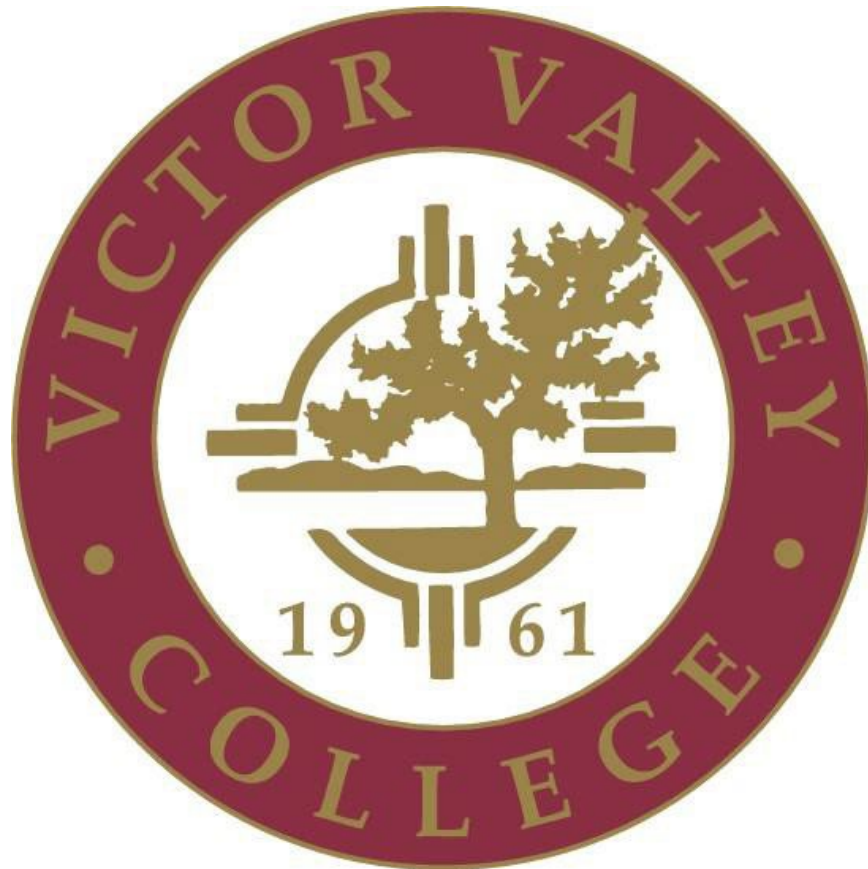# Victor Valley College

18422 Bear Valley Rd, Victorville, CA 92395

ACCJC Follow-Up Report #1

*This report summarizes resolution of the
ACCJC Evaluation Team Recommendations 1, 3 and 4
made on the basis of the March 6-9, 2017 site visit*

October 1, 2018

Follow-Up Report –Certification Page

To: Accrediting Commission for Community and Junior
Colleges, Western Association of Schools and Colleges
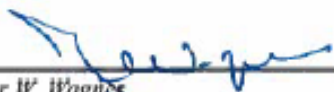
From:

Roger W. Wagner   *October 1, 2018*
Superintendent/President

Victor Valley College
18422 Bear Valley Rd., Victorville, CA 92395

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____   9/17/18
Dr. Roger W. Wagner   Date
Superintendent/President

_____   9-17-2018
Dr. Marianne Tortorici   Date
President, Board of Trustee

_____   9/14/18
Dr. Peter Maphumulo   Date
Executive Vice President, Instruction
Accreditation Liaison Officer

_____   9-18-18
Lee Bennett   Date
President, Academic Senate

_____   9-18-18
Debbie Peterson   Date
President, California School Employees Association Chapter 584

_____   9/17/18
Tristan Wilkerson   Date
President, Associated Student Body

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Statement on Report Preparation

The preparation for this Follow-Up Report began immediately after receiving the commission action letter on June 23, 2017. The Follow-Up Report outlines the College's actions and activities to address the deficiencies outlined by the commission in its action letter asking the College to correct three non-compliance findings. The updates of the Follow-Up Report were shared with the College community during All Campus Day on September 7, 2018. The Accreditation Liaison Officer provided ongoing updates to the Board of Trustees on January 9, 2018, February 13, 2018, March 13, 2018, July 10, 2018 and August 7, 2018. The Board of Trustees approved the Follow-Up Report on September 11, 2018. The report was vetted through all the College shared governance structures including the Accreditation Steering Committee, College Council, and the Academic Senate.

The Accreditation Liaison Officer (ALO) and a small steering committee prepared the first Follow-Up Report that addresses Recommendation 1, 3, and 4. The members of the steering committee are shown below:

Peter Maphumulo	Executive Vice President for Instruction and Accreditation Liaison Officer
Virginia Moran	Executive Dean Institutional Effectiveness
Jessica Gibbs	Biology Faculty & Student Learning Outcomes Coordinator
Julia Wendt	Cooperative Ed. Faculty & Instructional Program Review Coordinator
Jan Espinoza	Assessment & Accreditation Coordinator
Patty Golder	English Faculty & Follow-Up Report Editor

In response to the letter from the Commission, dated June 23, 2017, this team compiled the College responses to Recommendations 1, 3 and 4 from the 2017 Self Evaluation Comprehensive Report. The Board of Trustees adopted this Follow-Up Report #1 on September 11, 2018.

Response to the Commission Action Letter

The Commission finds the College out of Compliance with Standard I.B.2, I.B.3, and II.B.3 (Compliance Recommendation 1); I.B.7, I.C.6, II.A.3, II.C.1, II.C.2, III.D.1, and IV.A.7 (Compliance Recommendation 3); and I.C.2 (Compliance Recommendation 4)

Recommendation 1: Program Learning Outcomes and Service Area Outcomes

In order to meet the standards, the team recommends that the college complete the learning assessment process for programs (PLOs) and service areas (SAOs), integrate these assessments into the existing program review process, and complete the development of a process to systematically analyze learning outcomes data by meaningful demographic disaggregation. (Standard I.B.2, I.B.3, and II.B.3)

Resolution and Analysis

Measures Taken to Address and Resolve Deficiencies Identified by the Commission above**:**

The College defines and assesses Student Learning Outcomes (SLOs) for all instructional programs and student learning services. As documented in the comprehensive Self Evaluation Report, the College defines and assesses all SLOs for all instructional programs. The Commission's Evaluation Report stated in part that "Learning Support Services (LSS) provide valuable and well utilized services that support instruction, but these areas lack evidence of clearly defined processes for systematic evaluation and improvement." The Commission further noted "LSS Labs do not currently have Service Area Outcomes (SAOs)." In response to the above comment, the College has initiated a number of impactful efforts in order to address the above-mentioned deficiencies. For instance, the College has developed clearly defined SAOs with clearly defined systemic assessment methods and improvement strategies. Since the Team visit, the College has also hired a Director to oversee all Learning Support Services. (Standard I.B.2)

There are a number of ways that the College assesses and measures the effectiveness of its Learning Support Services, which includes all Tutoring and Academic Support Services:

1. All centers now conduct student surveys continuously throughout the year. Results of the surveys are shared with the Facilitators who manage the affairs of the Centers to improve program quality [R1-01]
2. Within the Supplemental Instruction program, student and faculty feedback is performed every semester to evaluate program quality and effectiveness.
3. During the spring semester, Tutoring and Academic Support Services will distribute an online campus-wide survey to assess overall satisfaction with support services provided by the department. A draft of the survey can be viewed below at https://vvc.formstack.com/forms/tutoring_and_academic_support_survey. (Standard I.B.2)

In order to further improve the quality of services, all tutors receive training on how to be effective tutors, which is intrinsically a new development for the College. Tutor training is provided continuously throughout the year [R1-02]. Surveys are distributed prior to the training in order to assess tutor training needs. Post surveys are conducted after every workshop to evaluate the

efficacy of the support provided. All learning support services have outcomes, and these outcomes are routinely assessed. Assessment results are used to improve the quantity and quality of learning support services. To further improve the College systems and processes, all Program Learning Outcomes (PLOs) assessments [R1-03] are now housed in Improve/TracDat. SAO assessments will also be housed in Improve/TracDat [R1-04]. Essentially, all the above efforts clearly demonstrate the College's commitment to continuous improvement. Above all, these efforts demonstrate the College's specific plans to address the deficiencies in order to be in full compliance. The College has developed outcomes and evaluation methods for the Learning Support Services. Therefore, the College meets this standard (Standard I.B.2).

Instructional Assessment

In response to the directive by the Team visit to the College to disaggregate data by student demographics, the College has developed and approved a process to systematically analyze instructional learning outcomes data by meaningful demographic data. The Student Learning Outcomes Assessment Committee (SLOAC) of the Academic Senate is charged with developing campus policy for outcomes assessment at the course, program, and institutional-levels of the College [R1-05]. In the fall term of 2018, the SLOAC completed the official Learning Outcomes and Assessment Handbook for Victor Valley College [R1-05]. The Academic Senate approved the handbook on June 7, 2018 [R1-06]. Among other things, the handbook outlines the process for instructional data disaggregation. As part of the new process, the SLOAC will consult with the Office of Instruction and the Division of Student Equity and Student Success in order to determine student demographics for which instructional outcomes data will be disaggregated. Additionally, the plan will identify the courses that will be used for disaggregation purposes. Courses for disaggregation will be selected based on the following rubric:

- Is the course a high impact course utilized by a large number of students to attain their degree or certificate?
- Does that course have a higher than average number of students that do not pass or complete the course?
- Is it possible to replace the course with another course if students have trouble in the particular course?
- Is the course required as a prerequisite for other courses?

Standard demographics to be disaggregated are gender, race, and age. Additional student demographics will be determined using the processes stated above. After demographic groups are identified, the Student Learning Outcomes Coordinator (SLOC) will inform instructional division deans about the courses to be disaggregated. In turn, deans will work with their respective department chairs to identify course sections for disaggregation. Course sections will have to meet a large sample in order to yield reliable and valid conclusions. As part of the process, the Office of Institutional Effectiveness and Research will load selected course sections into Improve/TracDat (the College-adopted software for Outcomes Assessment and Program Review) where faculty will log their outcomes scores. The Office of Institutional Effectiveness and Research will use demographic information in the Colleague system to disaggregate the outcomes. The Office of Institutional Effectiveness and Research will further identify demographic groups or subgroups of students with lower performance scores on the outcome measures. The performance data on the outcome measures will be sent to the respective programs, the Office of Instruction, and the Office of Student Equity. In turn, the disaggregated data will be used for planning, professional development and allocation of resources to close the

achievement gaps and increase student success across all demographic groups [R1-07].

As lucidly chronicled in previous reports, including the recent self-evaluation report, the College has an impeccable tradition and a mature system of assessment for all its instructional programs. The College has completed the learning assessment process for all programs (as defined by the Academic Senate for assessment purposes) [R1-08]. Recently, the College implemented PLO assessment strategies based on expert consultation with Dr. Amy Driscoll, a renowned assessment specialist who has worked with ACCJC and many colleges across the United States. Among other things, Dr. Driscoll has been assisting the College in developing an institutional approach to outcomes-based education. Dr. Driscoll advised the College to consider two assessment approaches: through roll-up of course assessment (mapping) to the program-level for analysis or through authentic (unique) assessment.

Among many accomplishments, the College is particularly proud to note that one hundred percent of its instructional programs (as defined) are conducting ongoing learning assessment at the program level (PLOs). PLO assessment results are logged into the College-adopted software, Improve, for use in program planning and improvement. Additionally, PLO assessment results are now integrated into the Program Review Process for program improvement, institutional effectiveness, and budget development purposes. In addition to analyzing SLO (course-level) data for planning purposes, the Instructional Program Review and Allocations for Institutional Strategies for Excellence (PRAISE) now includes a section in its Improve/TracDat software template. The template prompts faculty to analyze PLO data and develop goals and resource requests for program improvement [R1-09]. (Standard I.B.2 and I.B.6)

Non-Instructional Assessment
Among many accomplishments, the College has worked diligently to both build upon and strengthen its Service Area Outcomes (SAOs). Immediately after the accreditation visiting Team, the College initiated a number of impactful efforts in order to address the deficiencies identified by the accreditation visiting team. On September 21 and 22, 2017, the College engaged the services of Dr. Amy Driscoll, who was hired to work with college staff, faculty, managers, and administrators under the overarching goal of improving institutional effectiveness. In this particular regard, she worked with various College stakeholders to review accreditation materials and College planning documents in order to design a series of professional development sessions. Another College directive to Dr. Driscoll was that she had to assist the College in developing an enduring Culture of Assessment. Dr. Driscoll spent two days with faculty, staff, and managers discussing attributes of a successful culture of assessment [R1-10]. (Standard I.B.2)

The third session was a "workshop" for the development of SAOs and related assessment. Representatives from eight non-instructional areas attended this session. Among other activities, they reviewed examples of SAOs from other institutions in order to enhance their expertise and knowledge. In addition, the representatives presented their program mission statements, vision statements, services area outcomes, and methods of assessment activities. The activities were designed to provide a context for SAO development. Representatives were also asked to review the alignment between their mission statements and SAOs. During this training session, representatives also provided recommendations for assessing SAOs. The recommendations covered both short-term and long-term assessment approaches. The following service areas provide examples of planning activities that were completed during this session. The activities below show

all the subsequent activities that the College has completed since the training activities that were provided by Dr. Driscoll:

I.   **Admissions and Records**
      Mission Statement:
      The Admissions and Records department provides the highest quality student service experience by giving all students the necessary attention to detail, one student at a time.
      Vision Statement:
      Every student receives the support needed to be successful from application to graduation.
      Service Area Outcomes:
      1. Admissions and Records staff administer high quality student services in a timely and respectful manner.
      2. Admissions and Records staff provide and communicate effective processes from application to graduation.
      Method of Assessment:
      1. QLess survey works with faculty who teach Guidance courses to have students keep a record of Admissions & Records visits and experience after service.

II.   **Facilities and Operations**
      Mission:
      The mission of the Facilities & Operations department at Victor Valley College is to maximize the availability of the District's physical assets while designing and maintaining well-functioning, safe and clean facilities and grounds that are conducive to a high quality learning and working environment.
      Vision Statement:
      To provide responsible stewardship and development of the District's facilities and resources.
      Service Area Outcomes:
      1. The Facilities & Operations department designs and maintains well-functioning, safe and clean facilities and grounds.
      2. The Facilities & Operations department provides and supports a physical environment conducive to the highest quality for instruction, learning, and work.

      Methods of Assessment:
      1. In an effort to provide continual departmental improvement, the managers of the Facilities & Operations department will conduct short monthly interviews with recent customers for the purpose of gaining critical feedback. This information will be tracked, documented and tied back into the annual PRAISE. report generated by the department.

III. **Financial Aid**
      Mission Statement:
      The mission of the Financial Aid and Veterans Services department is to provide economic resources with quality customer service in support of our student's educational goals.
      Vision Statement:
      To provide exemplary and respectful services supporting access to financial aid to all

students
Service Area Outcomes:
1. Connect efficiently with all students to maximize awareness and access to financial aid resources
2. Deliver timely processing of financial aid applications

Method of Assessment:
1. Connect efficiently with all students to maximize awareness and access to financial aid resources
2. Deliver timely processing of financial aid applications

IV. **Fiscal Services**

Mission Statement:

Fiscal Services is committed to providing high quality customer-oriented financial services.

Vision Statement:

Our vision is to be a knowledgeable, helpful, and responsive resource to the VVC community for financial matters.

Service Area Outcomes:
1. Fiscal Services provides high-quality financial services to the VVC community and external stakeholders such as vendors, auditors, etc.
2. Fiscal Services operates efficiently by clearly and quickly communicating policies, procedures, and issues.

Method of Assessment:
1. Fiscal Services will conduct follow-ups in groups such as the College Managers' meetings to assess and get feedback on the quality of service they are receiving.
2. Fiscal Services can start to track process times and assess the costs of processing.

V. **Human Resources**

Mission Statement:

Human Resources exists to meet the hiring needs of departments, recruit and retain high quality faculty and staff, and encourage/support them in achieving the College mission.

Service Area Outcomes:
1. Human Resources (HR) supports the VVC master plan by recruiting and retaining high quality faculty and staff to achieve the College vision and mission in a professional, timely and respectful manner.

Method of Assessment:
2. Determine the turnover rate based on voluntary and involuntary terminations, exit interviews and the time it takes to complete the recruitment process from NeoGov approval to the time the offer is made.

VI. **Information Technology Services**

Mission Statement:

Deliver information and technology services to the Victor Valley College District in support of the College mission, and provide easy access to a secure, reliable computing environment.

Vision:

Victor Valley College Information Technology Services will provide the infrastructure

that promotes academic and service innovation on a digital campus.

Service Area Outcomes:
1. Efficient delivery of information technology services that meet the need of VVC faculty, staff and students.
2. Plans that promote the VVCD Educational Master Plan
3. Operation and maintenance of an accessible, secure, and reliable computing environment.

Method of Assessment
1. Efficient delivery of information technology services that meet the need of VVC faculty, staff and students.
2. Plans that promote the VVCD Educational Master Plan
3. Operation and maintenance of an accessible, secure, and reliable computing environment.

VII.   **Institutional Effectiveness and**

Research Mission Statement:

The mission of the Office of Institutional Research, aligned with the mission and institutional commitment of Victor Valley College, is to support the District in its evaluation, planning, and improvement efforts. Focused areas are federal reporting, apportionment reporting, enrollment management, and the certification of data as delivered to Victor Valley College's internal and external stakeholders.

Service Area Outcomes:
1. Design, conduct and publish statistical studies to assist District policies, program planning and development.
2. Design, conduct and publish on-demand studies to meet departmental, institutional, community, state and federally mandated needs.
3. Provide assistance, guidance and support to faculty, staff and administrators in the conduct of their research activities and coordinate District and college-related research efforts.
4. Maintain the data warehouse for college-wide reporting purposes.
5. Provide the community with information via the Institutional Research Website and the Annual Report.

VIII.   **Tutoring and Academic**

Mission Statement:

Tutoring and Academic Support is dedicated to providing students, faculty, and other student support services with tutoring, resources, and support needed for academic success.

Service Area Outcomes:
1. Tutoring and Academic Support provides tutoring to meet students' needs.
2. Tutoring and Academic Support works with faculty and other student support services to increase student success.

Method of Assessment:
1. Student success, persistence, and retention rates will be used to assess these areas. In addition, student, faculty, and campus-wide surveys will be used to assess these areas as well.

Two more workshop sessions were attended by faculty members. The sessions were focused on examining the quality of PLOs for both clarity and "assessability" (the quality of being assessed easily and practically) and developing assessment for the PLOs and strategies for using evidence of student achievement of PLOs to both strengthen and improve the programs. Using campus examples, faculty groups rated PLOs on both clarity and assessability [R1-11]. The groups also reviewed examples of College programs that had good examples of alignment between assessment and PLOs. In order to help the College establish an enduring "culture of assessment," stakeholders made a number of recommendations to the College. They advised the College to establish an assessment glossary for the College. They further proposed that the College should continue providing assessment workshops for its stakeholders. Finally, the groups suggested that the College must also work hard at focusing its professional development efforts around assessment.

In response to some of the suggestions made by the groups, the College has tightened the relationships between the three positions that are responsible for assessment and program review: SLO Coordinator, Program Review Coordinator for Instructional Program Review, and Non Instructional Program Review. The Coordinator for Assessment and Accreditation provides support for the two positions mentioned above. Through its newly reestablished Institutional Effectiveness Committee (IEC), the College is in the process of creating an infrastructure that will align the PRAISE Report process and integrate the learning assessment process for programs (PLOs) and service areas (SAOs) into one program review process and planning cycle. As its first order of business, IEC will work with Instructional Program Review, Non-Instructional Program Review, and Institutional Effectiveness and Research office to explore an establishment of an integrated planning and assessment process that will lead into a single program review process. The above activities clearly show that the College has made great progress in establishing a culture of assessment in order to improve the quality of services for its students. Therefore, the College meets this standard. (Standard I.B.2)

As lucidly chronicled above, the College has established SAO outcomes and methods of assessment for the Learning Support Services. The above activities clearly show that the College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. The College also insures that the evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. Furthermore, these activities demonstrate that the College uses the results of these evaluations as the basis for improvement. The above-mentioned efforts and actions clearly show that the College meets this standard. (Standard I.B.2)

As a continuation of the College's quest to improve its support services, the College Library surveys are routinely used to evaluate the library student resources as a learning support service. The process includes Program and Services Review. The Library has conducted student and faculty surveys to measure satisfaction with the library's collections, services and instructional resources. The last surveys were distributed in spring and fall 2016. Survey results are used to evaluate and improve library resources and services. On-campus students responded to the survey through two methods: an online survey linked on the library's website and a paper form that was distributed to students in the library. The 190 responses were from students who used the library's resources [R1-12]. Library users reported their satisfaction with the following: hours, online catalog, print collection, website, databases, reference librarians, library instruction sessions, public services, and facilities. Students identified the ways in which they use the library's resources. A textbox allowed students to make suggestions on

how library services could be improved. (Standard II.B.3)

Distance Education students were surveyed in fall 2016 by distributing a link in the Blackboard course management system and gathering responses from 499 online students [R1-13]. The online student surveys collected information in the following areas:

- use of library resources for class research assignments;
- use of the library's databases, website, and online catalog.
- and provision of a textbox for student suggestions for improving library services and resources for online students.

All full-time and adjunct faculty were emailed a link to an online survey and 53 faculty responded [R1-14]. This survey measured faculty satisfaction in meeting curriculum needs for the following areas: print resources, online resources, website, library instruction, services, hours of operation, and overall satisfaction with the library. The survey also provided a textbox for faculty to offer suggestions for the library to improve its services. These activities succinctly demonstrate that the College meets this standard. (Standard II.B.3)

As a response to the visiting Team's directive, the College has worked very hard to address the deficiencies highlighted by the visiting Team. As an example, the College has approved its Institution-Set Standards (ISS) for student achievement. The ISS were developed through a participatory and inclusive process. The process was a shared effort between Institutional Effectiveness and Research, College administration, and the Academic Senate. It is worth noting that the College's ISS are aspirational rather than minimal. The College recognizes that there is a need to establish a better system for monitoring satisfactory institutional performance on its institution set standards. To further improve the College's planning efforts, the College is assigning the Student Equity and Success Division the responsibility for tracking the College's performance in meeting its standard for student achievement. Both the Office of Institutional Effectiveness and Institutional Effectiveness Committee (IEC) will work with the Student Equity and Success division to monitor the College's performance on its ISS. Once a year, at the end of the spring semester, the Student Equity and Success division will monitor and communicate to the campus community six ISS areas:

1. successful course retention rates by percentage,
2. course completion rates by percent,
3. fall-to-fall persistence,
4. number of degrees offered,
5. number of transfers to four-year institutions,
6. and number of certificates awarded. (Standard I.B.3)

When the College fails to meet its ISS, IEC, Institutional Effectiveness and Research, and the Student Equity and Success division, will meet during the fall semester of the following year to identify strategies to improve ISS performance for the following year. ISS performance results will be communicated to the College community at the beginning of the fall semester. (Standard I.B.3)

To further improve the overall student completion rates and ISS for student achievement, the College has also invested in three major change efforts. The first one of these efforts is the Successful Advancement in Mathematics (SAM) plan, which was developed to redesign Victor Valley College's math program by adopting evidence-based practices that promise to improve student outcomes. The SAM Grant has begun making an impact by:

1. Providing professional development opportunities for VVC Math faculty,

2. Upgrading classrooms by installing state-of-the-art Clear Touch digital displays to increase interaction [R1-15],
3. Installing Diversiboard dry erase skin panels all around the room to increase student engagement and group collaboration [R1-15]. (Standard I.B.3)

The second initiative is the Guided Pathways project, which is designed to create a structured educational support system that guides students through their educational life cycle from entry to completion. Even though this project is at its infancy, the College is enthusiastically looking forward to its completion. This effort will help improve the College's performance on its ISS for student achievement. Finally, the College has engaged the services of Dr. Brad Phillips to assist the College in creating a Caring Campus Culture. The rationale behind this concept is that a positive, warm, welcoming, and caring culture will help the College improve student success outcomes and increase satisfaction among employee groups at all levels. However, the most exciting change effort is the College's RAM Academic Coaches program. This is one of the outcomes of the work that Dr. Phillips has been working on with College faculty. In order to improve student completion outcomes, a number of faculty members have pledged commitment to four game changing instructional strategies. These instructional strategies consist of the following elements: interacting with students by name, closely monitoring student progress, having one-on-one meetings with the students, and practicing the concept of the Masters of Paradox. These are just a few efforts that the College has embarked upon in order to improve its ISS for student achievement. Therefore, the College meets this standard. (Standard I.B.3)

Additionally, the College has embarked on an ambitious plan whereby all its service area units are expected to develop program outcomes. By the end of the 2018-2019 academic year, all units that provide learning support services will have outcomes and assessment methods. All outcomes will include the assessment and reporting of both learning outcomes and outcomes related to the delivery of services to students such as those services that are provided by the student services department. These plans will help the College further ensure that each program has an outcomes measurement system in place to evaluate student learning support outcomes. The aforementioned activities clearly show that the College has successfully developed learning support outcomes and assessment methods. Therefore, the College meets these standards. (Standard I.B.2, I.B.3)

Conclusion

The above plans and activities distinctly demonstrate that the College has fully addressed the deficiencies identified by the visiting Team. For example, the College invited a consultant who spent two days helping faculty with their program PLOs and assessments methods. Dr. Amy Driscoll met with department chairs for program-level review. She also worked with department chairs to review their programs. In addition, she reviewed the quality of the PLOs. She further worked with department chairs to define specific assessment terms and common language for assessment. SLOAC has developed and defined PLO assessment process and has adopted the definition behind unique assessment linking SLOs to PLOs. The Instructional Program Review and SLO Coordinators have been facilitating global ongoing workshops with College stakeholders regarding PLO deficiencies. Furthermore, the College has introduced the concept of unique assessment versus the mapping strategy. Most importantly however, the College has been working very hard to instill a culture of assessment. The College spent the 2017-2018 academic year completing learning assessment processes for instructional and non-instructional programs. The College continues to facilitate conversations with all college constituencies and committees. Therefore, the College meets these Standards I.B.2, I.B.3, and II.B.3.

List of Supporting Evidence

R1-01	[Tutoring-Survey](#)
R1-02	[Tutor-Training](#)
R1-03	[PLOs-Improve](#)
R1-04	[SAO-Tutoring-Sample-Improve](#)
R1-05	[Learning-Outcomes-and-Assessment-Handbook](#)
R1-06	[Senate-Council-Minutes-June-7-2018](#)
R1-07	[AP-6200-Budget-Development](#)
R1-08	[Academic-Senate-Definition-Program-Assessment](#)
R1-09	[Improve-Instructional-PRAISE-Report-Template](#)
R1-10	[Workshop-Schedule-Driscoll](#)
R1-11	[PLO-Workshop-PowerPoint](#)
R1-12	[2016-Spring-Library-Student-Survey](#)
R1-13	[Library-Survey-DE-Students-Fall-2016](#)
R1-14	[Library-Services-Faculty-Survey-Spring 2016](#)
R1-15	[Math-Classroom-Enhancements](#)

Recommendation 3: Closing the Loop

In order to meet the standards, the team recommends that the college strengthen its integration planning process by reviewing the impact of funding decisions and formalizing the cycle of evaluation for its planning processes, policies, procedures and governance structures to ensure that the continuous improvement loop is closed. (Standard I.B.7, I.C.6, II.A.3, II.C.1, II.C.2, III.D.1, and IV.A.7)

Resolution and Analysis

Measures Taken to Address and Resolve Deficiencies Identified by the Commission above:

Since the last Team visit, the College has established many processes and systems in order to improve its integrated planning processes. The College has improved its processes for reviewing the impact of its funding decisions. Additionally, the College has continued to strengthen its integrated planning processes with particular emphasis on tracking funding decisions and augmentation requests for both instructional and non-instructional programs. The Program Review process (known on campus as the Program Review, Allocation, and Institutional Strategies for Excellence or PRAISE report system) continues to be the main instrument through which both institutional planning and program or unit requests for budget augmentation occur. The process for budget planning and resource allocation is delineated through Administrative Procedure 1202 Implementing Institutional Effectiveness [R3-01] and Administrative Procedure 6200 Budget Development [R3-02, R3-03]. Historically, the College has not had a well-developed system for evaluating the impact of its funding decisions. The College fully acknowledges that its current system for measuring the impact of its funding decision is very preliminary.

The College has just begun a more deliberate and structured process for assessing the impact of its budget decisions for instructional and non-instructional programs. For example improvement is also noted when units receive funding for augmentation from the College. There is an expectation that the resources allocated will make a substantive difference in the quality of

programs and services. The questions below are designed to help the College assess the effectiveness of its funding decisions.

1. Has your department been approved for augmentation within the last three years? If so, please specify the augmentation you received (you can name multiple if you like) and the year you received the funds.
2. For each of the augmentation items, please respond to the following questions:
    a. Were the funds spent within the time allotted? If yes, move on to parts b. and c. If not, please explain why the funds were not spent within the allotted time frame.
    b. What was the desired objective(s) of the funding request?
    c. Did the funding achieve its desired outcomes, such as improve student success improve facilities, improve work processes or enhance campus climate? Please, give two or more examples of how this funding improved your program. (Standard I.B.7, II.C.1, III.D.1 IV.A.7)

Closing the Loop - Instructional Programs

As well documented, Instructional Programs complete their PRAISE reports though the Improve software system (previously called TracDat, which is facilitated through Nuventive). Programs annually develop and update their (1) PRAISE Narratives, (2)analysis of program data relating to student enrollment student success, and student equity, and (3) program goals and budget augmentation requests. (Standard I.B.7)

Instructional Program Review has adopted a process for Closing the Loop on budget allocations at the program level. This process has been integrated into the PRAISE template in Improve/TracDat software. The Process requires faculty to annually review goals that received allocations. Faculty members are also required to assess the impact of funding on their respective programs. This process is outlined in the Instructional Program Review Handbook [R3-04]. Additional prompts have been added to the Augmentation component of the PRAISE report within the Improve/TracDat software system. Department Chairs and/or designated faculty are required to provide updates to each of their program goals and resource requests. The "Update" field now has a text option, which allows the Department Chair and/or designated faculty member to provide a description noting whether Program Goals were achieved [R3-05]. The system allows faculty to report whether or not augmentation or resource requests were allocated and the impact on the program. As these requests are mapped to the Educational Master Plan, the assessment of various impacts can be extended to the institutional level. Updates to program goals can be reported for institutional improvement and closing the loop. These reports can be used by the division deans, Finance, Budget and Planning Committee, the Office of Institutional Effectiveness and the Institutional Effectiveness Committee. (Standard I.B.7)

The Instructional Program Review Committee has also proposed a process for surveying programs that have received allocations beginning with the 2019-2020 Comprehensive PRAISE year to assist in the analysis of the impact of funding decisions. A sample of this survey was administered to the Welding department [R3-06], and the questions will continue to be enhanced/revised by the IPRC to better capture the impact of budget augmentations for the areas of student success, facilities/process improvement and campus climate. (Standard I.B.7)

Closing the Loop – Non-Instructional Programs

The College offers an extensive array of support services designed to meet the various needs of the students. The College regularly evaluates the quality and appropriateness of student support services. Support services are regularly evaluated to ensure that they support student learning regardless of location or means of delivery. Many methods are used to measure the quality of

services including surveys. For example, the College recently implemented QLESS [R3-07], an appointment scheduling system. This has been deployed in Student Services. Currently only Admissions and Records (A&R) and Financial Aid (FA) have deployed this system. This system sends out a survey as soon as students have been checked in at the A&R and FA counters. The system allows A&R and FA to receive immediate feedback regarding the quality of services. Moving forward, both A&R and FA will generate reports. These reports will enable the College to review student comments from the survey questions in QLESS in real time. The plan is to scale QLESS across all the student services units as soon as the One Stop Center is completed. (Standard II.B.3)

Additionally, the College regularly assesses and reviews student support services offered at the College through Program Reviews and the Student Equity Plan. The College recently introduced Service Area Outcomes for service areas, which will enable the College to improve its effectiveness in accomplishing its mission. However, the College lacks a comprehensive system of measuring and assessing large-scale feedback from its students and faculty regarding the quality and comprehensiveness of student support services. As a result, the College is going to invest in the Community College Survey of Student Engagement (CCSSE). CCSSE is a nationally normed survey of student engagement, which provides invaluable information regarding students' levels of engagement from both the classroom and campus services viewpoints. CCSSE will become the College's primary avenue for measuring the quality of services for Student Services and Instructional Support Services. (Standard II.C.1)

The College identifies and assesses Learning Support Services (LSS) for all student populations. These services are provided across the campus for students at various academic levels – from first year students, returning students, credit to noncredit, from Extended Opportunity Program and Services (EOPS), Program for Adult College Education (P.A.C.E.), Puente Program, to basic skills, honors, and Veterans Center. Services are provided for students from a variety of backgrounds: students with disabilities, veterans, first generation college students, recent high school graduates, students with limited English, students of color, and students from low-income backgrounds. (Standard II.C.2)

In order to meet the needs of these diverse students, the College has a wide range of support services and programs from academic support services, to counseling, advising, mentoring and embedded tutoring.   Some of these programs are: Disabled Students Programs, (DSPS) CalWORKs, Extended Opportunity Program and Services (EOPS), K16 Bridge Program, Student Activities, Student Clubs, and Student Government. However, the College recognizes that the assessment of learning support outcomes is largely based on the goals, not outcomes. The College uses assessment data to continuously improve student support services. (Standard II.C.2)

One example of continuous improvement is the process of closing the loop; the College, through its Institutional Effectiveness Committee (IEC), is in the process of developing a continuous improvement and closing the loop system. The College has already developed and mapped outcomes for instruction, service areas, designed rubrics and assessment plans. The College is using assessment results for continuous improvement of student learning in all its instructional programs. Moving forward, the College is looking deeper into its service area program outcomes and instructional programs outcomes in order to develop a broader system for reporting assessment results to the College stakeholders. The College is also working on developing a system for using assessment to identify gaps, revise outcomes and enhance program performance. The College will close the loop when assessment results support the criteria for all its program outcomes. (Standard II.A.3)

As a foundation for quality, the College has been working diligently to enhance the overarching goal of establishing a culture of evidence and commitment to the principle of continuous improvement across all services and education programs. The culture of evidence is continuous and transcends accreditation cycles. One of the representative vehicles for carrying out ongoing improvements and systemic dialogue is the Accreditation Steering Committee (ASC), which meets regularly to provide ongoing discussions and planning across accreditation cycles. Consistent with the overarching values of ongoing institutional self-analysis, ongoing planning, and institutional effectiveness, the College has established a set of policies and practices that will help the College demonstrate its continued effort to fully comply will all ACCJC Requirements, Standards, and Policies. The following activities and action plans will demonstrate full compliance with the accreditation follow-up requirements. They will also demonstrate the College's commitment to meeting its obligation to provide effective and sound educational programs and services that lead to student success. (Standard IV.A.7)

The College recognizes that there is room for refining and clarifying how it regularly evaluates its policies, and practices across all areas of the institution, including instructional programs, student and leaning support services, resources management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. In keeping with a proposal pending in front of the Board of Trustees, the Board will be reviewing a proposal for establishing a Board Policy that will define the cycle of evaluation of all Board Policies and Administrative Procedures. This policy will define when and how all Board policies and Administrative Procedures will be reviewed in order to ensure that college policies remain relevant and effective in meeting the needs of the students. Recently the College Council approved and adopted a policy on reviewing the policies. For example, the College recently reviewed Administrative Procedure 1201[R3-08]. (Standard IV.A.7)

To fully address the deficiencies highlighted in the Team report, the College has also developed systems for an ongoing evaluation of its planning processes, policies, procedures and governance structures. Furthermore, the College has established many processes in order to ensure that it evaluates its governance structures on a consistent basis. For example, the College Council approved a revival of the Institutional Effectiveness Committee (IES), which will, in conjunction with Institutional Effectiveness and Research division, be responsible for a number of effectiveness measures. More specifically, this committee will be responsible for collaboratively working with Institutional Effectiveness and Research to develop an Institutional Effectiveness Score Card. In addition, the committee will help identify and evaluate the College's strengths and weaknesses. The Committee will also ensure that all relevant information from institutional feedback is shared with all college communities, shared governance committees, and other governance bodies. In conjunction with Institutional Effectiveness and Research, the Institutional Effectiveness Committee will evaluate all college planning processes in order to ensure that our processes remain effective in supporting academic quality, the college mission, and college priorities. (Standard IV.A.7)

In order to further ensure the effectiveness of our shared governance structures, the College has tasked the Institutional Effectiveness Committee to work with Institutional Effectiveness and Research to establish a new process. This process will provide an opportunity for college stakeholders to give input and suggest changes regarding the effectiveness of our governance. This process will lead to improved and effective programs, services, and by extension, the fulfillment of the College mission. Through the Institutional Effectiveness Committee, the

College will establish an annual process for analyzing the alignment of our practices and policies with the college mission and priorities. Additionally, the College is developing a process for evaluating the effectiveness of services, policies, and practices in supporting academic quality. This will be accomplished through formal surveys. These processes will further enable all college stakeholders to provide feedback once a year. This will be an all-inclusive plan that will incorporate all outcomes planning, comprising student support services, course outcomes, program outcomes, and institutional outcomes. After receiving the feedback, the Institutional Effectiveness Committee will work with the Institutional Effectiveness and Research office to compile, evaluate, and suggest action plans in order to improve upon the feedback.

Finally, all shared governance committees will be evaluated once a year based on their effectiveness in addressing responsibilities specified in their charge and effectiveness in seeking and using input from college stakeholders. (Standard IV.A.7)

In order to address enrollment fee and tuition schedule per the Team's External Evaluation Report, the College accurately informs all its current and prospective students about the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials [R3-09]. The tuition fees are listed on the Victor Valley College website in the schedule of classes under Prospective Students and the College catalog. Students are also made aware of the enrollment fee (including resident, international, and non-resident fees), student health fee, parking permit fee, student activities fee, student representation fee, and student transportation fee. The website also has Pay with Payment Plan options and policies listed for students who cannot pay for their education. The tuition for the College is $46 per credit, which is set by the state's Chancellor's Office. All CTE, Licensure based programs, and Not for Credit programs, publicize all fees and other related costs. In addition, the library provides textbooks that students can borrow. Student Equity and Success provides book assistance for students who cannot afford textbooks. The College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. (Standard I.C.6)

Conclusion

The College meets this standard. The above narrative, activities, and action plans clearly show that the College has established vigorous processes in order to ensure that it regularly evaluates its governance structures, policies and practices across all areas of the institution to assure their effectiveness in supporting the college mission. The College has reestablished the Institutional Effectiveness Committee and begun the process of strengthening its integrated planning process. Furthermore, the College has established the preliminary phase of reviewing the impact of its funding decisions and formalizing the cycle of evaluation for its planning processes. The College is also in the process of establishing a system for ongoing evaluation of the college policies, procedures and governance structures to ensure that the continuous improvement loop is closed. The College is in full compliance and therefore, clearly meets Standards I.B.7, I.C.6, II.A.3, II.C.1, II.C.2, III.D.1, and IV.A.7.

List of Supporting Evidence

R3-01	AP-1202
R3-02	AP-6200-Approved
R3-03	AP-6200-Proposed
R3-04	IPR- Handbook-pg-8
R3-05	Screen-Shots-Impact-IPR

:: October 1, 2018
- R3-06   Welding-Sample-Survey
- R3-07   QLESS-AP
- R3-08   AP-1201-Draft
- R3-09   VVC-Fees-Refunds

Recommendation 4: Transfer Policy

In order to meet the standards, the team recommends that the college develop a transfer of credit policy that describes the criteria through which credit from other institutions of higher education will be accepted and publishes this policy broadly, including in the college catalog. (Standard I.C.2)

Resolution and Analysis

Measures Taken to Address and Resolve Deficiencies Identified by the Commission above:

The College meets this standard. Transfer of Credit policies are now publicly available in our College Catalog. Since the Team visit, the College has developed very detailed information regarding the Criteria for Acceptance of Credit for Transfer. As shown on pages 58 through page 60 of the college Catalog, the College clearly makes information available to all its students. The process of how the College accepts the credits from other institutions is clearly explained. A critical evaluation of the course to verify core elements of the course including topics, course objectives, lecture and/or lab hours, and pre-/co-requisites are sufficiently aligned with VVC courses. Furthermore, the College evaluates courses for associate degree requirements from other regionally accredited colleges and universities via the use of the California Community Colleges (CCC) Course Identification (C-ID) Numbering System. CCC C-ID descriptors and/or the course description of the courses to be transferred are compared (CCC C-ID). Additionally, many of the college courses are transferable to other colleges and universities through articulation agreements. (Standard I.C.2)

In addition to the above processes, the College has adopted various Board Policies (BP) and Administrative Procedures (AP) to ensure that Transfer Credit Policies are officially built into the fabric of the college processes. For example, BP 5115 and AP 5115 policy [R4-01, R4-02] for Transfer and External Exam Credit were approved on June 11, 2017 by the Board of Trustees [R4-03]. The Academic Senate approved the policy on May 5, 2017 [R4-04], and College Council approved this policy on April 19, 2017 [R4-05]. The policy describes the criteria through which credits from other institutions of higher education will be accepted and published in the catalog [R4-06] on page 58. BP 5115 and AP 5115 are published on the President's webpage under BP's and AP's chapters (Standard I.C.2)

Conclusion

The College meets this standard. The above processes and narrative that includes the College Catalog provide ample evidence of compliance with the Commission Policy on Transfer of Credit. The College has developed information, policies, and procedures that clearly articulate the Criteria for Acceptance of Credit for Transfer. The College clearly meets the Standard I.C.2.

List of Supporting Evidence

R4-01 [BP-5115](#)
R4-02 [AP-5115](#)
R4-03 [BOT-BP-5115-6-11-2017](#)
R4-04 [AS-Minutes-05-04-2017](#)
R4-05 [April-19-2017-CC-Final-Minutes](#)
R4-06 [Catalog-pg-58](#)

Appendices

List of Supporting Evidence for Recommendation 1

R1-01	Tutoring-Survey
R1-02	Tutor-Training
R1-03	PLOs-Improve
R1-04	SAO-Tutoring-Sample-Improve
R1-05	Learning-Outcomes-and-Assessment-Handbook
R1-06	Senate-Council-Minutes-June-7-2018
R1-07	AP-6200-Budget-Development
R1-08	Academic-Senate-Definition-Program-Assessment
R1-09	Improve-Instructional-PRAISE-Report-Template
R1-10	Workshop-Schedule-Driscoll
R1-11	PLO-Workshop-PowerPoint
R1-12	2016-Spring-Library-Student-Survey
R1-13	Library-Survey-DE-Students-Fall-2016
R1-14	Library-Services-Faculty-Survey-Spring 2016
R1-15	Math-Classroom-Enhancements

List of Supporting Evidence for Recommendation 3

R3-01	AP-1202
R3-02	AP-6200-Approved
R3-03	AP-6200-Proposed
R3-04	IPR- Handbook-pg-8
R3-05	Screen-Shots-Impact-IPR
R3-06	Welding-Sample-Survey
R3-07	QLESS-AP
R3-08	AP-1201-Draft
R3-09	VVC-Fees-Refunds

List of Supporting Evidence for Recommendation 4

R4-01	BP-5115
R4-02	AP-5115
R4-03	BOT-BP-5115-6-11-2017
R4-04	AS-Minutes-05-04-2017
R4-05	April-19-2017-CC-Final-Minutes
R4-06	Catalog-pg-58