



MOORPARK COLLEGE

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Date: August 17, 2023

To: Dr. Sean Hancock, Team Chair
Dr. Denise Whisenhunt, Vice Chair
Dr. Catherine Webb, ACCJC Staff Liaison

From: Dr. Julius Sokenu, President, Moorpark College

CC: Dr. John Forbes, Accreditation Liaison Officer

Re: College Update on Core Inquiries

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

College Core Inquiry 1: The team would like a deeper understanding of how the program planning process helps the college align with the mission.

Standards or Policies: I.A.3

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.
The goals of the college’s Educational Master Plan flow from the mission. During program planning, programs are required to identify at least one metric from the Educational Master Plan and describe how the program has had an impact on it in the past year, as well as what actions the program will take in the future to continue impacting this metric. By requiring programs to align their goals with the larger goals of the College, program review has a direct impact on the College’s ability to accomplish its mission because the Educational Master Plan flows directly from the mission. For example, if a program sets a goal to close the equity gaps in its course success rates, that program goal contributes to the broader Educational Master Goal “Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027”. The collective efforts of programs working to achieve annual goals will result in the College achieving the goals of the Educational Master Plan, and therefore accomplishment of the College’s mission. Progress on

the College's Educational Master Plan goals and annual objectives is evaluated annually on a dashboard.

Every three years, each program meets with all three Vice Presidents and the Academic Senate President to engage in dialog about their program data and goals for continuous improvement. This conversation includes a review of disaggregated qualitative and quantitative data, as well as a discussion of the extent to which the program advances the College's strategic goals and mission as defined in the program review evaluation rubric.

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.

1. [Student Equity and Achievement Plan](#)
2. [Guided Pathways Plan](#)
3. [Educational Master Plan/Strategic Plan](#)
4. [Strategic Plan Dashboard](#)
5. [Program Review Template](#)
6. [Program Review Resource Request Template](#)
7. [Program Review Evaluation Rubric](#)
8. [Integrated Planning at MC Video](#)

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

If a program requests resources during program planning, they are required to describe how their resource requests support the strategic goals of the College to ensure integration between resources, planning and the College's mission.

The requests are assessed and ranked by seven different committees:

1. Full-time faculty requests are prioritized by the Academic Senate.
2. Classified employee requests are prioritized by the Fiscal Committee.
3. Technology requests are prioritized by the Technology Resource Advisory Work Group.
4. Facilities requests are prioritized by the Facilities Resource Advisory Work Group.
5. Space allocation requests are prioritized by the Planning Advisory Work Group.
6. CTE requests that could be funded by Perkins/Strong Workforce grants are prioritized by the CTE Work Group.
7. Financial resource requests that are unique and don't fit with other prioritization categories are prioritized by the Other Resource Advisory Work Group.

Each prioritization work group includes their own criteria for how to rank the resource requests to maximize institutional effectiveness and academic quality such as:

- "Vital program will cease to exist if position not filled"
- "Facility request where programs have documented necessary change in the facility standard that greatly impacts instruction and student learning"
- "The technology's impact on student learning"

- “Any other considerations implicit in the program plans related to college mission, collegewide needs, and strategic directions”

While the criteria vary depending on the prioritization committee, a common thread is the requirement that each resource request includes justification on “how this resource supports the goals of the program and the goals of the college” and to “select which primary metric this resource supports from the Strategic Plan,” thereby ensuring that resource requests directly support the College’s Strategic Plan goals and accomplishment of its mission.

College Core Inquiry 2: The team was impressed by the robust revisions to the college’s mission statement, particularly with respect to the college’s focus on equity and social justice.

Standards or Policies: The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

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

Within the framework of the Institutional Assessment and Review (ISER), specifically in the I.A.4 section, the college places a distinct emphasis on equity and social justice as the fundamental pillars underlying its mission statement. The development of this mission statement involves engaging in extensive and meaningful dialogues. A preliminary version of the mission statement is circulated among all constituents, inviting their valuable feedback. These robust conversations take place across various shared governance committees, ensuring a comprehensive representation of perspectives.

During this iterative process, all suggested feedback is carefully considered and evaluated for inclusion within the mission statement. The committee responsible for crafting the statement also provides rationale for instances where suggested feedback cannot be incorporated. Subsequently, the final version of the mission statement is presented at the annual retreat, where it undergoes thorough scrutiny before receiving approval. Once approved, the mission statement is then forwarded for district-level approval, ensuring alignment with broader organizational goals and objectives.

Upon receiving district-level approval, the finalized mission statement is promptly updated across various platforms to ensure its visibility and accessibility. The college's website and catalog are updated to reflect the approved mission statement, ensuring that it is readily available to students, faculty, staff, and external stakeholders. Additionally, public spaces within the college campus, such as bulletin boards, common areas, and official publications, prominently display the mission statement.

By disseminating the mission statement through these channels, the college aims to foster a shared understanding and awareness of its core values, priorities, and commitment to equity

and social justice. This comprehensive dissemination strategy ensures that the mission statement becomes an integral part of the college's institutional fabric, guiding its actions, decisions, and endeavors.

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.

n/a

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

In recognition of the significance of social justice, equity, and the imperative of combating racism, we have recently updated our Value Statement. It now explicitly incorporates Social Justice, Equity, and Anti-racism as core values that guide our institution's actions and principles. By doing so, we seek to foster a more inclusive and equitable environment that reflects the diverse perspectives and experiences of our stakeholders.

This ongoing reevaluation process extends to our mission statement as well, as we strive to ensure its alignment with the newly updated Value Statement and College Vision. Through careful examination and consultation with our constituents, we are working diligently to ensure that our mission statement accurately reflects our shared commitment to social justice, equity, and anti-racism.

By undertaking this comprehensive review, we aim to ensure that our mission statement remains a dynamic and relevant guiding document that reflects the values and aspirations of our college community. This process underscores our dedication to continuous improvement and our unwavering focus on fostering an inclusive and equitable educational environment.

College Core Inquiry 3: The team was impressed by the robust participation across the college, beginning with the annual planning retreat and resulting in continuous improvement efforts in fulfillment of the college's mission.

Standards or Policies: I.B.1

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

We are honored to hear the team was impressed with our robust participation in the College's integrated planning process and look forward to sharing more details at the site visit. We believe our participatory culture is enhanced by two unique organizational structures:

1. **Integrated Model of Student Services and Instruction:** rather than separating administrators into either student services or instruction, the College has structured its divisions so that each Dean and VP oversee both student services and instructional programs. We believe this practice has resulted in preventing silos from forming between different areas of the college, and contributed to a culture of participation. Our integrated model was recently commended by the Aspen Institute and contributed to the college being named a top ten Aspen Prize finalist for Community College Excellence.
2. **Inclusive Academic Senate:** The College's Academic Senate serves as the unicameral legislature for the college, in contrast to other colleges that have a bicameral system of governance with a separate college council. Since the college does not have a college council, key Academic Senate Committees such as the Integrated Planning Committee employ a tri-chair model to ensure active participation and leadership by both faculty and classified employees (faculty, classified, administrator). In our Educational Master Plan, the college has set a goal to increase classified participation even further through Goal SD5.B.2: "Classified representation—increase number of classified co/tri-chairs on standing committees from 2 in 2018-2019 to 5 in 2023-2024 and increase the number of seats held by classified staff from 8.5% in 2018-2019 to 20% of committee members by 2023-2024". We believe this inclusive system of governance reduces silos between different employee groups and contributes to a culture of robust participation in planning.

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.

1. [Moorpark College Participatory Governance Handbook](#)
2. [Moorpark College Org Chart](#)
3. [Integrated Planning Committee Gap Analysis](#)
4. [President's Office Response to Gap Analysis](#)

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

We believe a unique integrated planning process that has bloomed from the college's participatory culture is the resource and planning gap analysis.

As the overarching goal of the prioritization processes is to ensure that college resources support institutional planning and accomplishment of the mission, the Integrated Planning Committee conducts an annual gap analysis at the end of each planning cycle. During the gap

analysis, participants review dashboards for the strategic and annual work plan provided by the IE Office, with a special focus on items marked as yellow or red (somewhat or significantly behind on meeting action or metric). The gap analysis participants then discuss whether the action items were performing poorly due to a lack of resources, either because those resources were not originally requested, or they ranked too low during the prioritization process. This gap analysis is then shared with the college President. If additional funds are available, the college President then considers funding high-impact resource requests that have the potential to convert an action item from yellow/red status to green status.

Recent items funded through this gap analysis process include hiring a counselor assistant position for the PACE program which was growing rapidly and urgently needed counseling support. The hiring of this position led to the related Annual Work Plan action status indicator turning from yellow to green.

While the College's established resource allocation processes account for most funding decisions and strongly support the integration of planning and resource allocation, the gap analysis serves as an added mechanism to ensure the College is agile and can respond on a case-by-case basis to urgent needs that may arise after the prioritization process is already complete.

College Core Inquiry 4: The team would like further clarification about how the college determines and assesses professional and technical competencies in CTE programs other than those associated with the Health Sciences.

Standards or Policies: II.A.14

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1. Moorpark College's CTE course and programs reflect the local and regional demands of employers and industry. Each CTE program completes a comprehensive program plan which includes an analysis on labor demand, duplication of occupational training, student completion, and effectiveness of student employment. CTE programs conduct annual labor market demand (LMI) to validate regional labor demand, completion success, and earnings change. In addition, CTE programs conduct an Industry Advisory Meeting annually to discuss current industry trends, employment standards, course and learning outcome alignment, and program relevance. Many CTE programs provide contextualized learning opportunities for our students with employer engagement and workforce experience through internships. The college's Career Transfer Center (CTC) offers for credit internship courses (M80s) for students. Each internship provides a comprehensive approach in career preparation and includes a faculty mentor. All faculty mentors are required to provide monthly employer site visits which provides alignment of current job requirements and employment standards. The CTC tracks on a quarterly basis the number of internship opportunities, the number of students engaged in internships, completion rates, and job placement opportunities. The college reviews

on an annual basis and shares with CTE lead program faculty the CTE Employment Outcomes Survey (CTEOS) to assess employment outcomes for students and to address whether students are employed within their field of study and if their coursework affected their earnings potential.

For new CTE programs, Moorpark requires LMI data to support the industry and labor demand. To align curriculum development, CTE faculty meet with industry advisory members to discuss program development and course objectives. The CE Dean works with program faculty in identifying employer standards with O-NET to address occupation specific information from employee tasks, occupational work activities, industry training certification, and credentials.

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.

1. Sample of CTE Program Reviews
 - [Program Plan Template \(see especially question 6 on page 2\)](#)
 - [Accounting](#)
 - [CNSE](#)
 - [BioTech](#)
2. [2023 Labor Market and Job Placement Data for all Moorpark College CTE Programs](#)
3. [Strong Workforce Launchboard Outcomes Data](#)
4. [Employer Engagement Quarterly Reports](#)
5. [CTE annual advisory meeting minutes](#)

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

CTE Examples of programs reflecting the demands of the current job market and employment standards:

Accounting – The college partners with the IRS to align courses and program to meet current accounting and IRS guidance and standards. The program meets the California Tax Education Council (CTEC) and prepares students to sit for the registered tax preparer certification.

CNSE – The college provides courses with curriculum aligned to meet the national testing standards for industry certifications. Many courses within the program can serve as a stackable credentials and meets industry employment standards.

BioTech – The college's BioTech program has aligned its curriculum to meet the local and regional industry needs of the county's largest biotech employers. The programs curriculum is aligned to meet the current industry demand and regional employment standards.

CTE Program Resources: LMI, O Net, HandShake, Industry Advisory Meetings, WDBvc Industry Analysis, Program Plans.

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

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
([DCI.1.01](#), [DCI.1.02](#))

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

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

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

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.

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.

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:

- 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

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

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.

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.

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.

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.

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

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

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 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 1 which will assist the team to better understand current college processes and outcomes.

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.

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 training in that initial spring 2020 ([DCI 3.11](#)). 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.3.12](#)) 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.