



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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February 11, 2013

Dr. Christopher O'Hearn
Superintendent/President
Victor Valley College
18422 Bear Valley Road
Victorville, CA 92395

Dear President O'Hearn:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2013, considered the Follow-Up Report submitted by Victor Valley College, the report of the evaluation team which visited the College on November 7, 2012, and your presentation at the Commission meeting. The Commission took action to continue **Probation** and require the College to complete a **Follow-Up Report¹** by **October 15, 2013**. The report will be followed by a visit of Commission representatives.

The Follow-Up Report should demonstrate that the institution has addressed all of the recommendations noted below, fully resolved the deficiencies, and meets Eligibility Requirements and Accreditation Standards.

Recommendation 2:

As noted in recommendations 1 and 6 of the 2005 Accreditation Evaluation Report, and in recommendations from the reports of 1993 and 1999, and in order to meet the Standards and the Eligibility Requirements, the College should establish and maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (I.B.1, E.R. 19) This process should include:

- Goals to improve effectiveness that are stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed. (I.B.2)
- An evaluation of all programs throughout the College so that it assesses progress toward those goals and ensures that participation is broad-based throughout the College. (I.B.3, I.B.4)
- Documented assessment results for all courses, programs, and the institution. (I.B.5, II.A.1.a, II.B.4)
- Formal processes to evaluate the effectiveness of its ongoing planning and resource allocation processes. (I.B.6, I.B.7)

Dr. Christopher O'Hearn
Victor Valley College
February 11, 2013

- Integration of planning with decision-making and budgeting processes to ensure that decisions to allocate staff, equipment, resources, and facilities throughout the College are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data. (I.B.2, I.B.3, I.B.6, III.C.2, IV.B.2.b)
- An integration of the total cost of facilities ownership in both the short and long term planning processes. (III.B.2.a)
- An assessment of physical resource planning with the involvement of the campus community. (III.B.1.a, III.B.2.a, III.B.2.b)
- A systematic assessment of the effective use of financial resources, with particular regard to meeting the needs of Library materials and technological resources, and the use of the results of this assessment as the basis for improvement. (II.C.1, II.C.2, III.D.3)

With regard to Recommendation 2 above, the Commission noted that Victor Valley College has continued to refine program review and planning process, though there is still work to do. The College has adopted a definition of programs, created a list of programs to undergo program review, and established a cycle for review. The College has moved from a six-year to three-year cycle for instructional program review and a one-year cycle for non-instructional programs. The College has created a handbook of procedures and timelines for program review. There remains, however, some confusion regarding the definition of a program and also the non-instructional programs to be reviewed. Another remaining issue is that most instructional program reviews do not currently include assessment reporting. Assessment was a required portion of the existing program review process, but according to the Follow-Up Team Report most programs only report assessment definitions and plans, and little assessment information itself (see also, Recommendation 3).

Recommendation 3:

As noted in recommendation 2 of the 2005 Accreditation Evaluation Report, and in order to meet the Standards and the Eligibility Requirements, the College should complete the development of student learning outcomes for all programs and ensure that student learning outcomes found on course syllabi are the same as the student learning outcomes found on the approved course outlines of record. The institution must accelerate its efforts to assess all student learning outcomes for every course, instructional and student support program, and incorporate analysis of student learning outcomes into course and program improvements. This effort must be accomplished by fall 2012 as a result of broad-based dialogue with administrative, institutional and research support. Student learning outcomes need to become an integral part of the program review process, including incorporating detailed documented analysis from SLO assessments and data based research. Additionally, faculty and others directly responsible for student progress toward achieving stated learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes. (I.B.1-7, II.A.1.c, II.A.2.a-b, II.A. 2. e-f, II.B.4, II.C.2, III.A.1.c, E.R.10)

Dr. Christopher O'Hearn
Victor Valley College
February 11, 2013

With regard to Recommendation 3, there remains need for a sufficient mechanism for storing and reviewing assessment data as per the planned adoption of TracDat. At the time of the visit not all course-level SLOs had been assessed. Out of a total of 39 disciplines, 21 have assessed at least half of the course-level SLOs; 28% have assessed less than half; 10% have assessed 100% of their course-level SLOs; 7% have not been assessed. For the institution as a whole, 51% of course-level SLOs have been assessed. As detailed in the evaluation report, there are remaining components to address in this recommendation.

Recommendation 6:

In order to meet the Standards, the College should develop long-term fiscal plans that support student learning programs and services that will not rely on using unrestricted reserves to cover deficits. Additionally, the College should provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution. (III.D, III.D.1.a, III.D.1.c, III.D.2.b, III.D.2.c, E.R. 17)

The College has provided timely, accurate, and comprehensive financial data and budget projections for review and discussion throughout the institution, but implementation of a plan to correct the long-term structural budget deficit has not been accomplished and is vital to the long-term health of the College; results of the FCMAT team will enable the College to develop and implement this plan.

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Eligibility Requirements and Accreditation Standards are expected to correct deficiencies within a two-year period or the Commission must take adverse action. Victor Valley College has exceeded the two years for coming into compliance in some areas and has been granted additional time. The College must complete the work needed by **October 15, 2013**.


The Follow-Up Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation. I have previously sent you a copy of the Follow-Up Visit Report. Additional copies may now be duplicated. The Commission requires that you give the report and this letter appropriate dissemination to your College staff and to those who were signatories of your College report. This group should include the campus leadership and the Board of Trustees.

The Commission also requires that the Follow-Up Report, the Follow-Up Visit Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the Follow-Up Visit Report, please contact Commission staff.

Dr. Christopher O'Hearn
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February 11, 2013

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D
President

BAB/tl

cc: Mr. Peter Allan, Accreditation Liaison Officer
President, Board of Trustees, Victor Valley Community College District
Dr. Henry Shannon, Superintendent/President, Chaffey College, Team Chair

¹Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).