

# Academic Senate 2<sup>nd</sup> Reading – March 7, 2013

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE PROCEDURE

THE DISTRICT

CHAPTER 1

IMPLEMENTING INSTITUTIONAL EFFECTIVENESS

AP 1202

## **Purpose**

This administrative procedure supports District efforts to achieve and maintain institutional effectiveness by specifying how Board Policy 1202, Institutional Effectiveness, is implemented. Additional relevant policies and procedures include: Board Policy 1200, District Vision, Values, Mission and Goals; Board Policy 4000, Standards of Educational Excellence; Administrative Procedure 4000, Sustaining Standards of Educational Excellence.

## **Achieving the District Vision, Values, Mission and Goals**

District processes for ensuring institutional effectiveness are grounded in sound review and planning efforts. The process begins with a community and campus discussion of the vision, values, mission, and goals of the college to ensure that meeting the needs of the community remain central. The Board of Trustees adopts these items and thereby sets the overall direction of the college through Board Policy 1200, District Vision, Values, Mission and Goals.

To fully implement the direction set by the Board, the Superintendent/President is empowered to collaborate with the campus community to determine and establish relevant priorities and action plans. The Superintendent/President is additionally responsible for ensuring that progress on achieving District goals is evaluated using performance indicators. Reports of District performance are annually shared with the Board and the community to monitor its progress on goals, and to stimulate broad-based dialogue and spur action focused on continuous improvement.

This process of *closing the loop* is conducted on a regular basis to provide opportunities for improvements on all levels of planning and operations. In order to be supported with resources, District plans must be relevant to established strategic priorities and likely to achieve their proposed outcomes. Annual program review and planning processes are regulated by the Program Review Handbook and Administrative Procedure 6200, Budget Development.

AS 1<sup>st</sup> Reading 12-06-2012  
AS 2<sup>nd</sup> Reading 03-07-2013  
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**Institutional Effectiveness Work System**

The District's overall planning context provides the backdrop for its institutional effectiveness system as depicted in Figure 1a; Figure 1b specifies the implementation flow of the annual process. As shown, the following entities perform specific functions to produce key outcomes:

ENTITY	FUNCTION	OUTCOME
<b>INSTRUCTIONAL PROGRAM REVIEW COMMITTEE</b> (standing committee of Academic Senate)	<b>TECHNICAL REVIEW-IPR:</b> Perform technical reviews of instructional annual program review and planning documents (PRAISE Reports or Annual Updates) and other duties as specified in the Program Review Handbook Guide program personnel in complying with minimum standards for program review and planning documents	100% compliance with program review guidelines for (a) timely submissions and (b) minimum quality standards
<b>NON-INSTRUCTIONAL PROGRAM REVIEW COMMITTEE</b>	<b>TECHNICAL REVIEW-NIPR:</b> Perform technical reviews of non-instructional annual program review and planning documents (PRAISE Reports) and other duties as specified in the Program Review Handbook Guide program personnel in complying with minimum standards for program review and planning documents	100% compliance with program review guidelines for (a) timely submissions and (b) minimum quality standards
<b>DIVISION ADMINISTRATORS</b>	<b>DIVISION REVIEW &amp; SUMMARY:</b> Collaborate with all program personnel to - discuss program and plan improvements; - ensure alignment of efforts with Educational Master Plan; - establish prioritized budget allocation requests by consensus; and - develop summary of division progress on goals and priorities pursuant to AP 6200	Completed planning annual strategic documents: - Division Summary of progress on goals and plans for improvement - Strategic Direction for each division - Justified and prioritized lists of budget augmentations
<b>FINANCE/BUDGET &amp; PLANNING COMMITTEE</b>	<b>BUDGET PRIORITIES:</b> - Conduct systematic review of division summaries and related PRAISE Reports or Annual Updates - Develop recommended funding priorities from budget augmentation requests	List of recommended funding priorities to Superintendent/ President
<b>ACADEMIC SENATE</b>	<b>EDUCATIONAL EXCELLENCE REVIEW:</b>	In support of Administrative

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<b>(or its designee)</b>	<ul style="list-style-type: none"> <li>- Conduct systematic review of SLO assessments in PRAISE Reports and/or Annual Updates in terms of (1) clarity; and (2) action</li> <li>- Recognize positive results and effective practices</li> <li>- Develop plan of support for aspects of the teaching-learning process to improve</li> </ul>	Procedure 4000, publish summary of outcomes and exemplary practices demonstrating educational excellence at VVC that includes an action plan for general instructional improvement
<b>DISTANCE EDUCATION COMMITTEE</b>	<b>DISTANCE EDUCATION EVALUATION</b> DEC review of DE Addenda from PRAISE Reports and/or Annual Updates for evaluation of DE effectiveness and recommended planning priorities.	Summary, recommendations, and improvement goals published with the Annual Report on DE Activity to the Board per Title 5, Section 55210.
<b>INSTITUTIONAL EFFECTIVENESS COMMITTEE</b>	<b>ANALYSIS OF INSTITUTIONAL PERFORMANCE:</b> Collaborate with and advise Office of Institutional Effectiveness as it compiles, analyzes, and disseminates Institutional Effectiveness Scorecard	Annual Institutional Effectiveness Scorecard

Institutional effectiveness is operationally defined on 2 levels:

- at the program level, as progress on program goals established in the Educational Master Plan; and
- at the institution level by assessing progress on District goals specified in Board Policy 1200.

As such, the work system for institutional effectiveness relies in part on information derived from annual program review and planning processes, as well as information gathered from other sources—some of which are determined by state and federal accountability reporting mandates.

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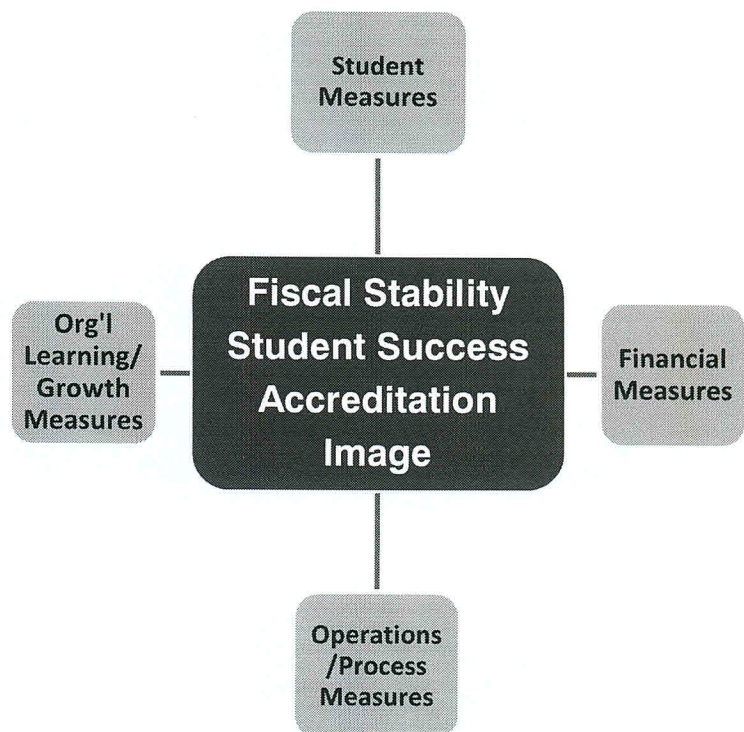
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**Evaluating and Reporting Institutional Effectiveness**

The conceptual model of institutional effectiveness measures is depicted in the figure below. These indicators represent a wide array of factors aligned to each of the District goals following a balanced scorecard methodology, the “VVC Institutional Effectiveness Scorecard” will be comprised of metrics relevant to 4 domains: (1) student-centered measures; (2) financial measures; (3) operations/process measures; (4) learning/growth measures.

The Office of Institutional Effectiveness and Research (OIER) will collaboratively review and refine measures for each Board-adopted goal with a group of volunteers from across the campus on an annual basis. The Institutional Effectiveness Committee will advise the OIER as it prepares a comprehensive summary and analysis of the measures. The final scorecard will be disseminated to the campus community as a core part of established institutional data to spur analysis and dialogue for the purpose of ongoing improvement of campus systems, programs, and processes. Public dissemination of the institutional measures will follow campus consultation, and will comply with accrediting standards and accountability reporting mandates.



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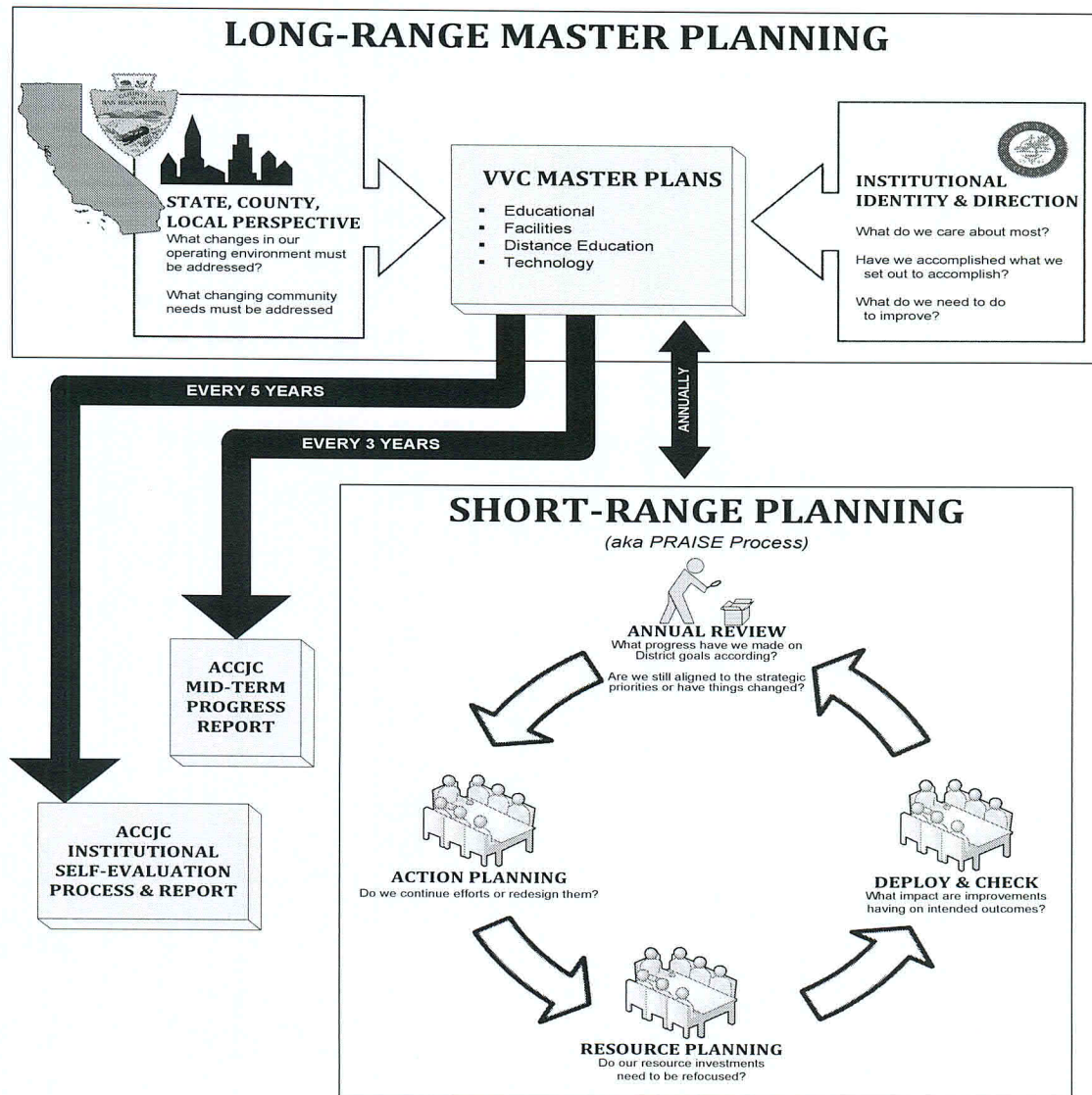
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Figure 1. Institutional Planning Systems.



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Figure 2. Implementing Institutional Effectiveness.

