INSTRUCTION   CHAPTER 4

STANDARDS OF EDUCATIONAL EXCELLENCE   BP 4000

Victor Valley Community College District shall honor and uphold high standards of educational excellence in the quality and currency of curriculum, the measurement and improvement of student learning, the evaluation and enhancement of our overall effectiveness as an institution of higher learning, and the ongoing development of professional instructional competence. In so doing, we sustain an optimal learning environment in which our students can succeed.

Referenced: Accrediting Commission for Community and Junior Colleges, June 2006
             Standards

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE PROCEDURE

INSTRUCTION   CHAPTER 4

SUSTAINING STANDARDS OF EDUCATIONAL EXCELLENCE   AP 4000

The practices listed below support and enable the sustainability of District standards of educational excellence:

1. All curricula and certificate programs are reviewed, updated, and approved following formally defined curriculum development procedures at least once each six years.

2. The six-year curriculum cycle includes a review of student learning outcomes and their corresponding methods of assessment for each course being updated. The six-year cycle for certificate programs includes a review of program-level student learning outcomes and methods of assessment as well as identification of the courses or other learning activities in which each program-level outcome is achieved and assessed.

3. The identified student learning outcomes in each course proposed for the Associate degree General Education pattern are aligned with the General Education student learning outcomes approved by the VVC Faculty Senate. Curriculum approval of General Education courses includes a focused review of this alignment.

4. Formally approved student learning outcomes define the knowledge and skills to be achieved and assessed in the courses and programs of a given discipline. The ongoing and systematic practice of learning assessment for all courses, programs, and General Education is a primary responsibility of all faculty.

5. Achievement of student learning on the course, program, and General Education levels is assessed by class-embedded methods that are aligned with course outcomes and coordinated with instructional strategies and learning activities.   In addition to the measurement of learning, learning assessment may include the analysis of data, dialogue, planning for improvement, and implementation and evaluation of these plans.

6. Faculty design, direct, and control of all aspects of learning assessment and improvement within their respective disciplines. However, assessment practices that restrict the academic freedom of individual instructors to exercise professional judgment in the selection of course materials, methods of evaluation, methods of instruction, assignments, and other learning activities are impermissible.

7. The purposes of learning assessment are the improvement of student learning and the improvement of instructional practice. Assessment data may not be used for decisions regarding faculty compensation, tenure, advancement, assignment, discipline, or termination. Moreover, assessment data may not be used to justify the merger or discontinuation of programs.

8. District procedures for Instructional Program Review include documentation of the systematic and ongoing assessment of student learning outcomes for courses, certificate programs, and General Education in each department or discipline. Reports summarizing student learning are submitted in conjunction with the annual Program Review process.

9. The district is responsible for providing sufficient financial, technical, human, and other resources for the professional development activities that are necessary for faculty to maintain their disciplinary expertise, improve their instructional skills, and effectively implement the practices listed above. In addition, the district is responsible for providing appropriate training, research assistance, and technical support for faculty to effectively engage in and document their practice of learning assessment.