

Victor Valley College

ACCJC Midterm Report



Submitted By:
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Submitted to:
Accrediting Commission for Community and Junior Colleges, Western Association of
Schools and Colleges

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Midterm Report–Certification Page

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

From:

Daniel Walden
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:

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Superintendent/President

Date

Brandon A. Wood
President, Board of Trustees

Date

Todd Scott
Vice President of Instruction
Accreditation Liaison Officer

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Henry Young
President, Academic Senate

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Debbie Peterson
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ASB, President & Student Trustee

Date

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Report Preparation

Members of the College's Accreditation Steering Committee (ASC) are listed below:

Peter Maphumulo	Executive Vice President, Instruction and Student Services and Accreditation Liaison Officer (July 2013-December 2020)
Virginia Moran	Executive Dean of Institutional Effectiveness
Todd Scott	Dean of Health Science, Public Safety, Industrial Technology (March 2019-December 2020) /Vice President, Instruction and Accreditation Liaison Officer (January 2021- Present)
Julia Wendt	Cooperative Education and Work Experience Faculty and SLO Coordinator
Tracy Davis	History and Theatre Arts Faculty and DE Coordinator
Patty Golder	English Faculty and Basic Skills Chair (Report Editor)
Jan Espinoza	Assessment & Accreditation Coordinator

Upon completion of Follow-Up Report #1, this team continued its work on the Midterm Report. A plan was developed by the Accreditation Liaison Officer, including tasks, timelines, and due dates. The writing team met on a bi-weekly basis and worked in small groups of 2 or 3 people to thoroughly cover each of the recommendations to meet the aggressive demands and deliverables of the work plan. A first reading was finished by the College Council on December 16, 2020; Academic Senate was conducted on February 18, 2021 and Board of Trustees on February 9, 2020. A second reading with adoption was conducted on February 17, 2021 by the College Council, on March 4, 2021 by the Academic Senate and then on March 9, 2021 by the Board of Trustees.

Plans Arising out of the Self-Evaluation Process

The 2017 comprehensive self-evaluation process produced 71 action recommendations from the Self-evaluation Report [[SE-01](#)]. These recommendations emerged from the summary of each of the accreditation standards. The action recommendations were also an expression of the College's commitment to continuous quality improvement and institutional effectiveness. These action recommendations presented the College with an opportunity to exceed the minimum threshold of institutional excellence and effectiveness. The action recommendations were identified during discussions among Standard Writing Team (SWT) members. The results were shared and communicated with the Accreditation Steering Committee in early drafts of each team's respective reports. Finally, these recommendations provided a platform for a rich collection of ideas and specific activities regarding student learning and institutional effectiveness.

The action plans were folded into three broad themes that emerged from the overall summary of the process. The focus themes that emerged were improving student success, improving business processes, and increasing good communication. Furthermore, the College wanted to focus its Action Projects on underperforming effectiveness areas emerging from the standards. The Action Projects have provided a framework for the College to pursue student achievement and institutional effectiveness. The strategic goals shown below comprise the original 71 action plans and Action Projects:

1. Strategic Goal I: Student Success
2. Strategic Goal II: Systems/Process Improvement (Action Projects)
3. Strategic Goal III: Institutional Climate Improvement (Action Projects)

The following section provides a description of the self-identified actions and activities to improve effectiveness. The section will describe how the action plans have been integrated into the College's ongoing planning processes in order to improve student achievement and student learning.

Strategic Goal I: Student Success

The basis of goal one and its related items are aligned with Standard IIA, IIC, and IIIA, which articulate how well the College effectively utilizes its instructional delivery methods and support services to close equity gaps and improve the needs of its diverse students. The overall objective for goal one was to help move the College to the top tier of regional and state community colleges by increasing overall retention, course completion, persistence, graduation, transfer rates, and job placement for the College's graduates. Since the last comprehensive evaluation visit, the College has introduced and implemented a number of plans to improve overall student success.

Examples of these improvements include:

- The College has implemented NetTutor. NetTutor is an online tutoring service integrated into Canvas. NetTutor provides tutoring across many subject areas and students can access tutoring through any type of device. The College purchased this platform for students so that they can access this service at their convenience through a computer and Internet connection. The College hopes that this will fill in the gaps of face-to-face tutoring by offering tutoring services for a wider range of subjects as well as evening and weekend tutoring needs. NetTutor is available 24/7/365 [[G1-01](#)].
- The College has introduced training for academic program tutors to standardize the quality of tutoring for students [[G1-02](#)].
- The College has developed a noncredit class that is designed to assist students to prepare and improve their online readiness skills.
- The College recently initiated a series of Distance Education Instructor Certification (DEIC) courses designed to get faculty certified to teach distance education classes within Canvas [[G1-03](#), [G1-04](#)].
- The College has added synchronous counseling and advising for all students, and students are now able to access counseling and advising services remotely.
- The College has added online simulation labs for Biology and Chemistry.
- The College has purchased instructional software and made it available to students. The software is stored on cloud servers and is accessible 24/7.
- The College is completely redesigning the College website to better engage existing and prospective students, provide easy navigation and improve student experience. This redesign will also help the College ensure consistency in college branding across different areas. The redesign is also helping the College reevaluate content as well as align information with community and institutional needs.
- The College implemented CourseLeaf, which is an online Catalog, to facilitate easy uploading of the content and provide easy navigation for students. CourseLeaf helps students easily download information and simplifies the updating of Catalog information.
- The College integrated ZOOM, a video conferencing tool, to facilitate remote instructional delivery and face-to-face counseling.
- The College hired a Distance Education Coordinator to provide technical support for faculty and students on the use of Canvas and online instruction.
- The College developed a Strategic Enrollment Management plan with oversight of a sub-committee to help improve student success across all demographic groups.

Strategic Goal II: Systems/Process Improvement

The College has been aggressively working at improving systems and processes to dramatically improve performance, quality, efficiency and services. In general, the College has been examining all its legacy operating systems and processes to determine how to scale systems and process improvement to achieve operational efficiencies. For instance, the College has started streamlining existing processes to eliminate structural elements that do not add value or enhance operational and institutional effectiveness. This is illustrated by the College's focus in evaluating the Program Review Allocation and Institutional Strategies for Excellence (PRAISE) Report to determine process compliance, impact of recent changes, and any new opportunities to improve the PRAISE Report as a planning tool. Evaluation of current business processes to identify opportunities and resources is needed for automation and improvement.

Examples of the improvement actions include:

- The College is in the process of reviewing board policies and administrative procedures to ensure they are up-to-date and adopted. The review of the AP 1201, which is the College's participatory governance system, clearly demonstrates the commitment to continuous improvement. AP 1201 is a structure that is designed to ensure robust participation and effectiveness in the College's governance structure and effectiveness [[G2-01](#)].
- The College is working to address operational gaps across all units to meet student, faculty and staff needs. Automation is one of the primary means by which the College is improving operational and institutional effectiveness.
- NextGen's Dynamic Forms was adopted to electronically streamline and customize paper forms processes. Currently the Office of Instruction, Payroll and Human Resources are in partnership to develop and implement the following forms.
 - Schedule Change forms have been implemented.
 - Recommendation for Hire e-form is being developed.
 - Special Assignment e-form is being developed.
 - Payroll forms are currently on the prioritization list for development.
 - Human Resources On-boarding / Minimum Qualifications form is being developed.
 - Human Resources Faculty contracts forms have been implemented.
- Adobe Acrobat digital signature was implemented. The College is now able to process digital signatures remotely. Training is offered for each area, including managers/deans/VPs and support staff.
- Student Information system and related process improvements have been implemented.
 - The College introduced Colleague WebUI secure login in September 2020.

- The College also introduced Single Sign On (ClassLink SSO).
- SSO has been integrated with Canvas, WebAdvisor, Navigate/EAB and Colleague Self-Service since August 2020.
- Over 20 apps (students and staff) have been integrated with ClassLink SSO.
- Faculty and students have a single sign-on with the capability to self-reset their password without Helpdesk support.
- The College has introduced AI Chatbot.
 - The College has a 24/7 help desk powered by an artificial intelligence Chabot. This technology capability is also deployed on the website to help students with their queries.
- The College has 6 Virtual Labs that have been configured virtually for students to access remotely.

These are a few examples that demonstrate the College’s commitment to improving operational efficiencies across operational areas, leading to better collaboration and more effective work systems that operate in a cost-efficient manner. The College has combined foundational automation technologies to improve workflow, decisions, and communication. The College’s ultimate desire is to digitize and automate any type of work at scale. The above examples clearly demonstrate the College’s commitment to delivering automation capabilities to move its operations from simple task automation to broader adoption at scale. The College is focused on enhancing student, faculty, customer, and employee experience.

Strategic Goal III: Institutional Climate Improvement

Goal III is aligned. The College Self-identified improvement plan III was identified in the Quality Focus Essay as Institutional Climate Improvement to align Goal III. By improving the institutional climate and positively impacting employee morale, the College is committed to developing the following focal points:

- Increased participation in decision-making
- Increased communication.

The identified goals to achieve these focal points were to:

- Identify more strategies for increasing employee participation in the decision-making process
- Identify additional strategies that will increase the quality of communication across campus
- Identify professional development needs of all employees
- Conduct a survey of employees on what performance indicators would help the College achieve a supportive workplace environment.

Examples of actions taken to address the desired goals include:

- Review and revision of the District’s Administrative Procedure 1201 – Participatory Governance Structure and Responsibilities. This AP outlines the information flow to and

from committees, the charge and structure of the committees and the advocate [[G3-01](#)].

- Beginning January 28, 2019 and continuing every fourth Monday, the Superintendent/President's executive cabinet (consisting of the area VPs and the President) provide the opportunity for the Academic Senate, Victor Valley College Faculty Association California Teachers Association, AFT Part-Time Faculty United, Local 6286, AFL-CIO, Victor Valley College California School Employees Association, and the Victor Valley College management team to have candid conversations concerning the constituent members' issues or concerns. This provides an opportunity for the groups and Cabinet to communicate, collaborate, or resolve these issues or concerns.
- Beginning in April 2020 in response to the COVID pandemic, the Superintendent/President started a weekly video chat with the campus to provide updates regarding the pandemic and the college response. The campus community has the opportunity to submit questions in advance or live using the chat function. Because participation was overwhelming and evaluations positive, the Superintendent/President has continued these video chats on at least a monthly basis [[G3-02](#)].
- In 2019 the Superintendent/President conducted one-on-one visits with each department chair to discuss campus climate and needs of each department. Once the lists were compiled, the Superintendent/President met with the Vice President of Instruction and the division deans to discuss how the needs of the departments could be met and communicated back to the department chairs.
- In 2019 the College partnered with the Institute for Evidence-Based Change to implement the Caring Campus initiative. This initiative coaches colleges on specific behaviors leading to student engagement and success. The College identified and has been implementing the following interventions:
 - Inspirational Coaching
 - Learning students' names
 - Welcome to the Course!
 - Transparent Syllabus
 - Conversations with Students
 - Assign and Assess Early and Often.
- In October of 2019 the Superintendent/President developed the Aspen Congress brain trust charged to be the leading entity to review and make recommendations about policies, practices, and procedures that support the College's pursuit of the Aspen Prize for Community College Excellence.
- In 2019 the College established a new position, Dean, Pathways and Professional Learning, with the responsibility to provide the administrative leadership and operational oversight of the development, organization, and implementation of the activities, goals, and objectives necessary for effective and efficient Guided Pathways implementation and professional development for faculty and staff.
- In 2019 the Superintendent/President established a President's Leadership Team. The purpose of the Team is to provide a forum for the Superintendent/President to directly communicate with managers to discuss policy and/or informational topics that the

managers can share with their direct reports. The President's Leadership Team is also a conduit for professional development. For example, in the summer of 2019 the President's Leadership Team spent one half day working on the Strengths Finder Process and another half day learning the Five Chairs Five Choices methodology. Most recently the President's leadership team has been involved in an informal conversation with Estela Mara Bensimon, Dean's Professor in Educational Equity & Director, Center for Urban Education, Rossier School of Education, University of Southern California. The President's leadership team also had the opportunity to experience an extended leadership exercise with a consultant, Gayla Kraetsch Hartsough, in Building Leadership in the New Normal.

Institutional Reporting on Quality Improvement

Response to Team Recommendations for Improvement

Recommendation 2: In order to improve effectiveness, the team recommends that the College develop a process for addressing deficiencies in achieving Institutional Set Standards, including integrating the standards into the program review process, and creating comprehensive improvement plans (Standard I.B.3, ER 11).

Summary of Progress to Date: The College has defined a new process for setting and tracking Institution Set Standards for student achievement, including integrating new strategies for addressing deficiencies.

Response to Recommendation 2:

The College has adopted a four-year cycle for setting and tracking Institution Set Standards, which follows the campus' program review cycle. Years one through three track annual progress and enable key campus constituents to discuss progress, deficiencies, and action plans to improve outcomes data applicable to programs offering a degree or certificate. Year four will align with the campus' fourth year of program review, which asks the College, as well as academic programs, to "Close the Loop," on all plans and initiatives and set new goals for moving into the new cycle. (These side-by-side processes are pictured in in Table, [Appendix A.](#)) In the fourth year, Institution Set Standards are proposed by the Academic Senate Executive Board, with counsel from the Executive Dean for Institutional Research and the Vice President of Instruction. Institutional Research , **and relevant CTE departments**, will provide the Academic Senate with data to help drive discussions for setting floor and stretch goals in the areas of: Course Completion, Certificate Completion, Degree Completion, Transfer Rate, Licensures Pass Rate, Job Placement Rate. Starting points for discussions on floor standards will be based on rolling 2-, 3-, and 5-year averages for performance outcomes. Members of the Academic Senate add their qualitative expertise to determine floor goals that match local, regional, and environmental factors which could further refine floor targets. Stretch goals are determined based on the combination of historical data provided by Institutional Research as well as the College's mission to meet and exceed goals contained within the College's new Educational Master Plan and the California Community Colleges Vision for Success goals. **Institution Set Standards relating to Licensure Rate and Job Placement Rates will be set with direction and professional discretion of CTE departments.** Once floor and stretch targets are set by the Academic Senate, they are sent to the College President for final adoption. The College's new process will begin in Spring 2021, and the College's Institution Set Standards will be tracked annually through the duration of the current program review cycle (through 2023-2024).

The Student Equity and Achievement (SEA) Committee, in alignment with its charge to regularly review data on student achievement gaps, assists programs with strategies for improvement, determines direction for improvements of student success and equity, and will play an integral part in assisting programs when performance falls below floor standards. The SEA Committee will be invited into annual discussions of program outcomes when program reviews are submitted to the Dean level (Tier 1 Level). When performance falls below the acceptable threshold for a given metric for at least 2 years running, the SEA Committee will assist the respective programs in examining underlying causes for low performance and identify remedies and actions for improvement. Actions for improvement will include strategies for raising performance outcomes.

The process of setting and tracking Institution Set Standards resides primarily with the Academic Senate, which will formalize end-of-cycle surveys to all involved stakeholders (i.e. Dept. Chairs, Designated Faculty, Deans, The SEA Committee, and Executive Leadership). Surveys will be distributed in the fourth year of each cycle to yield feedback and recommendations for process improvement. The Academic Senate Executive Board (ASEB) will analyze survey findings and engage in collaborative dialogue with executive leadership to amend or enhance the process for Institution Set Standards.

Recommendation 5: In order to improve effectiveness, the team recommends that the College increase student support services (i.e. Counseling, Financial Aid, Veterans Services) at off-site locations and for online students. (II.C.1., II.C.3., ER 15)

- **Summary of Progress to Date:** The College has added student support services to the two off-site locations (Fire, Criminal Justice and Emergency Medical Services programs at Regional Public Safety and the Aviation Program at Southern California Logistics Airport).

Response to Recommendation 5:

The two off-site facilities under consideration during 2017 accreditation visit were (1) the Regional Public Safety facility, which houses three of the College's programs relating to public safety training and career development, including: The Emergency Medical Services (EMS), Fire Science/Firefighting (FIRE), and Criminal Justice (CJ); and (2) the Southern California Logistics Airport, which houses the College's Aviation (AVA) program. Both facilities have taken actions to add, augment or adjust onsite student services, and additional student services are under consideration for implementation at these locations. Departments and programs located at these facilities have increased their capacities to more directly meet the needs of students by implementing the following changes:

Regional Public Safety Center has embedded the follow student support services:

- Designated a Counselor to service all students taking courses at the Regional Public Safety Center.

- Relocated a General Counselor to the facility for full-time support.
- Designated Admissions & Records and Financial Aid Technicians are available to support students by scheduling an appointment on-site or via zoom.
- Designated an Accounting Technician from fiscal needs to support Paramedic and Fire students.

The Aviation Program has embedded the follow student support services:

- Designated Counselor to service all students taking courses at Southern California Logistics Airport.
- General Counseling meeting available onsite or via zoom to Aviation students.
- Designated Admissions & Records and Financial Aid Technicians are available to support students by scheduling an appointment on-site or via zoom.
- Designated Accounting Technician from fiscal needs to support students in the Aviation Program.

Online Services

The College made great improvements in its ability to service students through online means [\[R5-01\]](#).

- MyVVC Launchpad: The College has expanded its offering of all campus services to be available through a single sign-on portal.
- Financial Aid: Virtual FAFSA Labs.
- Student Services Support Applications: The College uses phone apps to help students access campus services. Apps include: Ellucian for class scheduling, Canvas, Navigate, QLess, and Uber & Bus Schedules [\[R5-02\]](#).
- Library Services: The Library provides access to a variety of remote learning support services, including: reference interactions with a VVC librarian through online chat, screen sharing, email and telephone Monday through Saturday (60 hours per week); scanning for reserve textbooks; synchronous instruction sessions through Zoom and recorded videos; and online tutorials for research help. Digital resources available via the library's website include: academic eBook collections; newspaper, periodical and scholarly journal databases; reference materials; collection of popular eBooks and audiobooks; and streaming media. Students access these learning resources through the campus-wide MyVVC authentication software [\[R5-03\]](#). The Library promotes its virtual learning resources and services through the library's web site, newsletter, emails to students and faculty, and through campus events, such as the new student "boot camp." The Library assesses its services and learning resources through evaluation of usage statistics and user feedback.
- Bookstore: The RAMs Bookstore has enhanced its web services to provide online service to students.
- Virtual Labs: Writing Center, Math Center, Tutoring Services.
- Canvas Tutoring Plug-Ins: NetTutor and Pisces Online Tutoring.
- Website Optimization: campus Chatbot to help direct questions.

Recommendation 6: In order to improve effectiveness, the team recommends that the College examine the organizational structure and staffing of its executive level to ensure that the College maintains a sufficient number of administrators (III.A.10).

Summary of Progress to Date: The College has examined the organizational structure and staffing of its executive level personnel. In response, the College has greatly improved the staffing levels of its executive team by adding two executive positions: Associate Vice President of Matriculation and Athletics, and Vice President for Student Development.

Response to Recommendation 6:

During the Team visit in 2017, the College had four senior executives. The Executive Vice President for Instruction and Student Services was responsible for both Student Services and Instruction. Since then, the College has created two more executive level positions. The position of Vice President for Student Services was filled in 2018. The creation of the Vice President for Student Services ensured that both instruction and student services had sufficient leadership. The hiring of the Vice President for Student Services also provided a consistent level of support for instruction. Conversely, the addition of this position provided student services with a more focused and consistent leadership support. To further ensure that the College has sufficient levels of executive level support for students, a new position of the Associate Vice President of Matriculation and Athletics has been created.

Recommendation 7: In order to meet the standards, the team recommends that the College ensures Regular and Effective Contact in online courses and refines policies, procedures and processes as needed to ensure that there is evidence that all online courses have Regular and Effective Contact (II.A.2, II.A.7 and DE Checklist).

Summary of Progress to Date:

Since the March 2017 ACCJC Team visit, the College has prioritized compliance with the Distance Education (DE) course requirements dealing with Regular and Effective Contact. The following is a representative narrative of activities, documents, and related items to demonstrate compliance with ACCJC Recommendation 7.

Campus Meetings Related to Addressing Recommendation 7: After the March 2017 ACCJC visit, a special Distance Education Advisory Committee (DEAC) meeting was held March 21, 2020 [R7-01]. At the DEAC meetings on April 4 [R7-02] , April 18 [R7-03], May 2, [R7-04] May 16[R7-05] and September 5, 2017[R7-06], and throughout Spring/Fall 2018-2020, regular effective contact a standing area of the DEAC agenda [R7-07, R7-08].

- *Distance Education Academies hosted by the DEAC:* The DEAC hosts twice-yearly daylong workshops for faculty to assist them in both technical and pedagogical areas of distance education. From the Spring 2017 DE Academy through the Fall 2019 DE

Academy, numerous workshops in both Blackboard and Canvas were offered, from a general workshop [R7-09], and also focusing on Regular Effective Contact in discussions, [R7-10] effective and substantive online grading, requirements of Regular Effective Contact for potential DE instructors, [R7-11] and related topics. Unfortunately, the Spring 2020 DE Academy, which would have hosted three Regular Effective Contact - related workshops, was cancelled due to Covid-19 [R7-12].

- Canvas Action Team (CAT) Workshops: As Victor Valley College's transition from Blackboard to Canvas commenced in Spring 2019, the "Canvas Action Team" (CAT) was formed. CAT primarily offers technical training, but also includes reminders of Regular Effective Contact in all applicable workshops, and written guidelines for REC were provided to all CAT trainers [R7-13]. CAT training has been extended through the 2020-2021 academic year per an MOU with the Victor Valley College Faculty Association (VVCFA).
- *Distance Education Facilitator Workshops*: In addition to the DE Academies and CAT workshops, the college Distance Education Facilitator held numerous workshops between Spring 2018-Spring 2020 regarding Regular Effective Contact requirements [R7-14, R7-15]. These workshops were offered in both Blackboard and Canvas.
- *Changes to Full-Time Faculty CTA Agreement Regarding Regular Effective Contact*: In the Victor Valley Faculty Association (VVCFA) contract, Article 13, Online Instruction and Compensation, 13.C.2 and 13.C.4 reference regular effective contact in online courses. 13.G references online courses as part of contractual faculty evaluation and Appendices E-7 and E-8 (Peer and Student Evaluation of Distance Education Courses), specify Regular Effective Contact as part of the evaluation process for full-time faculty [R7-16, R7-17]. The contract runs from July 1, 2019 to June 30, 2022. A Memorandum of Understanding (MOU) for Full-Time Faculty Evaluations (Fall 2020) during Covid-19, as well as Peer and Student Evaluation Forms reflective of remote learning and the component of required regular effective contact, also support the adherence to online interaction [R7-18].
- *Documents and Newsletters Supporting Regular Effective Contact*: Numerous documents and newsletters have been distributed to faculty and administration regarding the importance of regular effective contact at the College. For example, in Summer 2017, department chairs were sent a resource document to distribute to their area full-time and part-time faculty [R7-19]. Additional documents, such as regular effective contact guidelines, flyers for DE Facilitator workshops, and monthly DE newsletters were distributed to faculty since Spring 2017 [R7-20, R7-21, R7-22, R7-23, R7-24, R7-25, R7-26, R7-27, R7-28]. Weekly newsletters were instituted mid-Spring 2020 due to Covid-19 and the implementation of remote learning/online courses for all college faculty. These weekly newsletters focus on tools in Canvas that promoted Regular Effective Contact and advertised special Regular Effective Contact workshops hosted by the DE Facilitator [R7-29, R7-30, R7-31, R7-32, R7-33, R7-34].
- *Distance Education Instructor Certification Training*: In Fall 2019, the DEAC created a non-credit Distance Education Instructor Certification (DEIC) course [R7-35], based on the VVC Academic Senate-approved process (Spring 2019) [R7-36], created by the Distance Education Advisory Committee (DEAC), sent to the VVC Curriculum Committee,

which was approved and forwarded to the California Community Colleges Chancellor's Offices (CCCCO). Due to the Covid-19 pandemic, a version of this course was launched in summer 2020, consisting of two cohorts (June 15-July 10, 2020; July 13-August 7, 2020). Emphasis throughout certification training was on the requirements of Regular Effective Contact, as per the DEIC non-credit course outline of record [[R7-35](#)].

Reflection on Improving Institutional Performance:

Student Learning Outcomes and Institution Set Standards (for colleges reviewed after spring 2016)

INSTRUCTIONAL PROGRAMS

Assessment Process Strengths

Each instructional program assesses its learning outcomes regularly at the course and program levels, following program developed assessment calendars to ensure assessment is ongoing and comprehensive. Assessment for Student Learning Outcomes (SLOs) occurs on a six-year cycle, where courses are each assessed twice within a three-year period. Overall, the College's strengths in assessment are in three areas:

- 1. Knowledgeable Staff and Faculty Leaders:** The College has rich human capital to support ongoing assessment. Designated assistance to support assessment practices at the College include the supportive administration roles of the Assessment and Accreditation Coordinator (a full-time, classified employee) and a Student Learning Outcomes (SLO) Coordinator (a full-time faculty member contracted to train and assist faculty during the academic year). Beyond this, the College has the Academic Senate and the Student Learning Outcomes and Assessment Committee (SLOAC) to provide policies and directions on VVC's assessment cycle. The College invested in sending its SLO Coordinator to WASC's Assessment Leadership Academy, where the SLO Coordinator was able to receive intensive training on best practices in assessment and the integration of assessment into program review [[IP-01](#)]. The Assessment and Accreditation Coordinator and the SLO Coordinator are deeply invested in assessment professional development activities which keep them abreast of all developments, activities, and new publications and evidence from the fields of assessment and program review. The SLO Coordinator and the Assessment and Accreditation Coordinator, led three presentations for the 7th Annual SLO Symposium held on February 8th, 2020 entitled (1) How Activating Student Agency in Assessment Promotes Educational Equality; (2) Using Alternative Interactive Assessments to Improve Student Learning in Canvas and Beyond; and (3) Case Study: Faculty Collaboration and Creativity in Using Canvas for Assessment [[IP -02](#), [IP -03](#), [IP -04](#)].
- 2. Training and Resources Provided in Comprehensive and Dynamic Ways:** The assessment support staff/faculty work collaboratively to provide training on all matters related to conducting assessment, assisting full- and part-time faculty in preparing to conduct an assessment, and faculty are provided with policies from SLOAC's handbook [[IP -05](#)]. Training provided by either and/or both the Assessment and Accreditation Coordinator and the SLO Coordinator have included: preparing to conduct assessments [[IP -06](#)], how to download rosters for SLO assessment data [[IP -07](#)], how to complete an SLO Assessment Form [[IP -08](#)], how to submit the approved SLOAC assessment forms and data [[IP -09](#)], assisting Deans' Offices in assigning assessment and ensuring faculty association agreements are followed assisting Department Chairs in building their assessment calendars and training Deans' staff in facilitating compensation for part-time

faculty assessment. Training sessions are offered frequently, at varied times, and as needed. For example, the SLO Coordinator has weekly, set office hours, but also offers training sessions throughout the week during mornings, afternoons, and evenings to meet the needs of faculty with varied schedules [[IP -10](#), [IP -11](#)]. Appointments are also available for individual meetings with faculty. The Assessment and Accreditation Coordinator also offers flexible, varied and as-needed appointments

The College also contracted Assessment expert Dr. Amy Driscoll to visit with instructional programs (and Student and Learning Support Services) to help build a culture of assessment. She visited the College three times, and for instructional programs, helped Department Chairs and faculty and SLOAC review and reflect upon the creation and assessment of meaningful and measurable SLOs. Each program revisited their SLOs and, as needed, redrafted SLOs to better align with their courses. Dr. Driscoll helped the College define the difference between unique assessments and the option to map SLOs to the PLO level. In doing this, she also helped programs with their PLO creation, monitoring, and assessment [[IP -12](#)]. In her third and final visit, Dr. Driscoll provided mentoring to both the Assessment and Accreditation Coordinator and the SLO Coordinator to continue providing extensions of her contributions through their own training practices.

- 3. Committee and Process Integration:** To meet the ongoing needs of faculty and programs in relation to assessment, the College collaborated to integrate common definitions, cycle dates, and to develop synergy between campus assessment, Program Review, the Educational Master Plan, the Strategic Enrollment plan, and the Guided Pathways Initiative. In the 2019-2020 year, the campus added a fourth year to its Program Review Cycle called the Close the Loop year, which focused on, among other things, thoroughly reflecting on the strengths and weaknesses found in their SLO and PLO data from the previous cycle. While previous years in Program Review had delegated space for Department Chairs and faculty to reflect on their SLO data, the Close the Loop year added reflection of PLO data as well, which re-initiated a standard process, procedure and collaborative dialogue among campus stakeholders to reflect and act on their program data [[IP -13](#)]. Integration of SLO and PLO assessment was also the focus of the SLO Coordinator's final project for WASC's Assessment Leadership Academy (ALA), tracked and concluded through the final report submitted to the ALA. [[IP -14](#)].

Assessment Process Growth Opportunities

The College stands by the core tenant of assessment that there is always room for improvement of student learning and outcomes as assessment with integrity demands ongoing, comprehensive and systematic improvement. Two areas for growth involve the use of technology, dexterity of Academic Senate Committees and re-commitment of administration to assessment priorities and continuing to ensure the validity and reliability of SLOs and how they are mapped to PLOs.

Technology

The College has continued to be successful in its ongoing assessment efforts, which focus on the integrity, accuracy, relevance and commitment to improving student learning, though use of technology has been an area the campus is attempting to improve. The College uses Nuventive's Assessment Management System, Improve (formerly known as TracDat), to store its assessment narratives and data. Discussions have occurred regarding the ability to expand the scope of the *Improve* system to show comprehensive dashboards which will disaggregate assessment data based on College priorities and goals. While the College is able to disaggregate assessment data by course modality (i.e. Face-to-face, Hybrid, online), the process of disaggregating data based on age, gender, race and ethnicity requires more time and the buy-in/agreement of campus stakeholders to commit to a dashboard that meets everyone's needs. Although this discussion has been ongoing for approximately two years, the College is considering upgrading its Nuventive Improve system for more functionality, including the ability to provide disaggregated data in a streamlined fashion for Academic Deans and Department Chairs.

Academic Senate Committees

The Academic Senate has recognized the need to ensure the alignment and synchronization of Academic Senate Committee charges and goals. Tendencies toward committee compartmentalization have occurred in relation to competing demands for resources and technology which are not transparently discussed or understood. Challenges over committee priorities could be significantly reduced with greater engagement from the Academic Senate and the Academic Senate Executive Board.

SLO Integrity and Mapping to PLOs

While the College has been successful in following its process, procedures and set timeline for completing SLO assessments, both for instructional areas and learning support services, the Campus is still focused on working with faculty to ensure SLOs are updated as needed and as required, and SLOs are properly mapped to PLOs. To this end, the Assessment and Accreditation Coordinator regularly meets with Department Chairs to consider whether the SLOs are meeting program needs and if the SLOs are mapping well to the set PLOs. In cases where the SLOs are dated or not mapped correctly, individual attention is given where Department Chairs are supported in correcting deficiencies. This is a continuous and comprehensive process that enables the programs to improve and reflect upon their teaching to improve student learning.

Improvements Attributed to Outcomes Data

Instructional programs have been highly successful in conducting assessments, as well as evaluating and planning as a result of completed assessments [[IP-15](#), [IP-16](#), [IP-17](#)]. In the most recent program review year (2019-2020), the Mathematics program, in reviewing their previous SLO assessments and departmental assessment procedures, determined they would commence conducting SLO assessment within the College's Learning Management System, Canvas. The program was also able to reach consensus on some new testing techniques, and the department discussed strengths and deficiencies in their current assessment techniques and

provided plans on how to provide a remedy. In reviewing their previous three years of SLO assessment data, the Sociology program decided to revise their SLOs for SOC 101, 102 and 107. The program cited areas of improvement, including how to facilitate conversations at the PLO level and how to best migrate their assessment tools from the previous LMS system, Blackboard, into Canvas. These are just a few of the many examples where programs made revisions to their SLOs, adjusted their assessment methods, adjusted their pedagogy, and/or updated their curriculum to improve student learning.

In the campus visits from Dr. Amy Driscoll, training was provided that helped focus the campus conversation over assessment in a highly productive direction. Historically, faculty have often focused heavily on the students who met the standard. Dr. Driscoll helped the campus shift the focus to the students who did not meet the standard and consider specifically how to improve student learning for these student populations. As a result of this training, the campus amended its SLO assessment practices and shifted its assessment form to a new model, which specifically asks faculty to consider those who did not meet the standard and consider the factors involved in why students did not meet the standard. This form has now been in effect since Spring 2019 [[IP-18](#)].

Where Assessment Areas are Falling Behind

The College preempts problems of assessment submission and follow-through by having the Assessment and Accreditation Coordinator provide support and oversight for Academic Deans, Academic Dean's staff, Department Chairs and full- and part-time faculty. The Assessment and Accreditation Coordinator regularly communicates with Academic Deans on how well assessments are being completed and returned and meets bi-annually with academic department secretaries to provide training and support on all assessment issues. Academic department secretaries, in turn, also provide an extra layer of assessment direction to faculty struggling with the timing and business process around their assessments. The Academic Deans are able to meet with Department Chairs and designated faculty to provide guidance and suggestions on the assessment calendars, though the actual assessment assignments originate in the Dean's offices. The Assessment and Accreditation Coordinator also meets weekly with the SLO Coordinator to discuss assessment completion, training strategy, and discuss emerging trends in the field of campus assessment. The College, through the training and resources provided by the Assessment and Accreditation Coordinator and the faculty SLO coordinator, has multiple checks and balances in place to continually ensure that assessments are being completed in a timely and effective way, and when areas see delays or issues, these two roles are able to provide action plans to improve program performance and faculty participation.

Covid-19 Response

The College was able to continue adhering to ongoing assessment during the onset of the Covid-19 pandemic, though some adjustments were made in instances where classes were cancelled or not offered. Programs facing issues of class cancellation or delay worked with the Assessment and Accreditation Coordinator and the SLO Coordinator to adjust their 6-year calendars, either postponing assessments to when the class would again be offered, or determining if assessment could be performed on the assessments conducted prior to the

shutting down of on-campus/in-person operations. By April 1, 2020, as the understanding cemented that on-campus operations would not return to normal by the end of the term, all College stakeholders, including the executive leadership, the Academic Senate, and the Student Learning Outcomes and Assessment Committee were unanimous in a decision to continue all assessment operations in cases where courses were able to continue being held [IP-19]. In response to this decision, the Assessment and Accreditation Coordinator and the SLO Coordinator provided more opportunities for faculty to receive assistance in conducting their SLO assessments [IP-20]. As a result of a clear campus direction on assessment, as well as greater training provided, the College was able to successfully complete all assessments for courses not cancelled and was able to continue offering courses. The assessment data retrieved from the Spring 2020 semester, while markedly affected by the Covid-19 pandemic, is already providing valuable insights for Academic Deans, Department Chairs and faculty as setting a benchmark for progress as they continually consider how to better service students during such challenging times.

Overview

The Institution Set Standards (ISS) enable the College to view and reflect upon baseline achievement data for course completion, degree completion, transfer rates, and licensure pass rates and job placement rates. The College set floor and stretch goals for degree completion, certificate completion and transfer rates, but did not set stretch goals for course completion, licensure pass rates and job placement rates annually between 2016 and 2019. The new process under review for setting and tracking ISS, outlined in Recommendation #2, will remedy this deficiency by ensuring floor and stretch goals are set by the Academic Senate, under guidance from executive leadership and in congruence with the College's Educational Master Plan and California Community College Chancellor's Office Vision for Success goals [IP-21].

A general overview of ISS between 2016 and 2019 revealed the following: [IP-21]

- Course Completion: The College met its floor goal for student success, performing between 5 and 7% points better than its standard between 2016 and 2019. No stretch goal was set at the onset of the 2016 Institution Set Standards.
- Degree Completion: The College met and exceeded its floor and stretch standards in the 2018/2019 year, surpassing the floor standard by 381 additional completions, and 281 additional completions based on its stretch goal.
- Certificate Completion: The College met and exceeded its floor and stretch goal standards in the 2018/2019 year, surpassing the floor standard by 238 and the stretch goal by 188 more certificate completions.
- Transfer: The College met and exceeded its floor standard for transfer by 38 in 2018-2019, but did not meet its stretch goal by 12.
- Licensure Pass Rates: The College met and exceeded its floor standards in all licensure areas, though no stretch goals were determined for the 2016-2019 cycle.
 - Registered Nursing (NCLEX): Exceeded standard every year, and by 15% in the 2018-2019 year.
 - Certified Nursing Assistant (CNA): Exceeded standard every year, and by 37% in the 2018-2019 year.

- Respiratory Therapy (RRT): Exceeded standard every year with a three-year high in the 2018/2019 year of 25% higher than floor standard.
- EMT: Exceeded standard every year with a three-year high in the 2018-2019 year of 22% higher than floor standard.
- Paramedic: Exceeded the standard every year and with a three-year high in the 2018-2019 year, by an additional 27%.
- Job Placement Rates: In seven of the nine areas where an institution standard was set, four areas met the standard in the 2018-2019 year, including Agriculture and Natural Resources, Engineering, Health, and Family and Consumer Science. Business and Management and Public and Protective Services experienced minor declines, not meeting the standard, and Information Technology experienced a major decline between the 2017/2018 year to the 2018/2019 year. No stretch goals were set for the 2016-2019 cycle, and there were no floor or stretch goals determined for Media and Communications and Law during the 2016-2019 cycle as these programs were newly onboarded during the cycle [\[IP-21\]](#).

Floor Standards

While the College primarily met most of the goals set for ISS, the findings of the most current review yielded discussions over the College's methodology for setting floor and stretch goals and the process by which outcomes are tracked. The culmination of these discussions resulted in the adoption of a new process for setting and tracking ISS, and is initiated by the Academic Senate. As described in Recommendation #2, floor standards will be based on rolling 2-, 3-, and 5-year averages for performance outcomes in tandem with faculty discretion/expertise/knowledge of VVC's unique local and regional enrollment and employment conditions. **ISS for Licensure Pass Rates and Job Placement Rates will be set based largely on the professional discretion of CTE leadership, given their area expertise, first-hand experience of their industries, as well as their knowledge and interpretation of current Labor Market Information.** Floor standards will be available to view alongside total College and program outcomes annually through the program review process [\[IP-21\]](#).

Achievement of Stretch Goals

Stretch goals were not determined for the areas of course completion, licensure pass rates and job placement rates between 2016 and 2019. The adoption of the new process, outlined in Recommendation #2, will help remedy this deficiency, as well as the initiatives contained within the College's new Strategic Enrollment Management (SEM) Plan. The College's new SEM Plan was in development during the 2019-2020 academic year and facilitated meetings between Department Chairs/Program Directors and campus leadership to view and reflect upon key program performance data over the prior three years and consider more relevant and aspirational goals moving forward. If the plan described in Recommendation #2 is adopted, the Instructional Program Review reports will add a section specifically for Department Chairs and designated faculty to consider the performance of their programs alongside ISS [\[IP-21\]](#).

Improving Outcomes for Institution Set Standards

The College's proposed plan for amending its methodology on setting floor and stretch goals, as well as incorporating a new process for tracking these goals, is focused on ensuring there are sustainable and relevant procedures in place which are conducive to continuous improvement of outcomes. By adopting a new plan, the responsibility of setting targets will reside with the Academic Senate. The Academic Senate is empowered to reflect upon historical data and use their expertise and discretion to set targets based on the context of the College's unique local, regional and environmental factors. Guidance and leadership will be provided to the Academic Senate by the Executive Dean for Institutional Research and the Vice President of Instruction, ensuring that the ISS are in alignment with all other campus initiatives, including, the Educational Master Plan, the Strategic Enrollment Management (SEM) Plan, the California Community College Chancellor's Office Vision for Success and Guided Pathways. After targets are set, continuous improvement is also assured by the incorporation of the Student Equity and Achievement (SEA) Committee's leadership and participation in the process. Programs will be viewing their data annually, and when targets are not met for a period of two years running, the SEA Committee will be tasked to work with these programs to provide strategies and support to improve their outcomes. To ensure continuous improvement of the process itself, the Academic Senate will survey campus stakeholders in the fourth year of each cycle in order to yield feedback and recommendations for the beginning of a new cycle.

Information Sharing of Institution Set Standards

Since the College has been successful in cultivating a strong culture of program review and assessment, the proposed plan described in Recommendation #2 embeds itself within the program review cycle. The program review cycle has provided department chairs and faculty constituents with yearly opportunities to view their program data and engage in conversations, not only within their academic programs, but with their deans and campus leadership. By embedding discussions of ISS within program review, the new process leverages the strengths of campus buy-in to program review and faculty expectations for data and outcomes tracking. For easy viewing, ISS floor and stretch targets will be embedded into the data dashboards faculty and deans are accustomed to viewing during their normal annual program review practices (see [Appendix B](#) Sample ISS Data Dashboard).

Report on the Outcomes of the Quality Focus Projects

Emerging from and described in the College’s 2017 Institutional Self Evaluation Report (ISER) are 3 broad themes that were aligned to the strategic goals at that time. These themes provided the foundation for the development of action projects detailed in the Quality Focus Essay (QFE) with the stated objectives shown below:

Theme from Quality Focus Essay	Objective
Student Success	To move the College to the top tier of regional and state community colleges by: increasing overall retention, course completion, persistence, graduation, transfer rates, and job placement for the College’s graduates.
Systems and Process Improvement	The College will dramatically improve performance, quality, efficiency and services by: streamlining existing processes to eliminate elements that do not add value or enhance operational and institutional effectiveness.
Institutional Climate Improvement	The College will improve institutional climate and positively impact employee morale by developing the following focal points: increased participation in decision making, increased good communication.

Since that time, the College has undergone a comprehensive educational master planning process wherein those quality focus themes are still present—albeit, with the benefit of building upon the status and achievements of the QFE action projects to create more focus around its energizing new vision (see [Appendix C](#)). In this way, the College has matured in the integration and alignment of how its goals, strategic objectives, operational planning and resourcing serve the new vision and continuation of its mission.

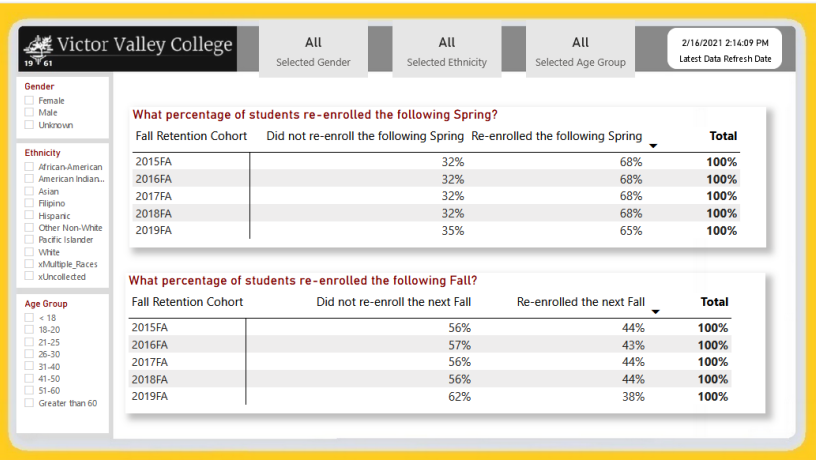
Status of QFE Action Project Outcomes

Status of outcomes detailed in the QFE are provided below, organized under each of the three themes reported.

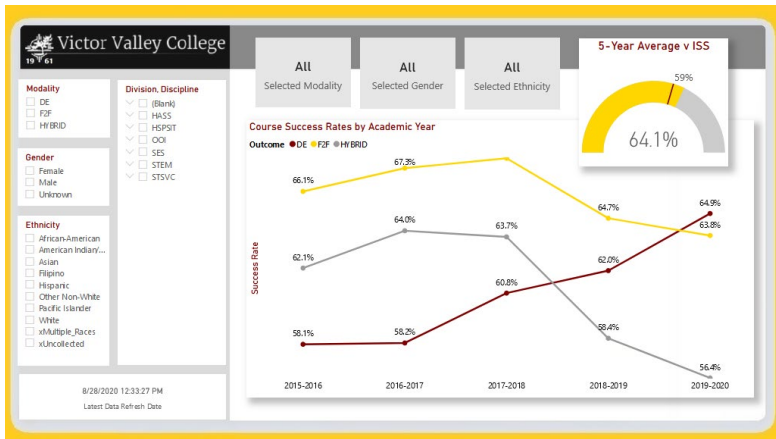
Student Success Projects

Theme / Objective from Quality Focus Essay	Action Statement
Student Success / To move the College to the top tier of regional and state community colleges by: increasing overall retention, course completion, persistence, graduation, transfer rates, and job placement for the College's graduates.	<p>In order to improve overall student success for students enrolled in online courses, the College will expand and enhance support services.</p> <ul style="list-style-type: none"> Expand student support services to help students taking classes at the off-campus locations. Enhance support services that assist students to prepare and improve their online readiness skills, receive counseling/advising, and tutoring.

As reported under Recommendation #5 herein, the College has expanded and enhanced its student support services with the intent of having positive intermediate impacts on the indicators specified in its student success objective. More importantly, these indicators have become integral components in the College's performance assessments of its institutional effectiveness. With respect to course completion/success rates as described in Recommendation #2 herein, the College utilizes systematic, collaborative processes to establish an institution set standard (ISS) against which progress is evaluated. Most indicators have publicly available reports on the [VVC dashboard](#) supporting institutional assessment and planning. While the intent and hope is that we begin to move the needle, the current status of these QFE-related outcomes is mixed.

QFE Indicators, Student Success Action Projects	Current Status						
<p>Overall retention (aka term-to-term persistence)</p> 	<p>Retention Fall-to-Spring</p> <table border="1"> <tr> <td>2019-20</td> <td>Retention = 54%</td> </tr> <tr> <td>2015-16</td> <td>Retention = 68%</td> </tr> </table> <p>Retention Fall-to-Spring</p> <table border="1"> <tr> <td>2019-20</td> <td>Retention= 40.02%</td> </tr> </table> <p>Analysis: The trend for Fall-to-Spring has consistently been ~68%. The steep decline in Spring 2020 is arguably attributable to the Covid 19 quarantine wherein the College experienced an unprecedented increase in Excused Withdrawals (EWs). Similarly, the Fall-to-Fall 4 yr. trend shows a steep decline in Spring 2020; however, given the nature of the overall 5-yr trend for this indicator and the complex methodology, it is currently under study to rule out technical errors.</p>	2019-20	Retention = 54%	2015-16	Retention = 68%	2019-20	Retention= 40.02%
2019-20	Retention = 54%						
2015-16	Retention = 68%						
2019-20	Retention= 40.02%						

Course completion

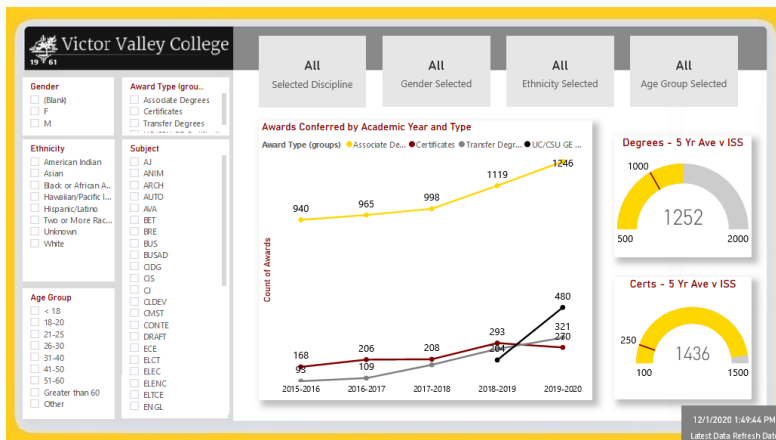


ISS, course = 59%

2019-20	Face-to-Face (F2F) = 64%
2015-16	Face-to-Face (F2F) = 68%
2019-20	DE = 65%
2015-16	DE = 61%
2019-20	Hybrid = 56%
2015-16	Hybrid = 64%

Analysis: All indicators exceed the ISS. There is an upward trend in DE success rates in the past 4 years, exceeding F2F rates last year. Hybrid course success rates show a decreasing trend, with 2019-20 falling below the ISS. Further study is needed to determine the impact of the Covid 19 quarantine on course success in Spring 2020.

Graduation (degrees and certificates conferred)



ISS, degrees = 1000

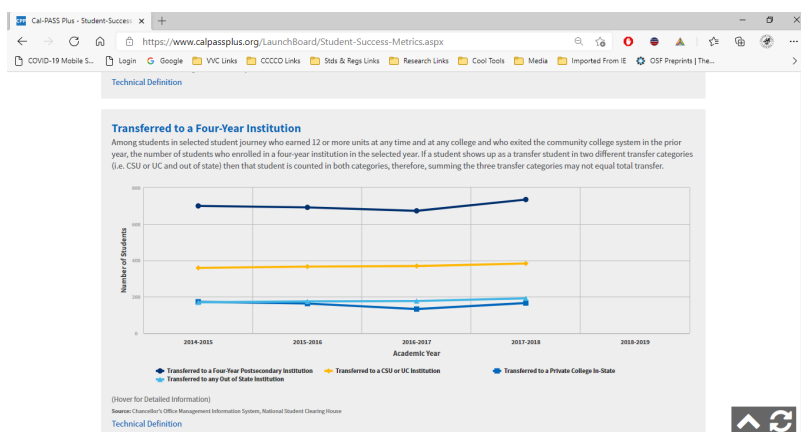
2019-20	AA/AS = 1252
2015-16	AA/AS = 940
2019-20	ADTs = 321
2015-16	ADTs = 95

ISS, certificates = 250

2019-20	Certificates = 1436
2015-16	Certificates = 167

Analysis: All indicators exceed the ISS. Setting new ISS targets will be discussed in Spring of 2021 as stated in Recommendation 2.

Transfer rates (link to CCC Launchboard)

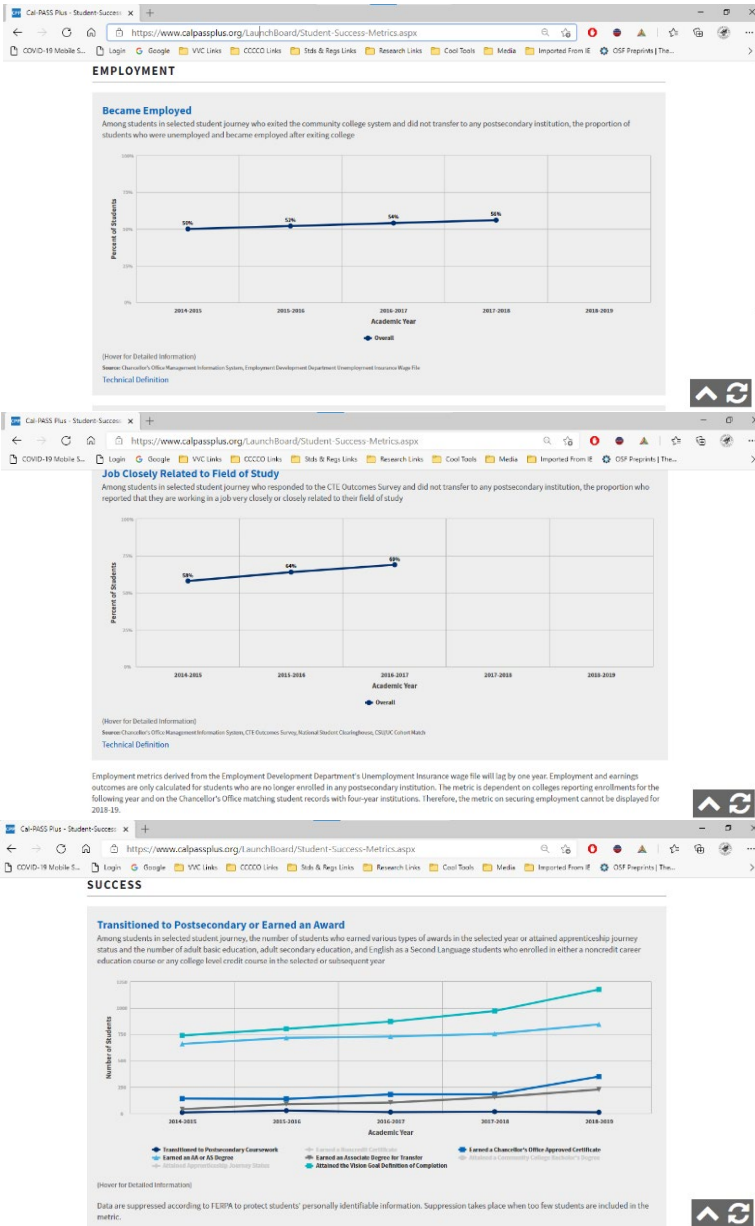


ISS, transfer= 600

2019-20	Transfer = 734
2015-16	Transfer = 699

Analysis: College performance exceeds the ISS. Local means for tracking and reporting transfers needs to be developed. Setting new ISS targets will be discussed in Spring of 2021 as stated in Recommendation 2.

[Job placement](#) (link to CCC Perkins Data Mart)



ISS, job placement program specific ranging from 61% to 84%

2019-20	= program specific ranging from 68% to 89%
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Analysis: College performance falls below the ISS.
Increasing trend from 2014-15 through 2017-18 is promising; however, it is unclear whether the metrics used to set the ISS (Perkins) will continue to be used since the CCC Launchboard uses a different metric. Setting new ISS targets will be discussed in Spring of 2021 as stated in Recommendation #2.

In summary, progress to date on QFE projects related to student success indicates that the provision of student access to key services has shown mixed results. Whether and how utilization of the expanded and enhanced services has contributed to these mixed results still needs to be studied; however, the impact of the Covid-19 quarantine in Spring 2020 may in part be a contributing factor in the mixed results that have been seen on the indicators of student progress and achievement cited here. Much progress has been made in the provisioning of services to students, in building the infrastructure and systems needed to readily monitor progress and, most importantly, in casting a new ambitious vision for the College's future that

places students, equity, and excellence at the core of its institutional identity. The College needs to continue its discussions about these results and what to do to improve them.

Systems and Process Improvement Projects

Theme / Objective from Quality Focus Essay	Action Statement
<p>Systems and Process Improvements / The College will dramatically improve performance, quality, efficiency and services by: streamlining existing processes to eliminate elements that do not add value or enhance operational and institutional effectiveness.</p>	<p>The College will dramatically improve performance, quality, efficiency and services by: streamlining existing processes to eliminate elements that do not add value or enhance operational and institutional effectiveness. To improve performance, quality, efficiency and services, the College will develop an ongoing systemic approach to increase participation in the decision-making process regarding process and systems improvement including the following:</p> <ul style="list-style-type: none"> ▪ Evaluation of recent revisions to PRAISE to determine process compliance, impact of recent changes, and any new opportunities to improve the PRAISE Report as a planning tool. ▪ Evaluation of current business processes to identify opportunities and resources needed for automation and improvement. ▪ Review of board policies and administrative procedures to ensure that policies are updated routinely. ▪ Review the shared governance system and structures to ensure robust participation and effectiveness in the College’s governance structure and effectiveness.

Consistent with continuous quality improvement, several key operations have been evaluated and revised:

- PRAISE compliance and evaluation is conducted on an annual basis, and changes are reflected on each year’s setup of the program review and planning tool (Nuventive’s Improvement Platform).
- Business process improvement efforts have targeted (1) employee onboarding and payroll procedures; and (2) class schedule development, which was integral to the Institutional Effectiveness Partnership Initiative (IEPI) Strategic Enrollment Management (SEM) project and the ongoing SEM initiatives.
- Board policy (BP) and administrative procedures (AP) review has become an ongoing practice established under the College’s new Superintendent/President. Dr. Walden provided the appropriate division Vice Presidents directions and guidelines to update the BPs/APs, including giving access to Community College League of California’s (CCLC)

Policy and Procedure Program. Dr. Walden directed all legally required BPs be addressed first, sending them for a first and second read and adoption at the Governing Board’s monthly Trustee meetings. Development and updates to BPs may be sent to the College’s general council for review before sending to the Board of Trustees. Dr. Walden directed all legally required APs be addressed next. The Superintendent/President’s office is working on Chapters 1 – 3 and each Vice President is working on the APs which fall under their purview. The AP is vetted through the Academic Senate and/or College Council, and once approved by these committees is then sent to the Superintendent/President to review and approve or edit. If there are edits, the Superintendent/President contacts the committee to discuss any changes he may have made. Once all are in agreement with the language in the AP, it is uploaded to the VVC website by the Superintendent/President’s office.

- The administrative procedure for participatory governance was reviewed to ensure committees and their charges were relevant to the College’s priorities, and to specify standardized practices to support better participation and communication. The revised Administrative Procedure 1201, Participatory Governance Structure and Responsibilities was adopted by College Council on 1/23/2020 and approved by the Superintendent/President on 2/24/2020.

These newly revised practices and procedures are still emerging, but are gaining momentum under a new chief executive and the recently adopted Educational Master Plan (EMP). The College has long practiced collaboration across campus, while still struggling with some silos; in the new operating context set by an EMP vision that specifies *equity, innovation, and exceptional student experiences* as key to driving student success, the College’s efforts to improve its operational efficiencies and more effective work systems will ensure students benefit with improved success outcomes.

Institutional Climate Improvement

Theme / Objective from Quality Focus Essay	Action Statement
Institutional Climate Improvement / The College will improve institutional climate and positively impact employee morale by developing the following focal points: increased participation in decision making and increased communication.	In order to improve institutional climate and positively impact employee morale, the College will develop increased participation in decision-making and increased communication. The College will increase employee participation in the decision-making process as well as improve communication with College communities in order to achieve a supportive workplace environment.

The activities supporting revision of the participatory governance practices of the College were aimed at supporting this QFE theme and objective. Adoption of the revised administrative procedure was completed early in 2020; communication improvements are in process at this

writing through the commission of a new governance committee to be charged with developing a new work system for maintaining, reporting, and disseminating committee work products (agenda, minutes, actions and impacts on the College’s key EMP priorities).

Institutionalizing QFE Projects

With the College’s adoption of its EMP for 2020 and beyond, the project plans described in the 2017 ISER are subsumed within the new strategic framework supporting three district goals with clear, albeit evolved connections to the previous strategic goals upon which the QFE themes were based:

Revised District Goals – VVC Educational Master Plan 2020		
District Goal 1 - Student Experience and Success	District Goal 2 – High Quality Practice/Excellence	District Goal 3 - Institutional Learning
VVC will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. VVC will champion an equity-minded frame that fosters responsible attitudes toward cultural diversity, personal responsibility, community engagement, inclusivity, and cultural humility.	VVC will continue to develop and implement high-impact, student-centered practices, showcasing VVC’s dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. VVC will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.	VVC will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community to create world-class innovative teaching and student service practices. In turn, VVC will empower a new generation of lifelong learners with multi-cultural and global competencies.

The QFE Student Success theme has been improved with the inclusion of **student experience** as an intentional focal point throughout the College’s programs and services. The theme of Systems/Process Improvements is made better by emphasizing **high quality and excellence** in all operations of the College. The theme around Institutional Climate has shifted its focus from employee morale and communication, to cultivating an ethos of and value for **institutional learning** through professional development of all workforce members specific to the College’s key EMP priorities.

While many project-related tasks under each of the original three QFE themes are accomplished, the longer term intended outcomes have yet to be realized. Hence, the

organizing framework in EMP 2020 enables that realization by building upon the QFE work, with consideration of the changes evident in the operating environment resulting from the environmental scan and the more recent turbulence caused by the Covid-19 pandemic. Each component of the EMP strategic framework (see [Appendix D](#) for graphic depiction) is interconnected and mutually reinforced; they are listed below:

- Caring Campus – This component represents an overarching collection of campus-wide projects aimed at demonstrating “VVC Cares.” Supporting blueprints describe the key activities across three time horizons.
- Guided Pathways (GP) – As another overarching collection of campus-wide projects, this component encompasses all GP-related (read *Intentional College Re-design*) activities. Again, supporting blueprints describe key activities across three time horizons.
- Pursuit of Excellence – This component of the strategic framework provides the platform upon which all practices, processes, and programs are based; it provides aspirational standards defining what is meant by “excellence.” More importantly, operational expectations for *how* the College accomplishes everything it does are established through the specification of “VVC Excellence Essential Practices” and related action blueprints across three time horizons.
- Equity Imperative – This framework component is embedded within each of the blueprints in terms of the specific equity impact the blueprint must address. For example, the GP key activities around Teaching and Learning must address this equity imperative: “Effective teaching and learning strategies supported by professional development include equity mindedness.”

The intentionality of integrating and aligning the lessons learned from the ISER and QFE development process into the College’s 2020 Educational Master and related Strategic Enrollment Management Plans evidences its organizational maturity. While the College’s history of accreditation woes is not a collective source of pride among workforce members, the journey it compelled was embraced as an opportunity to realize the College’s potential. By first struggling to meet the minimum threshold of educational quality represented by meeting the accreditation standards, the College learned (1) that it could exceed those standards, and (2) how to exceed those standards by aspiring for and pursuing its emergent culture of excellence. As stated in the EMP, “VVC Excellence” is defined as

- A continuous pursuit of operational and institutional excellence that: empowers and holds all stakeholders accountable for purposeful, quality improvement.
- creates new ways of doing business that are student-centric and innovative; and
- achieves optimal and equitable impact on student experiences and success.

In this way, the QFE truly provided the *origin story* for VVC’s emergence as a model of innovative, equitable, and excellent practice.

Fiscal Reporting

[ANNUAL FISCAL REPORT](#) DATA

General Fund Performance

Category	Reporting Years since Comprehensive Review		
	2016-17	2017-18	2018-19
Revenue	\$63,880,274	\$62,962,570	\$68,694,862
Expenditures	\$ 61,410,880	\$ 62,294,248	\$ 68,651,264
Expenditures for Salaries and Benefits	\$ 52,779,551	\$ 54,986,016	\$ 60,695,871
Surplus/Deficit	\$2,469,394	\$668,322	\$43,598
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	3.87%	1.11%	0.0635%
Reserve (Primary Reserve Ratio)	8.90%	10.08%	9.30%

Analysis of the data:

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Other Post-Employment Benefits

	2016-17	2017-18	2018-19
Actuarial Accrued Liability (AAL) for OPEB	\$11,174,445	\$11,861,031	\$13,754,112
Funded Ratio (Actuarial Value of Plan Assets/AAL)	95%	102.58%	93.2%
Annual Required Contribution (ARC)	\$644,720	\$635,656	\$770,408
Amount of Contribution to ARC	\$1,398,573	\$635,656	\$770,408

Analysis of the data:

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Enrollment

	2016-17	2017-18	2018-19
Actual Full-Time Equivalent Enrollment (FTES)	9,477	9,640	9,191

Analysis of the data:

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Financial Aid

	2016-17	2017-18	2018-19
USED Official Cohort Student Loan Default Rate (FSLD - 3-year rate)	15%	15%	6.2%

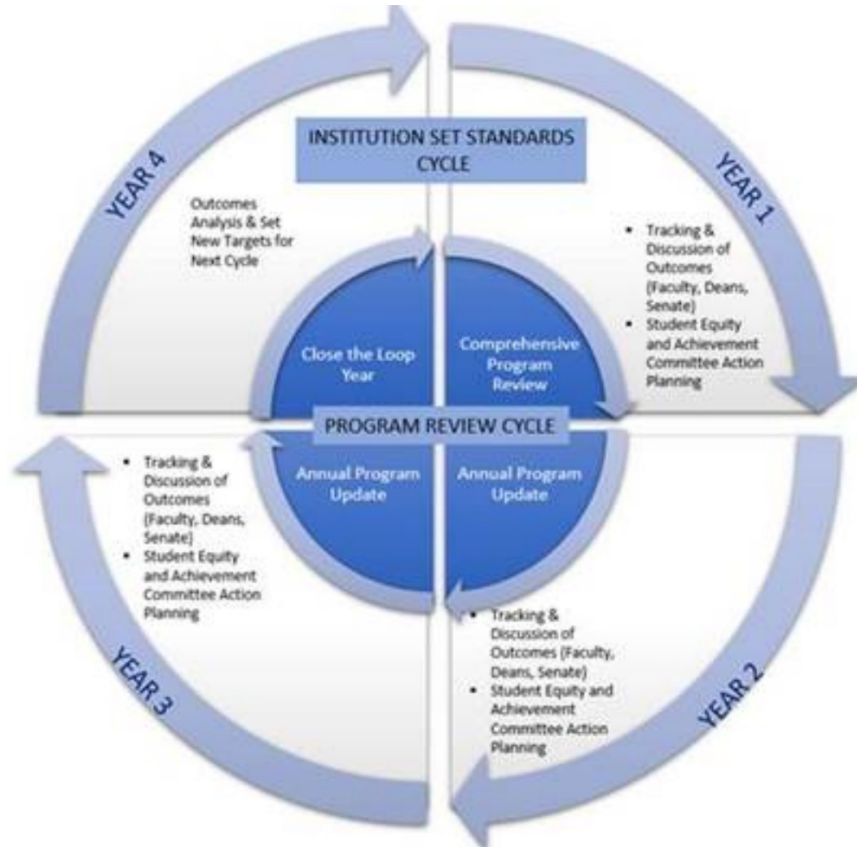
Analysis of the data:

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Appendices

Appendix A Table 1:

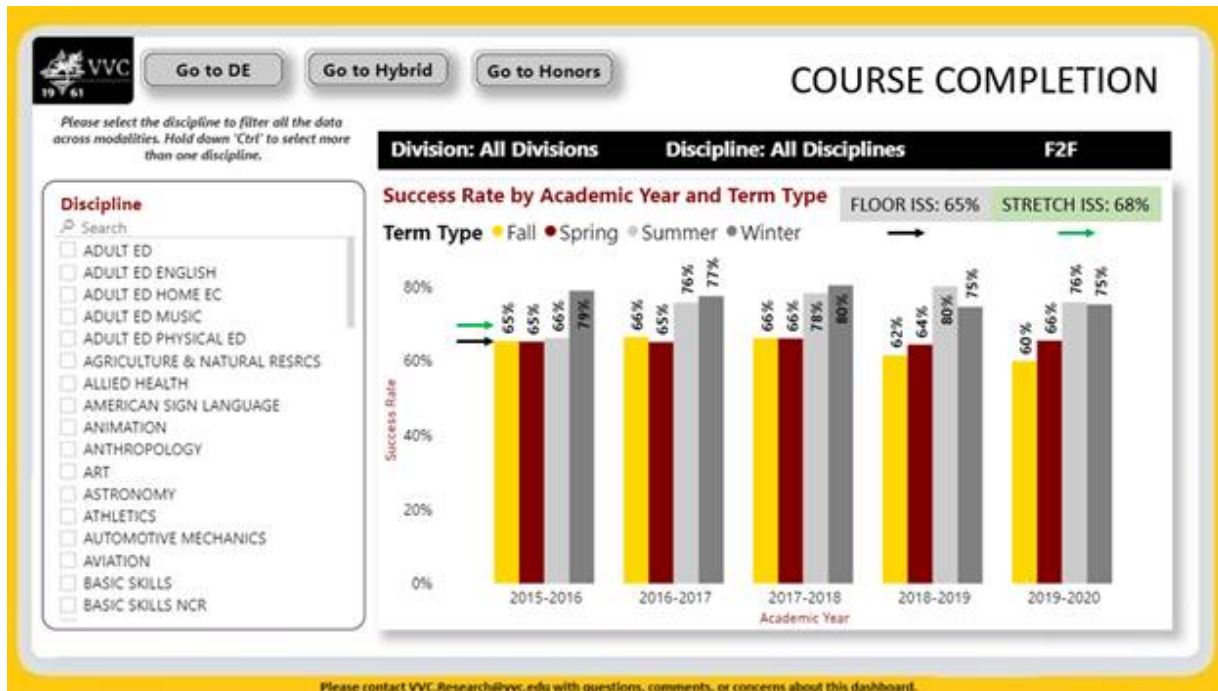
Side-by-side processes of Setting Institution Set Standards alongside Program Review Cycle.



Appendix B: Illustration 1

This image shows an example of how the College may display its data. The visualization of the data will be developed in partnership between the Office of Institutional Research and the Academic Senate.

SAMPLE



Appendix C: Vision, Mission, Values from VVC Educational Master Plan 2020

Vision

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

Mission

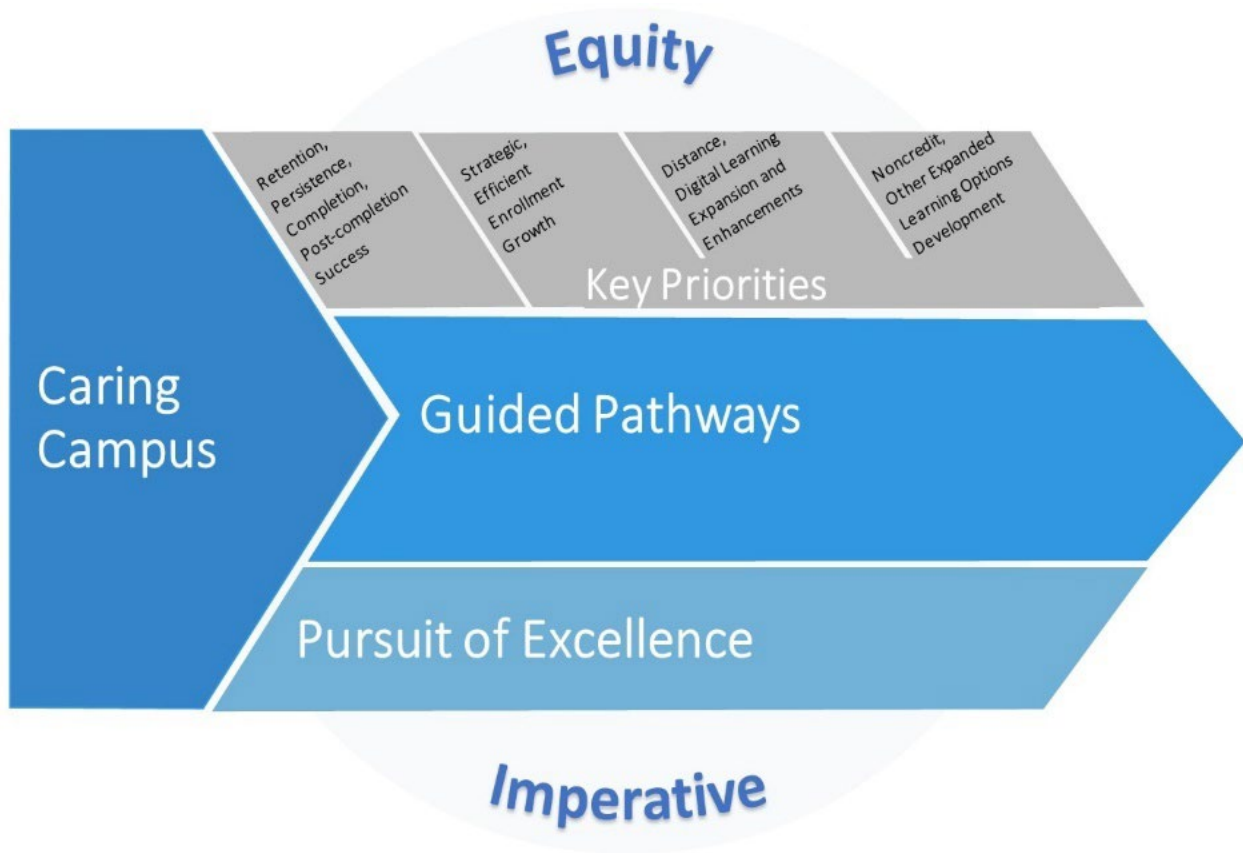
Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

Values

As a student-centered learning organization, VVC will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities.
- Integrity – guiding the College’s actions with an internally consistent framework of principles.
- Accessibility – facilitating access to the College’s programs from other locations.
- Diversity – valuing inclusion and different points of view and contributions of all groups.
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- Innovation – providing creative approaches to learning, problem solving, and growth.

Appendix D: VVC Educational Master Plan Strategic Framework



Appendix E: Evidence Hyperlinked

Plans Arising out of the Self-Evaluation Process

SE-01 [ACCJC-2017-Self-Evaluation-Report](#)

Strategic Goal I: Student Success

G1-01 [NetTutor](#)
G1-02 [TUTR-30-COR](#)
G1-03 [DEAC-050-COR](#)
G1-04 [VVC-DE-Faculty-Certification-Canvas](#)

Strategic Goal II: Systems/Process Improvement

G2-01 [AP-1201](#)

Strategic Goal III: Institutional Climate Improvement

G3-01 [AP-1201](#)
G3-02 [PRESIDENT'S-CHAT-VIDEOS](#)

Institutional Reporting on Quality Improvement

Recommendation 5

R5-01 [Student-Services-Zoom-Meeting](#)
R5-02 [STUDENT-SUPPORT-APPS](#)
R5-03 [MYVVC-SOFTWARE](#)

Recommendation 7

R7-01 [DEAC-Special-3-21-2017](#)
R7-02 [DEAC-MINUTES-4-4-2017](#)
R7-03 [DEAC-MINUTES-4-18-2017](#)
R7-04 [DEAC-MINUTES-5-2-2017](#)
R7-05 [DEAC-MINUTES-5-16-2017](#)
R7-06 [DEAC-MINUTES-9-5-2017](#)
R7-07 [DEAC-MINUTES-9-18-2018](#)
R7-08 [DEAC-MINUTES-10-2-2018](#)
R7-09 [REC-Intro](#)
R7-10 [Regular-Effective-Contact-Discussions](#)
R7-11 [DEIC-ONLINE-TEACHING-PPT](#)
R7-12 [DE-Academy-schedule-2020SP](#)
R7-13 [CAT-workshop-objectives-SP2019](#)
R7-14 [DEIC-Substantive-Contact-Feedback](#)
R7-15 [REC-WORKSHOP-SCHEDULE](#)
R7-16 [VVCFA-ARTICLE-13](#)
R7-17 [VVCFA-APPENDIX E-8 ARTICLE-15](#)
R7-18 [MOU-FT-Faculty-Evaluations-083120](#)

R7-19	Regular-Effective-Contact-Department-MTG
R7-20	DE-NEWSLETTER-5-17
R7-21	DE-NEWSLETTER-7-18
R7-22	DE-NEWSLETTER-9-18
R7-23	DE-NEWSLETTER-11-18
R7-24	DE-NEWSLETTER-12-18
R7-25	DE-NEWSLETTER-11-19
R7-26	DE-NEWSLETTER-12-19
R7-27	DE-NEWSLETTER-1-20
R7-28	DE-NEWSLETTER-2-20
R7-29	DE-Newsletter-Covid19-Edition-4
R7-30	DE-Newsletter-Covid19-Edition-7
R7-31	DE-Newsletter-Covid19-Edition-9
R7-32	DE-Newsletter-Covid19-Edition-5-Summer
R7-33	DE-Newsletter-Covid19-Edition-6-Summer
R7-34	DE-Newsletter-Covid19-Edition-2-FA
R7-35	DEIC-Course-Outline-html
R7-36	VVC-DE-Faculty-Certification-Canvas-final

Reflection on Improving Institutional Performance:

IP-1	ALA-Certificate
IP-2	SLO-P1- Assessment-Promotes-Educational-Equity-2.6.2020
IP-3	SLO-P2 -Assessments-Improve-Student-Learning
IP-4	SLO-P3-Case-Study
IP-5	SLOAC-Handbook
IP-6	Preparing-to-Complete-SLO-Assessment-Form-Video
IP-7	DOWNLOAD-YOUR-ROSTER-FOR-SLO-ASSESSMENT
IP-8	SLO-COMPLETING-SLO-ASSESSMENT-FORM
IP-9	How-to-Submit-SLO-Assessment-Handout
IP-10	Email- Faculty-SLO-Training-April 30
IP-11	Email-Faculty-training-video
IP-12	Email-Faculty-training-video
IP-13	DR. DRISCOLL-FACULTY-WORKSHOPS
IP-14	Close-the-Loop-Special-Edition-Manual
IP-15	Final-ALA-Project
IP-16	Mathematics PR -SLO-PLO
IP-17	Philosophy-and-Religious Studies PR-SLO sections
IP-18	PR -Political-Science-SLO-Assessment
IP-19	SLO-Assessment-Form-06042019
IP-20	Lee-Bennett-Email-SP20-04092020
IP-21	Email- Lee Bennet-04302020
IP-22	ACCJC-ANNUAL-REPORT-03-2020