisfaction and support also showed the greatest increase in positive responses from 2019, with an increase of 5 percentage points, however only 47% of employees stated that “the facilities adequately meet [their] needs.” The other highest rated categories were supervisor/chair effectiveness (61%) and faculty and staff well-being (60%).

The categories with the lowest positive ratings were confidence in senior leadership (39%), performance management (35%), and confidence in District leadership (28%). Confidence in District leadership and professional development had the biggest decrease in positive responses compared to 2019, each dropping 6 percentage points in 2022; see Figure 3.

District Administrative Center

Staff at the District Administrative Center (DAC) were most likely to positively rate diversity, inclusion, and belonging (71%) and faculty and staff well-being (70%), however both categories showed a decrease compared to 2019, dropping 6 and 4 percentage points respectively. The next highest categories, both with 68% of staff rating positively, were job satisfaction and support, and supervisor/chair effectiveness. Both of those categories increased 4 percentage points since 2019. Professional development increased the most since 2019, by 9 percentage points to 54%; however only 31% of staff agreed that the onboarding process prepared them to be effective.

The categories with the lowest positive ratings were performance management (49%) and confidence in District leadership (39%), the latter dropped 18 percentage points from 2019. Performance management was also among the lowest categories with 49% of DAC staff rating it positively. These can be seen in Figure 4.

Figure 1. Moorpark College, 2022-2019 Comparison (w/ percentage point difference) by Category

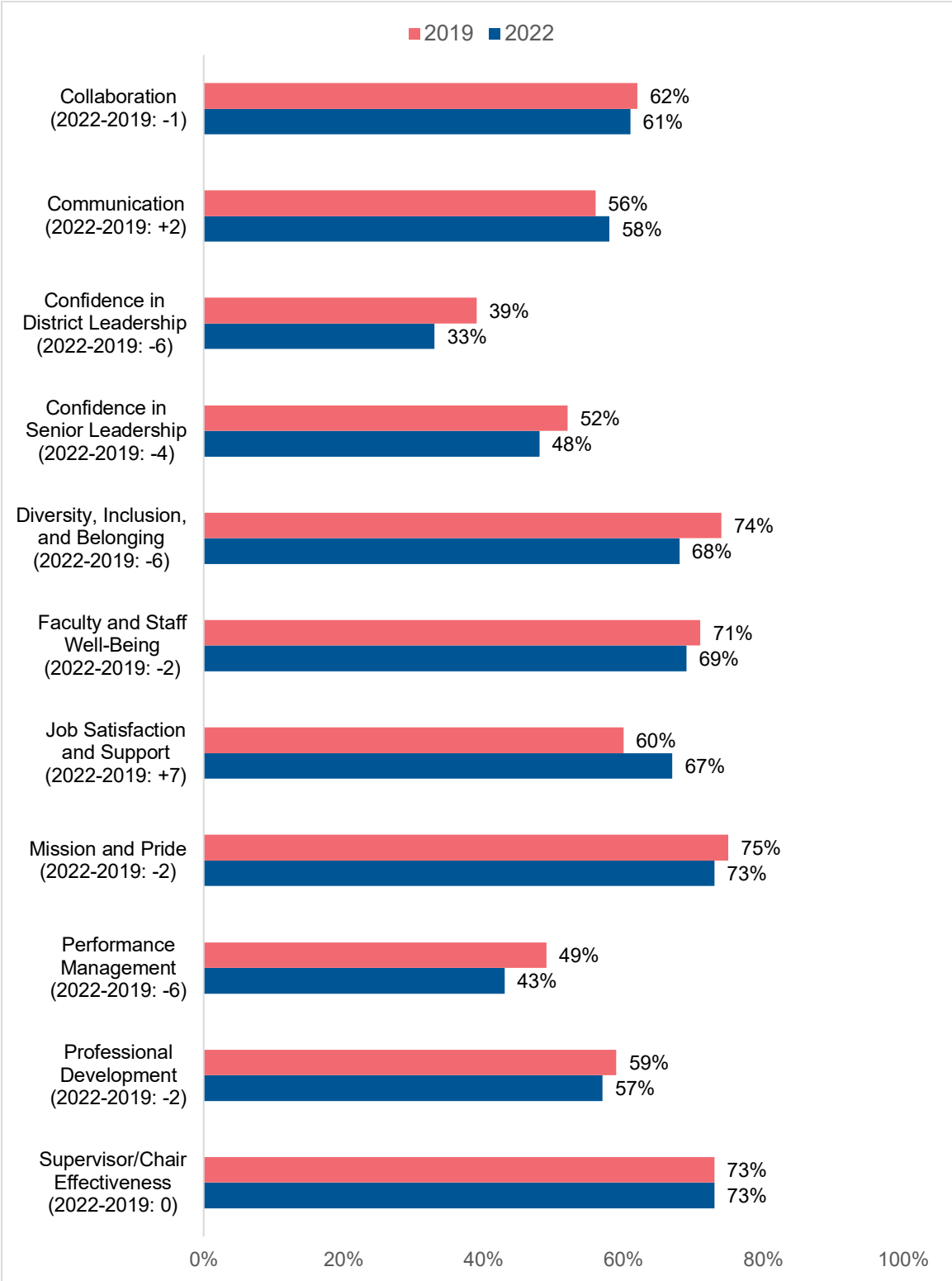


Figure 2. Oxnard College, 2022-2019 Comparison (w/ percentage point difference) by Category

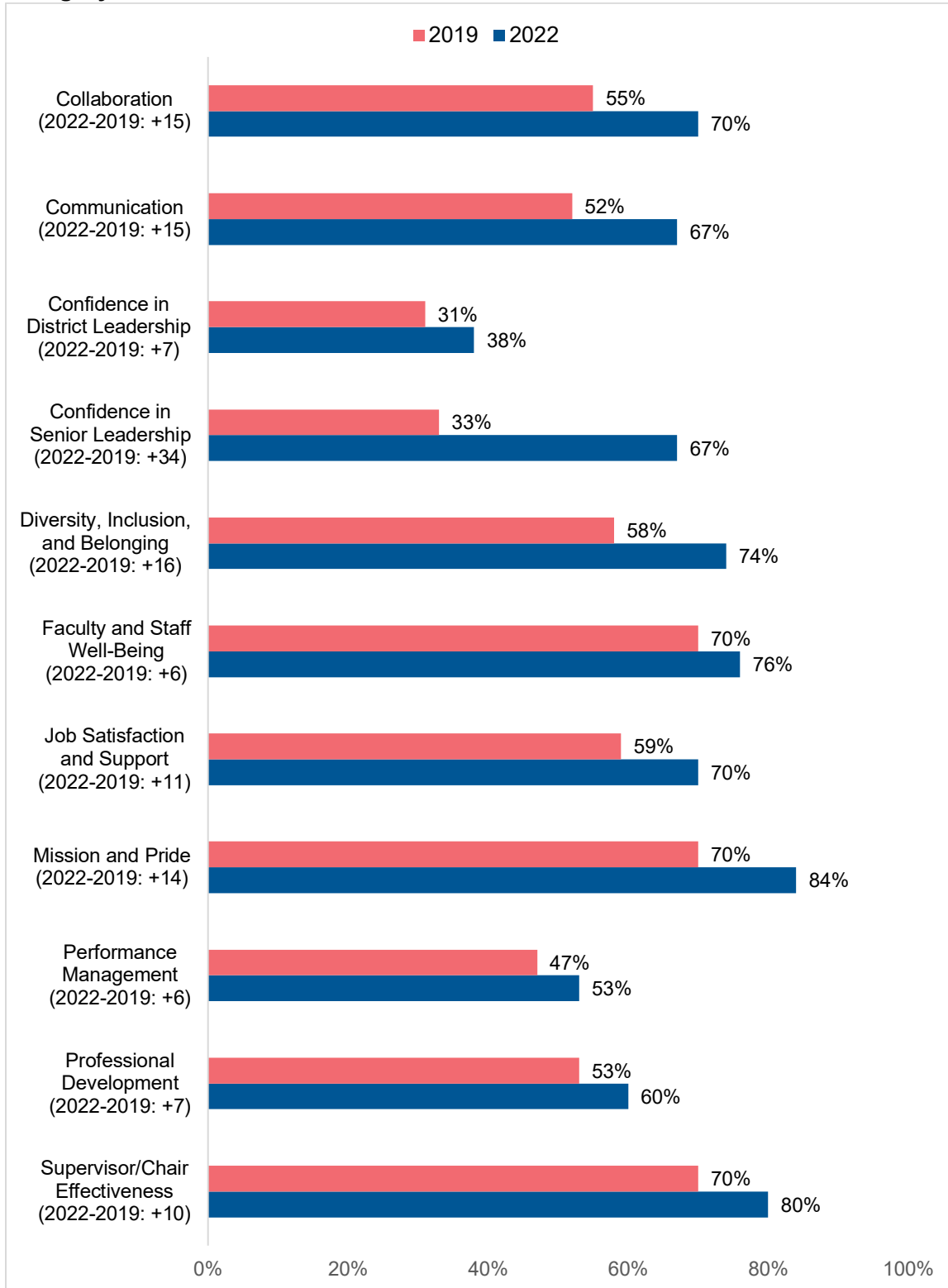


Figure 3. Ventura College, 2022-2019 Comparison (w/ percentage point difference) by Category

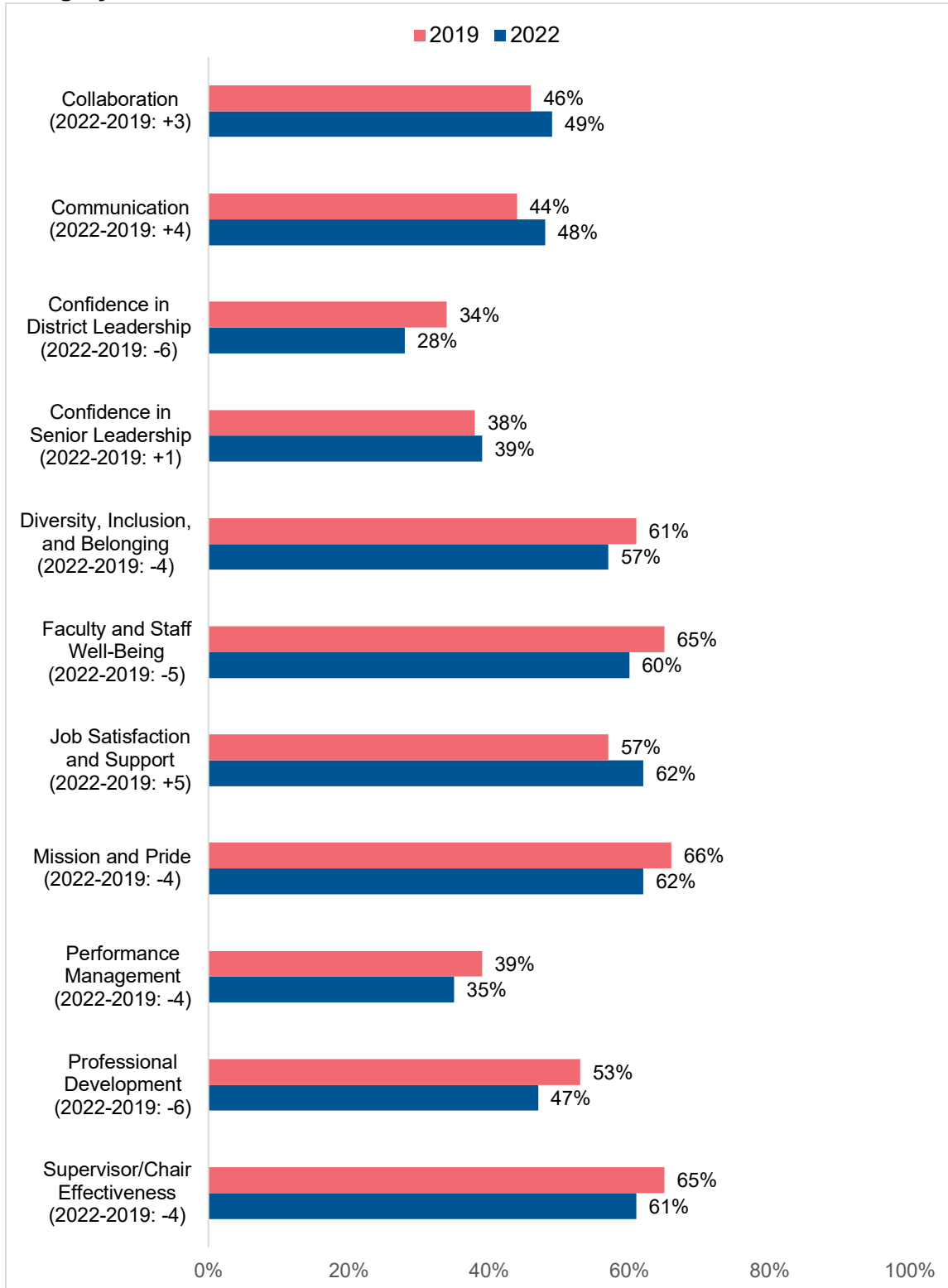
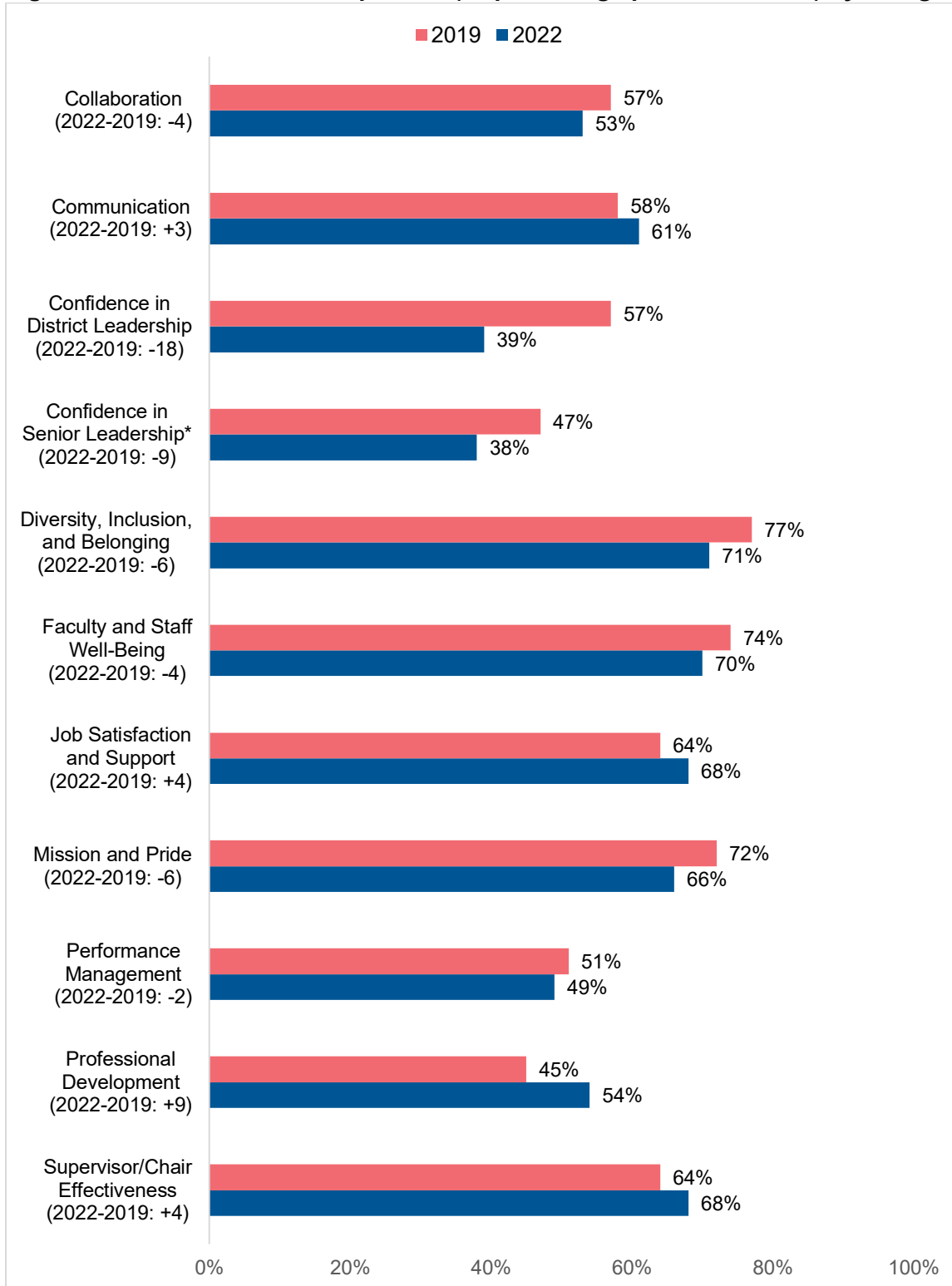


Figure 4. DAC, 2022-2019 Comparison (w/ percentage point difference) by Category



*The “Senior Leadership” category was modified for the survey version administered to the DAC, “Senior Leadership” language/references were replaced by “District Leadership” and this category only included 2 survey items instead of 6 (see Appendix B).

The following are updates provided by each college and the DAC on how these survey results have been applied to policy and practice.

Moorpark College Updates

- **Employee Satisfaction**

Because the satisfaction rates at Moorpark are already quite high, a key response to this area of the survey is to continue the programs already in place. Moorpark hosts Classified and Faculty employees-of-the-month events, which, in addition to campuswide recognition, includes a well-attended reception honoring the recipients in front of the Office of the President every month. Moorpark also has classified and instructional employees-of-the-year, who are recognized similar receptions and having their picture hanging in the Office of the President's lobby.

- **Sense of Community**

To promote a sense togetherness and shared mission, the college has embarked on a robust program of classified involvement in campuswide committees. Each standing committee includes dedicated positions for at least one member of the classified staff, with two seats reserved in the most impactful groups, and co-chair positions as well.

The college hosts a wide variety of volunteer events, most notably our new-student welcome and homecoming activities. These opportunities foster a sense of being part of the "Moorpark family," and have also significantly boosted employees' sense of belonging on campus.

In addition to the kinds of casual interactions that happen every day, the president and vice presidents all host brown-bag lunch events several times a semester. These are open to everyone in the campus community. Similarly, President Sokenu hosts open-door office hours, where anyone in the campus community can sit down with him in his office, and talk about the current state of the college. The college also hosts multiple town halls per semester, giving the campus community a chance to provide valuable feedback and ideas for ongoing improvement.

Twice per month, Moorpark features an hourlong campus update, hosted on Zoom. These sessions are live and interactive, and include updates from the president, vice presidents, the Student Health Center, and other key college constituencies. The second half of each update is dedicated to campus spotlights, which often include student groups, professional development report-outs, and results from campuswide surveys.

Moorpark introduces new tenure-track faculty to the college through its New Faculty Orientation program. NFO provides new faculty the foundation, tools, and resources

necessary to successfully engage as dynamic classroom instructors and campus contributors.

At the beginning of each academic year, the college hosts Convocation Day, a full day of community-oriented programming featuring guest speakers, interactive panels, and chances to mix and mingle with colleagues, students, and other members of the campus community.

- **Mission Focus**

Moorpark hosts a well-attended annual planning retreat each spring, which includes broad participation from faculty, classified staff, and the student body. Multiple internal surveys have found participation in this event boosts morale and encourages buy-in from constituencies across the campus.

Oxnard College Updates

Oxnard College is utilizing the results of recent ModernThink Employee Surveys in planning and decision-making and has recently focused on the following areas and activities.

District Leadership and Confidence

Oxnard College has taken proactive steps to involve district staff, including the Chancellor, in various campus events, contributing to the enhancement of the district's leadership image. Examples of district leadership participation have included:

- The Chancellor has attended sporting and community events on campus.
- The Chancellor has participated in town hall meetings.
- The Chancellor put together a team to compete in the OC student/staff volleyball tournament in spring 2023.
- Members of the Chancellor's Cabinet attended Spring Planning Retreat in 2023.
- Members of the Chancellor's Cabinet attended All College Day in 2023.
- The college actively included district staff in campus events such as workshops related to Hispanic Serving Institution (HSI) capacity building, classified leadership retreat, and equity workshops.

Oxnard College welcomes additional engagement, especially opportunities for district leadership to hear directly from campus employees.

Employee Job Satisfaction and Support

Oxnard College has implemented a robust recognition process for employee achievements through our "Condor of the Month" events. These events bring the campus community together to acknowledge individuals who consistently go above and beyond to create a positive environment at Oxnard College, prioritize student success, and foster collaboration. The names of Condor of the Month recipients are regularly featured in our monthly board reports and celebrated on social media.

In spring 2023, the Interim President hosted a luncheon for the Maintenance and Operations staff, addressing the issue of low morale and a lack of connection among these employees, who often feel underappreciated for their contributions to the campus. This event successfully recognized the hard work of these employees, and we plan to host similar events at least once per semester, extending the recognition to IT staff and campus police, who are also vital contributors to our college's mission.

Additional activities to support employees have included:

- The President holds weekly Open Office Hours.
- Established in fall of 2022, President's Socials bring together employees from across the college for fun activities, including "Pan Dulce with the President."
- Established in fall of 2023, President's New Employee Luncheons bring together all new employees hired in the spring, summer, and fall for activities to create teamwork and collaboration across the divisions and classifications.
- The Interim President permits temporary office closures to allow employees to attend college trainings and social events. The College assures these closures are communicated with students via email, campus signage, and website. Employees greatly appreciate the opportunity to attend campus events and stay informed of the college's priorities and interventions.
- Employee spotlights on social media: The College recognizes the individuals who have received the "Condor of the Month" award on the College's social media accounts. Moreover, the College recognizes employees who have received community recognition, employees who have completed doctoral degrees, and employees who have contributed to the vibrancy of the college.
 - Social media coverage of individual employees honored with awards, recognitions, and accomplishments; Marcos Rodriguez was recognized for receiving the Concilio's Community Hero Award, Gabriel Rodriguez was recognized for an article in Vida Newspaper showcasing her work on campus and in the community, Rosa Reyes Orduna was recognized for receiving the Equity Award by the City of Oxnard, Dr. Jose Maldonado was recognized for the completion of his doctoral program at Fresno State University, Dr. Paloma Vargas was recognized as the new President of AHSIE, Dr. Evan Hess was recognized for successfully receiving approval by American Bar Association (ABA) for our paralegal studies program.

Faculty and Staff Well-Being

Oxnard College introduced a "Zumba" class for employees during the 2023 summer, which is back this fall by popular demand. Employees can attend these courses as part of their wellness hours. The classes promote physical fitness, mental well-being, and collegial connection across the college. Employees are enthusiastic about the welcome fitness break during the week and the chance to connect with colleagues. Additionally:

- In fall 2022, the college partnered with VCOE to offer OC employee mental health workshops facilitated by Jason Claros, LCSW, MS, PPS – Social Worker.
- Oxnard College hosted a mental health summit on September 12, 2023 in partnership with Ventura County Office of Behavioral Health. The theme of the conference was "Preventing Suicide: Pathways to Hope and Healing". This event was open to our employees, students, and local community members. Over 300 individuals attended this summit hosted in the College's Performing Arts Center.

Facilities Enhancement

Survey results have highlighted concerns regarding the appearance of our facilities. Oxnard College is taking proactive steps to prioritize beautification projects. Furthermore, the Director of Facilities will provide regular updates to the Campus Utilization and Development Subcommittee (CUDS) and the Deans Cabinet on the progress of campus building projects. The following recent activities also address this area:

- The Vice President of Business Services met with Dean's Council to hear deans' concerns about project request process, project prioritization, and status updates.
- The new Director of Facilities was brought on board.
- The new Director of Facilities meets with Dean's Council to provide monthly updates.
- The new Director of Facilities met with Associated Student Government (ASG) to provide an update on facilities projects and train members how to submit work tickets for facilities projects.
- A new Facilities, M & O Work Ticket system was implemented. The new system includes the ability to view status of a request.
- The College hired a new Grounds Supervisor in the fall of 2023. The College Interim President met with Grounds Supervisor to tour areas of the campus which required maintenance including new landscaping.

The VCCCD plans to pursue a "construction bond" during the 2024 elections. If approved, these funds will bring much needed campus updates and new construction of a STEM Center and other prioritized projects. This is a long-term solution to the substantial facility needs of the campus to better serve our students and community.

Mission and Pride

The College is actively developing Hispanic Serving Institution (HSI) initiatives with a focus on "*servi*ngness." Multiple presenters have met with campus employees to emphasize the importance of intentionality in serving our students and the community. Additional activities include:

- The College hangs pride banners in the downtown Oxnard area featuring our graduates and their transfer success.
- The College participates in the IEBC initiative, Caring Campus: Improving Student Retention and Success.
- Faculty and staff are provided financial sponsorship to present their original work at professional conferences.
- The College has successfully hosted an annual OC Spring Family Festival for the past two years.
- College employees will present at three conferences in the fall of 2023 to showcase the college's "HSI *servi*ngness" projects: COLEGAS, Ventura County Office of Education's Equity Conference, and California Community College Association of Occupational Education Conference.

Diversity, Equity, and Inclusion (DEI)

One area of concern identified in the survey is the lack of clear and effective procedures for addressing discrimination. In fall 2022, the district made significant improvements to its district and campus webpages related to reporting discrimination, including a comprehensive revamp of harassment/discrimination reporting forms.

Oxnard College is actively promoting DEI across the college. Selected examples include:

- The College has adopted an Equity Definition to guide planning, evaluation, and decision making. The statement reads:
To dismantle systems that perpetuate injustice, Oxnard College actively takes an equity approach to all facets and operations of the college. Oxnard College defines equity as the actions we take to ensure that each student receives what they need to be successful and thrive through the intentional design of the college experience. The actions focus on centering the cultivation of inclusive and anti-oppressive pedagogies, self-reflective practices, and policies to provide direct support to students from historically marginalized groups.
- The College has sponsored several equity-focused invited speakers, including
 - Dra. Gina Ann Garcia, who provided both keynote address and facilitated workshop on *Defining and Assessing Servingness in Practice at Hispanic Serving Institutions*.
 - Dra. Marcela Cuellar, co-author of the recently released report, *Building Capacity for Equity and Servingness Across California's Hispanic-Serving Community Colleges*.
- The College provides stipends for faculty to participate in equity focused teacher professional development.
- OC sociology faculty member, Dolores Ortiz, facilitated discussion exploring the topics in, *Culturally Responsive Teaching and Reflection in Higher Education: Promising Practices from the Cultural Literacy Curriculum Institute*.

Ventura College Updates

Communication, Collaboration, and Confidence in Senior Leadership

Ventura College has taken a number of steps to improve communication and collaboration across the campus. Each semester, VC holds many events aimed specifically at improving transparency, communication, and collaboration:

- Koffee with Kim – an open discussion with President Kim Hoffmans that occurs three times a semester. Dr. Hoffmans discusses relevant issues, and then opens it up to employees to ask questions, and give feedback on any topic they would like.
- Captain's Chats – Presentations on key topics by the College President, Executive Team, and others on pressing or important matters for the campus to know. After the presentation, employees are encouraged to ask questions or provide feedback. Captain's Chats are scheduled 1-2 times each semester.
- Open Executive Team Meeting – the College Executive Team meets weekly to discuss campus matters. Once a semester, this meeting is opened up to the entire campus to allow for transparency, as well as campus feedback and input
- Campus Retreat – each fall semester, the college holds a retreat at an off-site location that all employees are encouraged to attend. The topics discussed at the retreat are based

on relevant issues for that year. The 2022 retreat focused on college safety and the campus emergency preparedness. In 2023, the retreat will be held on October 13th, and will focus on developing VC's next Educational Master Plan

In addition to these events, a monthly newsletter (i.e. Message in a Bottle) is sent out to all employees. Regular budget updates are also distributed at the Budget Resource Committee each month.

Diversity, Inclusion, and Belonging

VC places diversity, inclusion, and belonging at the core of its purpose. We recently updated our mission to make this clear:

Ventura College places students at the center of their learning experience, supporting them in achieving their personal, academic, and career goals in an anti-racist, liberating, and inclusive environment. The College is an open access educational institution that supports our diverse community, helping them transform their own lives by offering degrees, certificates, transfer, and workforce preparation opportunities.

VC has also developed a land acknowledgment statement, which is going through our participatory governance process for feedback and approval:

We acknowledge that Ventura College is located on the unceded land of the Chumash peoples. We honor their connection to this region and pay our respects to the Chumash community, their elders, both past and present, as well as future generations. Ventura College also acknowledges that it was founded upon exclusions and erasures of Chumash peoples, including those on whose land this educational institution is located. In their footsteps, we carry forward their tradition of coming together to grow as an inclusive and equitable community. This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism and is written in the spirit of educational collaboration and community. (Draft)

VC also offers a variety of events throughout the year that are centered on diversity, inclusion, and equity. Some recent examples:

- Diversity in Culture Festival – annual spring festival that provides educational opportunities for greater awareness and understanding of diversity. The festival includes speakers, panels, and art exhibits. The 2022 festival featured an in-person keynote address by renowned civil rights activist, Delores Huerta.
- All-College Day – Keynote address by leading national speaker, Saul Flores on “Thinking Big: How education, access, and equity are needed for innovation.”
- Rise Cultural Competency Training – aimed at decreasing the high incidence of trauma and suicide in the LGBTQ communities through cultural competency training.
- HSI Summit – annual summit focused on how to improve “servingsness” across the campus.

Faculty and Staff Well-Being

In addition to the events noted above related to diversity, inclusion, and belonging, VC offers a variety of services to address faculty and staff well-being. This includes the VCCCD Employee

Assistance Program, as well as campus-wide mental health workshops with trained mental health counselors. The fall 2022 retreat included a session on coping with change and difficult circumstances a trained mental health counselor that was focused on. Classified staff are also provided with wellness program leave as part of their SEIU contract.

Mission and Pride

VC has a number of “Pirate Pride” opportunities throughout the year. At the beginning of the year, employees are given a free Pirate Pride shirt at All-College Day. Employees and students are encouraged to wear orange on Thursdays. There are also a number of employee appreciation events scheduled throughout the year.

Professional Development

VC has expended significant resources to expand and strengthen professional development opportunities for employees. In fall 2022, a permanent Professional Development coordinator position was created. The PD Coordinator works with key constituency groups through the Professional Development Coordination Council (PDCC), the Faculty PD Committee, and the Classified PD Committee to develop and implement PD activities for the campus. Targeted activities are developed for specific employee groups, in addition to broad campus-wide activities for all employees. These activities are centered around diversity, equity, and inclusion.

Here are some examples of PD opportunities designed for faculty:

- Faculty Academy – intensive two-semester pedagogical training program.
- Cultural Curriculum Audit and Revision – faculty review student success data, and learn to apply universal design and culturally relevant teaching practices.
- Zero Textbook Cost Enrollment Program – faculty develop open educational resources.
- Distance Education Trainings: ongoing, specialized courses in online teaching strategies.

The college provides regular PD opportunities designed for counselors, including:

- Monthly in-service trainings – review and trainings on relevant policies and program updates (i.e. transfer policies, curriculum updates, etc.).
- Strong Interest Inventory Certification – certification in Myers-Briggs career inventory assessment.

The college also provides PD opportunities designed for classified professionals, including:

- New Classified Orientation – overview of the college organizational structure, as well as resources available to classified professionals.
- Lunch and Learn Series – monthly series in which classified professionals learn about various departments and campus initiatives.
- Annual Classified Retreat – full-day retreat designed for classified professionals.

The college also provides campus-wide PD opportunities for all employees, including:

- All-College Day: full day of key information for the upcoming academic year.

- HSI Summit Series: developing capacity for servingness, and identifying best practices to effectively serve our students.
- Rise Cultural Competency Training – aimed at decreasing the high incidence of trauma and suicide in the LGBTQ communities through cultural competency training.
- Diversity in Culture Festival – annual spring festival that provides educational opportunities for greater awareness and understanding of diversity. The festival includes speakers, panels, and art exhibits. The 2022 festival featured an in-person keynote address by renowned civil rights activist, Delores Huerta.

District Administrative Center Updates

Confidence in District Leadership:

- In June of 2022, a new Chancellor was brought onboard, and it is important to note that this survey was administered prior to his arrival.
- The Chancellor has prioritized attending events and activities at Moorpark, Oxnard, and Ventura Colleges. He held Joint Cabinet Meetings at each campus in January 2023 to engage in conversation about how the DAC can help to support the strategic planning activities identified by each campus.
- The Chancellor's All-Day DAC Retreat: The Chancellor's Office organized an all-day District Advisory Committee (DAC) retreat in December 2022, which demonstrates a commitment to open communication and collaboration. This was the first of many yearly events, which serve as a platform for all DAC employees to come together, share best practices, and collectively plan for the future. By fostering a sense of shared vision and common purpose, this retreat enhances confidence in district leadership.
- The current Chancellor's presence in Participatory Governance meetings: The Chancellor has participated in districtwide participatory governance committee meetings, which demonstrates a dedication to transparency and accountability. By engaging in discussions, answering questions, and addressing concerns, the Chancellor has created an environment where employees feel heard and valued. This open dialogue contributes to increased trust in the leadership team.
- Efficient Union Negotiations: The District efficiently negotiated changes to health benefits plans in a short timespan with both unions. This was a testament to its commitment to employee well-being. The quick turnaround in securing better coverage has been appreciated by employees, showcasing the District's responsiveness to their needs and concerns.

Job Satisfaction and Support:

- Substantial Salary Increases: The District successfully negotiated substantial salary increases for all employees, including classified staff, faculty, managers, and supervisors, which demonstrates the District's recognition of the importance of fair compensation. This

action not only boosts job satisfaction but also incentivizes employee dedication and productivity, contributing to a positive work environment.

- **Improved Health Benefits:** The District's successful negotiation for better health benefits not only enhances job satisfaction but also provides a tangible improvement in employees' quality of life. Access to improved healthcare coverage can alleviate financial stress and contribute to a healthier and more satisfied workforce. This demonstrates the District's commitment to the well-being of its employees and their families, further boosting morale.
- **Pilot Remote Work Opportunities:** The District offered some remote work opportunities on a trial basis reflects the District's flexibility and adaptability in response to changing work dynamics. This paced and careful roll-out tests the pros and cons of remote work in a responsible manner.
- **Classified Professionals Appreciation Week:** The District celebrated Classified Professionals Appreciation Week with wellness walks, catered lunches, appreciation activities, and socialization events to create a supportive and inclusive work environment. Recognizing and appreciating employees contributes to their job satisfaction and sense of belonging.

Diversity, Inclusion, and Belonging:

- **Board Policy and Administrative Procedure Revisions:** The District has taken a proactive approach to reviewing and revising board policies and procedures to ensure diversity, equity, and inclusivity is emphasized (e.g. BP 7100 Commitment to Diversity, BP 2411 Administrative Procedures, BP/AP 5050 Student Success and Support Program etc.). This is a crucial step in promoting a more inclusive workplace.
- **Trustee Diversity Training:** The participation of VCCCD Board of Trustees in diversity training sessions facilitated by experts highlights their commitment to understanding and addressing issues related to diversity and inclusion. This training fosters a more informed and inclusive leadership.
- **Recruitment Strategies:** The HR Team conducted an analysis regarding advertising sites that were being used to assess effectiveness of each site. Then made changes to the advertising plan depending on metrics. New posting sites were added, and our contract was ended with others. District Staff also attended career fairs and job fairs to assist college staff with recruitment activities. By assessing the effectiveness of different advertising methods and expanding their reach, the District is actively working to attract a more diverse pool of candidates.
- **DEI-Focused Exit Interviews:** The District began conducting diversity, equity, and inclusion (DEI)-focused exit interviews with departing employees, which shows a commitment to understanding the reasons behind turnover and addressing any diversity-related concerns. This process can lead to improvements in retention and a more inclusive workplace.
- **Equal Employment Opportunity Plan:** The District has embarked on rewriting its Equal Employment Opportunity Plan, which reflects a strong commitment to diversity, equity, and inclusion. This comprehensive update includes all updates to State regulatory changes, such as:
 - adding students to the EEO Advisory committee,
 - establishing a data-driven process for addressing adverse impact and underrepresentation,

- and developing specific and measurable strategies for achieving institutional diversity goals

Performance Management and Professional Development:

- **Performance Evaluation Form Revisions:** The review and revision of performance evaluation forms through lengthy negotiations with both unions was instrumental in promoting a culture of continuous improvement. New rating metrics provide clearer guidelines for evaluating employee performance, reducing subjectivity, and ensuring fairness. Closer monitoring ensures that performance expectations are met consistently.
- **Supervisor Training:** Providing training for supervisors and administrators on the use of new forms and performance evaluation processes highlights the District's commitment to ensuring the proper implementation of an effective and accurate performance management procedure. By equipping leaders with the necessary skills and knowledge, the District aims to enhance the overall quality of performance management and professional development within the organization.
- **Management Coaching:** The HR management team has also incorporated some management coaching when it comes to performance evaluations. This is a continued need in the District. Incorporating management coaching into performance evaluations reflects the District's commitment to supervisory leadership development, ultimately benefiting employee performance and professional development.
- **Culture of Continuous Improvement:** The HR management team has also began emphasizing a learning culture of continuous development when it comes to performance management. This not only benefits individual employees in their career advancement but also contributes to the overall improvement of staff performance, which in turn positively impacts the District's outcomes and goals.

Chapter 1b. Closing Statements

In conclusion of Chapter 1b, we trust that the PASS committee will recognize the tangible strategies implemented by each of our colleges and the District Administrative Center, directly stemming from the invaluable feedback gathered through the ModernThink Employee Perception Survey. This survey, managed by the VCCCD DAC I.E. Department as of 2023 in collaboration with ModernThink, an organizational management and development firm, has been instrumental in shaping our approach to employee engagement.

Additionally, we recommend the establishment of a position such as a Districtwide Director of Training within our organization. This position is critical for operationalizing the insights derived from the ModernThink Employee Perception Survey, particularly in strengthening the development and execution of a comprehensive districtwide training system. By appointing a dedicated Director of Training, we can ensure that the valuable feedback acquired from the survey is efficiently translated into concrete actions and initiatives that will benefit all VCCCD employees.

The Districtwide Director of Training will serve as a crucial conduit between the survey results and the practical steps taken to enhance employee engagement and professional development across the district. Their expertise will prove instrumental in customizing training programs, workshops, and resources tailored to address specific areas of improvement identified in the survey. This proactive approach aligns seamlessly with our commitment to continuous improvement and underscores our dedication to providing the highest quality educational experience for our entire VCCCD community.

As we draw this chapter to a close, we urge the PASS Committee to anticipate our next report in October, where we will delve into the Summary of Professional Development initiatives. In the upcoming months, we will continue to provide deeper insights into our strategic objectives. Chapter 2 will be dedicated to VCCCD Student Access and Success, while Chapter 3 will shine a spotlight on VCCCD's commitment to Closing Equity Gaps. Finally, Chapter 4 will explore VCCCD's dedication to Workforce and Economic Development.

We are genuinely excited to embark on this ongoing journey of self-improvement and growth, tackling a diverse range of critical topics in the months ahead. Your support and active participation remain essential as we collaboratively strive to enhance the educational experience for every member of the VCCCD community.

Appendices

Appendix A. Definitions of terms provided to respondents by ModernThink

Institution refers to your primary workplace: college or district administrative center.

Department refers to your most immediate workgroup or team.

District Leadership refers to the district-level leadership. (Does not include College Presidents)

Senior Leadership refers to the most senior members of your primary workplace: college or district admin. center (e.g., Chancellor or President and those who report directly to them).

Supervisor/Department Chair refers to the individual to whom you directly report.

Appendix B. 2022 ModernThink Results, by Survey Item (percent positive responses)

Category/Question	MC %	OC %	VC %	DAC %
Collaboration	61	70	49	53
I can count on people to cooperate across departments.	56	62	42	40
People in my department work well together.	69	75	64	78
There are sufficient opportunities to participate in institutional planning.	68	78	55	55
There's a sense that we're all on the same team at this institution.	45	59	27	21
We have opportunities to contribute to important decisions in my department.	67	78	59	71
Communication	58	67	48	61
At this institution, we discuss and debate issues respectfully to get better results.	60	64	39	50
Changes that affect me are discussed prior to being implemented.	46	56	39	45
I can speak up or challenge a traditional way of doing something without fear of harming my career.	61	65	51	66
In my department, we communicate openly about issues that impact each other's work.	60	72	58	75
When I offer a new idea, I believe it will be fully considered.	63	77	55	68
Confidence in District Leadership (additional custom items)	33	38	28	39
District leadership communicates openly about important matters.	35	41	31	31
District leadership provides a clear direction for this institution's future.	31	33	26	26
District leadership regularly models this institution's values.	34	39	29	29
District leadership shows a genuine interest in the well-being of faculty, administration and staff.	27	32	26	26
I believe what I am told by district leadership.	29	38	25	25
Our district leadership has the knowledge, skills and experience necessary for institutional success.	42	45	33	33

Category/Question	MC %	OC %	VC %	DAC %
Confidence in Senior Leadership	48	67	39	38
I believe what I am told by senior leadership.	46	73	38	38
Senior leadership communicates openly about important matters.	48	68	45	
Senior leadership has the knowledge, skills and experience necessary for institutional success.	57	68	44	
Senior leadership provides a clear direction for this institution's future.	43	66	32	
Senior leadership shows genuine interest in the well-being of faculty, administrators and staff.	46	67	39	
This institution is well run.	48	58	35	38
Diversity, Inclusion, and Belonging	68	74	57	71
At this institution, diversity in all of its forms is valued.	68	79	55	78
I feel a sense of belonging at this institution.	61	77	55	56
In my department, we welcome diversity in all of its forms.	84	84	76	90
This institution has clear and effective procedures for dealing with discrimination.	53	56	46	62
This institution places sufficient emphasis on having diverse faculty, administrators and staff.	68	73	53	74
We are making good progress towards becoming a more diverse and inclusive institution.	73	77	56	64
Faculty and Staff Well-Being	69	76	60	70
At work, I know where to go for help with my mental or emotional well-being.	71	74	61	54
My supervisor/department chair shows genuine interest in my well-being.	74	84	68	78
My supervisor/department chair supports my efforts to balance my work and personal life.	78	86	69	79
This institution takes appropriate steps to protect the health and safety of faculty, staff and students.	63	73	50	70
This institution's policies and practices give me the flexibility to manage my work and personal life.	59	65	53	69
Job Satisfaction and Support	67	70	62	68
I am given the responsibility and freedom to do my job.	82	86	76	76
I am paid fairly for my work.	49	35	45	40
I am provided the resources I need to be effective in my job.	56	62	60	55
My job makes good use of my skills and abilities.	68	75	82	73
The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs.	66	60	47	46
The work I do is meaningful to me.	83	89	96	84
This institution's benefits meet my needs.	75	65	72	61

Category/Question	MC %	OC %	VC %	DAC %
Mission and Pride	73	84	62	66
All things considered, this is a great place to work.	70	77	54	62
I am proud to be part of this institution.	77	89	67	65
I understand how my job contributes to this institution's mission.	88	93	85	88
I would recommend working here to my family and/or friends.	71	81	60	64
Overall, my department is a good place to work.	78	89	70	75
This institution actively contributes to the community.	69	85	63	76
This institution's culture is special - something you don't find just anywhere.	56	72	32	31
Performance Management	43	53	35	49
I am regularly recognized for my contributions.	52	66	43	59
Issues of low performance are addressed in my department.	39	52	35	51
Our recognition and awards programs are meaningful to me.	37	45	25	36
Our review process accurately measures my job performance.	53	56	41	57
Promotions in my department are based on a person's performance.	34	46	30	43
Professional Development	57	60	47	54
I am given the opportunity to develop my skills at this institution.	69	74	55	63
I have access to the training I need to do my job well.	62	60	49	58
I understand the necessary requirements to advance my career.	61	64	54	65
Our onboarding processes prepare new faculty and staff to be effective.	37	40	28	31
Supervisor/Chair Effectiveness	73	80	61	68
I believe what I am told by my supervisor/department chair.	76	83	61	68
I receive feedback from my supervisor/department chair that helps me.	69	77	55	68
My supervisor/department chair actively solicits my suggestions and ideas.	70	75	56	68
My supervisor/department chair is consistent and fair.	74	82	67	73
My supervisor/department chair makes their expectations clear.	75	81	64	65

Note: Survey item references to “Senior leadership” were modified to state “District leadership” in the version administered to DAC employees.

Appendix C. 2022 Response Rates, by Demographic

Demographic	# of Respondents	% of Respondents
Years at Institution (n=512)		
Less than 1 year	34	7%
1-2 years	37	7%
3-4 years	53	10%
5-7 years	111	22%
8-10 years	53	10%
11-15 years	76	15%
16-20 years	44	9%
21-25 years	43	8%
More than 25 years	46	9%
Decline to answer	15	3%
Gender Identity (n=510)		
Man	151	30%
Woman	290	57%
Transgender	0	0%
Non-binary	4	1%
Another Identity	1	0%
Decline to answer	64	13%
Age (n=512)		
< 25	1	0%
25-29	17	3%
30-34	43	8%
35-39	58	11%
40-44	59	12%
45-49	60	12%
50-54	60	12%
55-59	51	10%
60-64	48	9%
65+	49	10%
Decline to answer	66	13%
Race/Ethnicity (n=511)		
American Indian or Alaska Native	3	1%
Asian	20	4%
Black or African American	5	1%
Hispanic or Latino	108	21%
Native Hawaiian or Other Pacific Islander	4	1%
Two or more races	36	7%
White	233	46%
Decline to answer	102	20%
Job Category (n=545)		
Classified	199	37%
Faculty	284	52%
Manager	37	7%
Supervisor	23	4%

Demographic	# of Respondents	% of Respondents
Part-Time/Full-Time (n=543)		
Part-Time	132	24%
Full-Time	411	76%
Location (n=505)		
Moorpark College	200	37%
Oxnard College	113	21%
Ventura College	192	35%
District Administrative Center (DAC)	38	7%