Responses to Recommendations from 2005 Self Study

Recommendation 1: Improving Institutional Effectiveness

"The team recommends that the college provides evidence that it assesses progress toward achieving its goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. This continuing cycle should include long-term master planning; short-term strategic planning, including technology planning; and an effective, institutionalized program review process. When fully implemented, this cycle of planning, evaluation and program improvement should result in the creation of a culture of research and evidence that supports all of the college's decision-making processes" (Standard IB.3, IB.4, IB.5, IB.6, IB.7; Standard IIA.1, IIA.2, IIB.3, IIB.4, IIC.2; and Standard IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.1, IIID.2g, IIID.3).

Recommendation 5: Purpose/Function of Campus Committees

"The Team recommends that the purpose and functional relationship of campus committees, and their membership be clearly defined to advance the mission and goals of the institution. Furthermore, the college should eliminate the duplication of committees and committee work" (Standard IVA.2, IVA.2a, IVA5).

N.B. Because Recommendations #1 and #5 are so closely linked, the college has addressed them together.

Introduction

Victor Valley College takes seriously its mission to provide outstanding teaching and learning opportunities to the residents of the High Desert and beyond. The college is student-centered and responsive to their needs as well as the needs of the community. The college offers excellent university transfer, career, and lifelong learning programs. It is the cultural center of the region, and its new Performing Arts Center is the symbol of a renewed focus on the arts. The college is the primary source for training local firefighters, police officers, nurses, and emergency response personnel who care for our families and for many other workers and professionals in local industries and public agencies.

The college's mission statement is the key element guiding all planning processes. The mission statement was reviewed and revised in the summer of 2007 and is found in Board Policy 1200, *District Vision, Values, Mission and Goals:*

> http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%2012 00.pdf

Through focused dialogue and planning, the college has identified six goals, consistent with its mission, contained in Administrative Procedure 1202*, Implementing Institutional Effectiveness*. The goals are
:

1. to create sustainability and environmental stewardship for our colleagues, our students, and our community
2. to become an agile learning organization consistent with the needs of students and the communities that the college serves
3. to offer educational programs that lead to meaningful measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers
4. to increase the number of students served through recruitment, persistence, and retention strategies
5. to provide affordable and attractive options for members of the community seeking a post secondary education which includes an environment in which diversity thrives
6. to develop and deliver enriching courses for community members and businesses seeking additional training and development.

Please see link:
(http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%2012 02.pdf).

Using these goals as the framework for addressing institutional effectiveness, the college provides the following in response to Recommendation 1.

Progress and Accomplishments

New policies were adopted by the Board of Trustees on November 13, 2007, to confirm the College's commitment to better decision-making and to strengthen internal structures. They are Board Policy 1201, *Shared Governance*; and Board Policy 1202, *Institutional Effectiveness*. Also at this meeting Board Policy 3250*, Institutional Planning*, was revised to ensure systematic and integrated planning to include the following:

Long Range Educational Master Plan *(March 2007)*
http://www.vvc.edu/offices/planningresourcedevelopment/masterplan/EMP_VVC _Final.pdf

Facilities Plan *(March 2007)*:
http://www.vvc.edu/staff/VVC_Facility_MP_03-13-07_DRAFT.pdf

Staff Diversity Plan (*September 2008):*
http://www.vvc.edu/committees/diversity/Staff_Diversity_Minutes_9-12-08.pdf

Student Equity Plan & Appendix:

http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf

http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09_APPENDIX.pdf

Matriculation:
http://www.vvc.edu/committees/student_services/ Matriculation_Plan_08-09.pdf

Transfer Center:
http://www.vvc.edu/offices/career-center/

Cooperative Work Experience:
http://www.vvc.edu/offices/coopedu/

EOPS:
http://www.vvc.edu/offices/eops_and_care/how_to_apply_eops.shtml

Board Policy 4000, *Standards of Educational Excellence*, was drafted by the Academic Senate and submitted to the College Council for review. The College Council recommended the policy to the Board of Trustees, and it was approved by the Board on December 11, 2007. It frames educational excellence, its measurement and improvement, in the context of ongoing professional development which results in improved teaching skills for the benefit of student learning. This policy is the first of its kind in the California Community College system.

For the purposes of program planning and improvement campuswide, the Office of the Institutional Effectiveness provided regularly scheduled program review training for full and part-time faculty and administrators. See link:

http://www.vvc.edu/PRAISE/PRAISE_InstructionalAreas_BlankTemplate_2008-09_Final.doc

A website was created to disseminate all committee work to the community. In addition, many committees established "team spaces" on the college's Novell Teaming & Conferencing System. This has enabled committee members to share documents, have discussions, and in some cases conduct surveys to gather information relative to their charge.
Evidence of the changes the college has made toward institutional effectiveness is located in the following documents:

Visit: http://www.vvc.edu/PRAISE/ (then select any one of the 32 reports from the completed PRAISE Reports drop-down menu. These are provided in PDF format.)

In order to facilitate sound decisions based on these Board policies, the College Council, which serves as the representative collegewide planning body, was reorganized into nine shared governance committees which report to the College Council. See link:

http://www.vvc.edu/offices/president/CC_docs.shtml

The Council is comprised of representatives of five major constituencies including faculty, classified staff, students, and administrators. Each constituency provides at least two representatives. The Council reviews, evaluates, and monitors short and long-term plans developed by the nine major committees. The College Council likewise serves in an advisory capacity to the Superintendent/President and recommends policy development to the Board of Trustees. The committee structure was Board-adopted in November 2007. Much work has been accomplished. The new committee structure allows for a more efficient and integrated means of decision-making. The committees hold regularly-scheduled meetings, evaluate existing processes, report their accomplishments, and make recommendations to the College Council. The purpose and function of each committee follows.

A. Institutional Effectiveness

The Institutional Effectiveness Committee (IEC) commenced its work with an inaugural meeting in December 2007. To date, committee members have clarified their charge, agreed upon a preliminary definition of "institutional effectiveness," drafted a timeline with milestones to guide their work, and devised a strategy for developing an evaluation system.
A work session of the IEC was conducted to begin development of an evaluation system for institutional effectiveness. A definition was established, categories were developed for use in specifying measures, and workgroups formed to draft operational definitions. In addition, non-academic committee members learned about what assessment is and why it is important through an instructional exercise facilitated by the IEC chair. The duties and responsibilities of the Institutional Effectiveness Committee are as follows:

- Identifies and defines measurable performance indicators of institutional effectiveness.
- monitors and ensure the effectiveness of college evaluation, planning and improvement.
- Ensures systematic and regular program review for all college programs.
- Validates the assessment of student learning at the course, program, and college levels.
- Provides feedback loop to ensure that college effectiveness is constantly improved by consideration of objective performance data.
- Reviews and reports performance indicators.

The IEC supports the ongoing connection between departmental/discipline planning activities and institutional planning processes. The IEC created PRAISE (Program review, Allocation and Institutional Strategies for excellence), an annual review process. The college now has a three-year record of annual program review, planning and budget augmentation processes which culminates to the annual list of funding priorities linked to the Educational Master Plan.

In spring 2008 the college assigned a faculty member as SLO and Assessment Coordinator, who works closely with all faculty across the disciplines. The Coordinator organizes and directs the development and systematic implementation of learning outcomes in instructional programs and

learning support programs. The Coordinator consults with the Office of Institutional Effectiveness and reports to the Faculty Senate and to the Chief Instructional Officer.

The IEC regularly reviews the PRAISE process as well as the results to ensure that they support ongoing departmental/discipline planning and evaluation efforts. The committee also conducts an annual review of PRAISE results to provide feedback to the departments and to the College Council regarding planning efforts which lead to the effectiveness and overall improvement of the college.

B. Finance/Budget and Planning Committee

The College's first complete cycle of annual program review, planning, and budget augmentation was implemented in FY 2006-2007. The process culminated in a collegewide list of recommended funding priorities for FY 2007-2008.
The college's budget planning processes have also been improved for greater consistency and alignment with college-wide planning efforts and goals. The impetus for the new budget planning process had the following specific goals in mind:

- To better integrate and align with college-wide planning.
- To review all current college expenditure budgets.
- To provide for standardized and equitable budget augmentation requests.
- Conclude with annual review of the college budget process.

Along with organized efforts for budget augmentations, a faculty hiring prioritization process was designed, implemented, and used to identify the newest faculty hires for academic year 2007-2008. Faculty were hired in Child Development, the Library, and Basic Skills. A Counseling position is in recruitment. (See response to Recommendation 3). Prioritization for academic year 2008-2009 will be finalized in fall 2008.

The duties and responsibilities of the Finance/Budget and Planning Committee are as follows:
- Reviews and advises the President's Council and Board regarding budget strategies.
- Ensures that there is general agreement regarding health benefits through a benefits subcommittee.
- Provides two-way communication with the college community regarding budget issues and their implications.
- Reviews unit plans and priorities to ensure financial support.
- Designs and ensures the long and short term planning for the college.
- Monitors plan implementation including resource allocation and assessment.
- Supports budget planning.
- Reviews and advises President's Cabinet regarding action strategies.
- Identifies necessary resources available to ensure the viability of the plan and help ensure plan implementation and success.
- Recommends alternative sources of revenue.

The Finance/Budget and Planning Committee creates annual budget assumptions which are reviewed by the College Council and the Board of Trustees. These assumptions provide the basis for budget development.

C. Diversity

The committee commenced its work with an initial meeting this fall, which focused on the development of a plan to enhance and celebrate diversity on campus. Committee members have identified key diversity training. The committee has also identified a model plan which it will review during its next meeting.

The duties and responsibilities of the Diversity Committee are as follows:

- Creates, implements, and monitors a plan to enhance and celebrate staff and student diversity on campus.
- Suggests strategies to encourage people of diverse backgrounds to participate at the college.
- Conducts training and educational activities associated with diversity.
- Delineates and monitors the long and short term accessibility concerns district wide.
- Monitors implementation of ADA transition plans.

D. Facilities

The Facilities Committee commenced its work beginning with providing input into the college's five-year facilities construction plan and yearly space inventory. The committee also worked directly with an architectural firm in completing the Facilities Master Plan for the district and ensured that the Facilities Master Plan supported the college's Educational Master Plan. The committee developed its goals which include researching and implementing a workable space utilization program for the district to follow. The committee's goals also include implementing a process in to evaluate progress and complete faculty and staff requests for renovations, moves, remodels, etc., in conjunction with ongoing scheduled maintenance and repairs.

The duties and responsibilities of the Facilities Committee are as follows:
- Creates and reviews the Facilities Master Plan.
- Receives reports of construction progress.
- Monitors space utilization of all campus facilities for efficiency and effectiveness in meeting instructional and support service needs.
- Provides input to five year capital plan submitted to the state annually.
- Recommends bond funds allocation and distribution.

E. Environmental Health & Safety
To date, the Environmental Health and Safety Committee has developed and conducted a campus Smoking Survey, resulting in a new smoking policy approved by the Board of Trustees. The committee also developed its goals for the academic year 2008-2009 year and beyond which

include critical areas affecting the health and safety of students, prospective students, all employees, and all individuals who visit the campus.

The duties and responsibilities of the Environmental Health and Safety Committee are as follows:

- Creates a safety plan for the campus.
- Provides training and information regarding safety / disaster preparedness.
- Reviews and monitors disaster plans.
- Coordinates with public agencies.
- Conducts drills and table top scenarios.
- Makes recommendations to ensure preparedness.
- Reviews individual concerns regarding safety and disaster preparedness planning.
- Integrates college police services into all aspects of safety and disaster preparedness.
- Supports all employees wanting to make and/or maintain healthy lifestyle changes.
- Provides health education.
- Provides health and wellness classes for employees at work site.
- Increases morale of employees by sponsoring social gatherings as well as recognized groups and individuals.
- Provides education in nutrition, stress management, fitness, and injury prevention.
- Improves morale, job satisfaction and productivity.
- Develops Employee assistance plan.

F. Staff Development

The Staff Development Committee established criteria and a process for evaluating applications for professional development and travel requests for all full- and part-time faculty and staff. The Learning Assessment Committee, Instructional Technology, and the Teaching-Learning Center worked in collaboration to develop training activities throughout the years in support of effective teaching and staff development. The committee also developed a staff Appreciation Day intended to thank and inform staff and recognize VVC accomplishments.

The duties and responsibilities of the Staff Development Committee are as follows:

- Establishes criteria and evaluates applications for Professional Developmenttravel and conference requests.
- Ensures dissemination of knowledge and skills attained through Professional Development Funding.
- Serves as an advisory group to the Teaching-Learning Center.
- Improves and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution's goals.
- Supports quality teaching, learning, and support services for students by providing resources for employees to develop and fulfill career, personal and professional needs and goals.
- Provides professional development and training to maintain high qualified faculty and staff committed to serving the educational needs of students, foster community partnerships and address the professional growth of all staff members.

- Develops and practice core skills on teamwork, cultural awareness and personal technology.

G. Student Services

The Student Services Committee's accomplishments to date include the revision of the 2004 Student Equity Plan and the 2004 Matriculation Plan. The committee has also been working closely with the Matriculation Advisory Group to develop the Student Services-Categorical Programs self-study. The committee also developed a schedule of training as required by Title 5 Sections 55510 (a) (4); 55516; 55523 (b). Thus far, three training and coordination workshops have been conducted. The Committee also developed their goals for 2008-2009 and beyond. These goals include developing a Student Retention Plan, providing on-going coordination and training regarding matriculation, and developing a plan for revising the online orientation and implementing the plan.

The duties and the responsibilities of the Student Services Committee are as follows:

- Creates plan to constantly improve student success opportunity.
- Determines directions for the improvement of customer services.
- Coordinates with public relations to create recruitment and marketing activities.
- Develops and monitors a one stop for student services.
- Student discipline.
- Oversees compliance with matriculation regulations.

H. Sustainability

The college's Sustainability Committee has made tremendous progress toward accomplishing the goals of the President's Climate Commitment, which is a national initiative to promote an environmentally-sound campus. Following the outline of the President's Climate Commitment, the committee completed the Greenhouse Gas Survey on September 15, 2008. The College also developed a plan for ensuring that all new construction will meet the silver LEED standard and that all new equipment purchased by the college will be environmentally sound. The college has implemented a recycling program. This committee has recommended the building of a wind turbine to generate twenty-five percent of the college's electricity. The committee has initiated a plan, which is being considered campuswide, to "green" the campus by removing grass to be replaced by rock, stone, and drought-resistant plants.

The duties and responsibilities of the Sustainability Committee are as follows:

- Creates a college plan to incorporate the principles of sustainability into the college operations and practices.
- Makes recommendations to faculty, the Academic Senate and Curriculum Committee regarding the infusion of principles of sustainability into the college curriculum.
- Ensures that sustainability principles and practices are the unifying concept of the college.

- Initiates the development of a comprehensive plan to achieve climate neutral as soon as possible.
- Conducts and completes a comprehensive inventory of all college greenhouse emissions and provide updates biannually.

I. Technology

The college's Technology Plan has been completed, and the Technology Committee is in the process of reviewing and developing a schedule to refresh workstations and network infrastructure. In August 2008, the Board approved the position of Executive Dean of Technology and Information Resources. To ensure a more effective work and information flow, the committee has submitted a reorganization plan bringing together Information Technology (IT) and Management Information Systems (MIS) under one division dean.

The Technology Committee selected a private vendor, PlanNet Consulting, to undertake an analysis of campus technology platforms, staffing, training, and other technology-related matters. A major piece of this analysis is the college's capacity to respond to growing demand for technology support and its preparedness for expansion of online instruction. Over a period of 16 weeks, PlanNet conducted a series of surveys and interviews with VVC management, faculty and staff and collected and analyzed various technology documents. The major findings focused on seven areas needing improvement: Infrastructure, ADA, Business Continuity, Technical Services Organization Staffing, Instructional Technology Services, Application Performance, and Registration. See link:

http://www.vvc.edu/offices/technical_services/pdf/VVC-Technology_Assessment_Report--06-13-08--v3_3.pdf

The Technology Committee is currently developing the following Administrative Procedures:

- Email Use
- Internet Use
- Network Access and Security
- Electronic Records Retention and Archiving
- Care and Use of Computer Enriched Classroom and Labs
- Acquisition of Technology and Instructional Media

The duties and responsibilities of the Technology Committee are as follows:

- Provides recommendations to enhance, improve, and expand communications including telephone, direct contact to campus users and emergency.
- Recommends policies and procedures regarding campus technologies.
- Monitors the adequacy of technology platform to support instruction, students and staff.
- Develops the campuswide Technology Plan and provides oversight for plan implementation and success.
- Monitors and assesses campuswide technology distribution and support in line with end-user needs.

▪

Response to Planning Agenda

> *1.   The college will implement strategies from the Student Equity Plan and the BFAP-SFAA Plan to increase the participation and success of Hispanic students (page 8-5).*

The college has incorporated specific strategies from the Student Equity Plan and BFAP-SFAA Plan. The main strategies focus on outreach to the Hispanic community within the college's service area and reaching under-served populations. A Spanish-English bilingual financial aid specialist spends at least 50% time in the community to provide financial aid workshops and information on college resources. A bilingual counselor spends at least 20% time conducting outreach to the Hispanic community and to other prospective students.

In April 2008, the college hired a college recruiter/outreach coordinator to better disseminate matriculation information to underserved populations. Since implementing focused outreach strategies, the college has increased the Hispanic student population from 25% to nearly 33%. Additionally, in spring 2008, the college has revised the Student Equity Plan to include the newly developed Bridge Program which has gained state-wide recognition.

In spring 2007, the college participated in the Community College Survey of Student Engagement (CCSSE) and data from this survey contributed significantly to our understanding of how students learn. Additionally, a set of five benchmarks for effective educational practices was established to gauge and monitor student performance in areas that are truly central to collaborative learning for tutoring and supplemental instruction programs.

In October 2008 the college opened the Victorville Education Center, jointly supported by the Hispanic Chamber of Commerce. This center will offer courses in College Success, ESL, Parenting, and Citizenship. The college intends to apply to the Accrediting Commission for a Substantive Change.

> *2.   The Institutional Research Office will assess the organizational culture and the campus-wide knowledge of and understanding of Student Learning Outcomes (page 8-10.)*

The Institutional Effectiveness Committee has completed its work on identifying a conceptual model defining how the college evaluates its effectiveness. The 4 factor model includes:

- Factor 1: Student Learning and Achievement
- Factor 2: Access to College Programs and Services
- Factor 3: Sound Resource Management
- Factor 4: Standards of Excellence

With that model in place, an organizational climate survey will be developed to gauge student, staff, and community perceptions of our progress in those areas. The survey will be administered in spring 2009.

In spring 2008 the college assigned a faculty member as SLO Assessment Coordinator, who works closely with all faculty across the disciplines. The Coordinator organizes and directs the development and systematic implementation of learning outcomes in instructional programs and learning support programs. The Coordinator consults with the Office of Institutional Effectiveness and reports to the Faculty Senate and to the Chief Instructional Officer.

>   3.   *The Institutional Research Office will disseminate and analyze a student climate and staff satisfaction survey on an annual basis (page 8-10).*
>   4.   *The Institutional Research Office will develop a research advisory committee to prioritize research projects and increase the dialogue over quantitative and qualitative evidence for decision making page 8-12).*

The Institutional Effectiveness Committee (IEC) will form an ad-hoc committee to serve as an advisory group to the Office of Institutional Research. This group will function as a review board for non-agendized research requests. The group will be comprised of a Social Science faculty member, a matriculation representative, and an educational administrator.

>   5.   *The Administrative Services staff will conduct an open forum and workshops regarding the budget process and linkages to planning and program review (8-14).*

The college budget processes have become transparent, and regular workshops to various constituent groups including the Board of Trustees have been presented. The justification for budget requests must be linked to the mission and goals of the college, to the results of program review, and to advisory committee recommendations, if any. See link:

>   http://www.vvc.edu/staff/0708_budgetworkshop.htm

>   6.   *The college will develop and implement an online evaluation, planning, research and resource allocation process (page 8-20).*

Imbedded in the college's annual program review and planning process are data retrieval and document submission from the college's website. In addition, the college has implemented an annual program review (PRAISE) which is available online, along with completed PRAISE reports. Institutional Research has also developed an internal enrollment management data source (IR pool). On-going training on how to utilize the IR pool has been available campuswide.

>   7.   *Through community involvement, the Institutional Research Office will further develop measures of institutional effectiveness to evaluate how the college is meeting the needs of the community (page 8-21).*

The Institutional Effectiveness Committee has completed its work on identifying a conceptual model defining how the college evaluates its effectiveness. The 4 factor model includes:

- Factor 1: Student Learning and Achievement
- Factor 2: Access to College Programs and Services

- Factor 3: Sound Resource Management
- Factor 4: Standards of Excellence of Continuous Improvement

With that model in place, an organizational climate survey will be developed to gauge student, staff, and community perceptions of our progress in those areas. The survey will be administered in spring 2009.

8. The college will develop a Technology Plan Committee to review, update, and enforce the Technology Plan to support student learning (page 10-40).

The Technology Committee is one of the nine shared governance committee formed as the result of Project Synergy (see Recommendation 3). The college's Technology Plan has been completed, and the Committee is in the process of reviewing and developing a schedule for replacing computers and improving network infrastructure. Additionally, in August 2008, the Board approved the position of Executive Dean of Technology and Information Resources.

To ensure a more effective work and information flow, the committee has submitted a reorganization plan bringing together Information Technology (IT) and Management Information Systems (MIS) under one division dean and one director. The duties and responsibilities of the Technology Committee include the following:

- Provides recommendations to enhance improve and expand communications including telephone, direct contact to campus users and emergency. Recommends policies and procedures regarding campus technologies.
- Monitors the adequacy of technology platform to support instruction, students and staff.
- Develops campus-wide technology plan and provides oversight for plan implementation and success.
- Monitors and assesses campuswide technology distribution and support in line with end-user needs.

9. Adopt procedures and opportunities for consulting collegially, specifically utilization of recommendations provided by faculty, complete revisions of the Governance Document draft, and implement the ideals of shared governance with the academic senate being relied upon primarily for collegial consultation per Board Policy 4035 (pages 11-8; 11-9). See link:

http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%204035.pdf

*The goal of participatory governance at Victor Valley College is to reach effective solutions using the expertise of participants so the colle*ge team can be more effective as a result of having been considered through the process. As defined by Board Policy 4035, the college regularly consults with the Academic Senate. New policies were adopted by the Board of Trustees on November 13, 2007, to confirm the college's commitment to better decision-making and to strengthen internal structures. These policies include Board Policy 1201, *Shared Governance*;

and Board Policy 1202, *Institutional Effectiveness*. Board Policy 3250*, Institutional Effectiveness* was also revised to ensure systematic and integrated planning.

Evaluation/Analysis

It is evident that the Board of Trustees took seriously the recommendations of the 2005 visiting team. The Board directed the president to address each of the seven recommendations comprehensively. Through numerous workshops and Board retreats, the Board has gained valuable information guiding them in fulfilling their roles.

All shared governance committees reporting to the College Council have made valuable progress. The committees meet on a regular basis and as they make progress report to the College Council. In addition to committee meetings involving various constituent groups, collegial dialogue and planning occurs in small groups within departments across the campus.

The results of significant planning and reorganization have resulted in a more effective dialogue and decision making as evidenced by the meeting minutes and reports that are regularly posted on the college website.

List of Supporting Evidence

- PRAISE templates, 2008-2009.
  http://www.vvc.edu/PRAISE
- Faculty Hiring Prioritization
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation1/R1.2%20-%20FacultyHiringPrioritation_Docs.pdf
- Board Policy 1201, Shared Governance
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201201.pdf

- Administrative Procedure 1201, Shared Governance Structure & Responsibilities
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201201.pdf

- Board Policy 1202, Institutional Effectiveness
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201202.pdf

- Administrative Procedure 1202, Implementing Institutional Effectiveness
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201202.pdf

- Board Policy 3250, Institutional Planning

http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%2032 50.pdf

- Board Policy 4000, Standards of Educational Excellence
  http://www.vvc.edu/offices/president/docs/board/policies/BP%204000.pdf

- Agenda and Minutes, Institutional Effectiveness Committee
  http://www.vvc.edu/committees/institutional_effectiveness/iec_docs.shtml

- Workplan for Development of Institutional Effectiveness Evaluation System
  http://www.vvc.edu/committees/SupportingEvidence-
  MidTerm2008/Recommendation1/R1.8%20Workplan%20Development%20of%2
  0Inst%20EffectEvaluation%20System.doc

- Institutional Effectiveness Indicators Matrix (Draft)
  http://www.vvc.edu/committees/institutional_effectiveness/IEC_Matrix_Factors_
  Indicators_061908.pdf

- District Budget
  http://www.vvc.edu/offices/fiscal_services/08-09-budget.shtml

- Educational Master Plan
  http://www.vvc.edu/offices/planningresourcedevelopment/masterplan/EMP_VVC
  _Final.pdf

- Mojave Sustainability
  http://www.vvc.edu/academic/agriculture/mojave_sustainability_project.shtml

- Committee website: http://www.vvc.edu/offices/president/committees.shtml
- College Council Agendas & Minutes:
  http://www.vvc.edu/offices/president/CC_docs.shtml
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- Student Equity Plan & Appendix
  http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf
  http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-
  09_APPENDIX.pdf

- Matriculation:
  http://www.vvc.edu/committees/student_services/Matriculation_Plan_08-09.pdf
- Board Action on Educational Master Plan and Facilities Master Plan
  Both Master Plans were approved by the board on 06-12-07.

Recommendation 2: Student Learning Outcomes

"To meet the standards' focus on ensuring student success and the quality of programs and services, the team recommends the college conducts meaningful, timely, and inclusive dialogue

with all campus constituents to identify student learning outcomes at the course, program, and institutional levels. The college should also systematically assess these student learning outcomes and use the results of these assessments for the improvement of institutional effectiveness" (Standard I1B.1, IB.4, IB.7; Standard IIA.1c, IIA.2c, IIA.2b, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6, IIA.6a, IIB.1, IIB.4, IIC.1a, IIC.2; Standard IIIA.1b, IIA.1c; and Standard IVA.1, IVA.2b, IVB.1b).

Introduction

Board Policy 4000 was developed to facilitate the development of measurable indicators of institutional effectiveness which can be monitored and reported to the public. This Board Policy upholds VVC's high standards of educational excellence in the quality and currency of curriculum and the measurement and improvement of student learning. The college has developed an institutional framework for developing and assessing student learning outcomes at the course and program level. The college's commitment to Student Learning outcomes is evidenced by campus-wide dialogue which has led to better coordination and lead efforts in this area. The Curriculum Committee, a standing committee of the Academic Senate, has taken the lead and the responsibility for training faculty across the disciplines. The Curriculum Committee's ongoing review process of new and revised curriculum was strengthened by the hiring of the SLO and Assessment Coordinator who is responsible for training faculty in writing and assessing Student Learning Outcomes and for providing information, resources, and models of learning outcomes. Extensive training of faculty and administrators continues to take place at an accelerated pace.

Progress and Accomplishments

Board Policy 4000, Standards of Educational Excellence, was reviewed by the Faculty Senate on November 1, 2007, reviewed by College Council, and approved by the Board of Trustees on December 11, 2007. This policy formalized the district commitment to excellence in curriculum, learning assessment and improvement, institutional effectiveness, and instructional proficiency. Also reviewed by Faculty Senate on November 1, 2007 was Administrative Procedure 4000, *Sustaining Standards of Educational Excellence*, which specifies standards for curriculum review, course-embedded learning outcomes assessment on all levels, requires components in the cycle of SLO assessment and improvement, the use of SLO assessment for program evaluation, and district support for professional development.

In spring 2007, the college participated in the Community College Survey of Student Engagement (CCSSE) and data from this survey contributed significantly to our understanding of how students learn. See link:

Additionally, a set of five benchmarks for effective educational practices was established to gauge and monitor student performance in areas that are truly central to collaborative learning for tutoring and supplemental instruction programs.

▪ The Institutional Effectiveness Committee has developed and specified a four-factor model to assess institutional effectiveness: student learning and achievement, access to programs and services, resource management, and standards of college excellence

▪ Weekly faculty-led SLO training, dialogue, and professional development activities occur in the Teaching Learning Center. Open sessions for curriculum development occur every Thursday from 2 p.m. to 5 p.m. Sessions providing assistance on developing SLOs and assessments were planned for every Friday from 11 a.m. to 2 p.m.

▪ On November 1, 2007, the Academic Senate amended the existing Program Review process to include SLOs and assessment on the course, program, and learning support levels. Instructional and Learning Support Program Review reports for the academic year 2008-2009 include a planning form to be used to report self-imposed deadlines for SLO approval and assessment for each course, certificate, and support service or activity.

▪ Eight assessment teams, supported by Title V Hispanic Serving Institution grant funds, implemented assessment plans during the fall 2007 term. Teams submitted documentation of assessment results, analysis, and department dialogue for project efforts during fall 2007; also included in the required reports were improvement plans for the following term. Thus, project schedules called for the completion of a full assessment-improvement cycle by the end of spring 2008.
▪ In collaboration with the Title V Hispanic Serving Institutions grant, faculty members participated in the SLO academy which occurred last summer. The college adopted a Train the Trainers model, utilizing trained faculty to train others within their disciplines. Currently they are training other faculty on assessment utilizing best practices.

▪ Student learning outcomes have been written for approximately 1200 out of an estimated district total of approximately 1400 credit courses, resulting in a 90% completion rate. Student learning outcomes have been required components of each course outline of record since Fall 2004. In order to facilitate curriculum development and approval, CurricUNET (a curriculum management system) was implemented in September, 2007. The system, created and implemented in the San Diego Community College, is used at many community colleges in the state. This integrated online system allows for a more streamline review and approval process. The curriculum submission requirements were revised to include student learning outcomes and methods of assessment. In addition, student learning outcomes and methods of assessment are now required for approval of certificates. Since implementation, seven programs have been updated with SLOs.

▪ Drafts of general education learning outcomes and an assessment plan for academic year 2007-2008 were presented to the Academic Senate and chairs of key departments offering General Education courses. Several faculty members have been recruited to refine and finalize the draft GE SLOs.

▪ In spring 2008, a faculty member was reassigned as an SLO and Assessment Coordinator was hired. The SLO and Assessment Coordinator organizes and directs the development and

systematic implementation of learning outcomes assessment in instructional programs and faculty student and learning support programs. See link

> http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/resolutions/passed/FS_Resolution_Full-Time_StudentLearningOutcome_AssessmentCoordinator.pdf

▪ The Learning Assessment Committee finalized draft GE SLOs and the process/timeline for GE SLO final development. Faculty approved the GE SLOs last spring and they will be assessed by the end of spring 2009. This is a collaborative effort between the Faculty Senate's Learning Assessment Committee and administration. In addition, faculty members trained through the SLO Academy in the summer 2007 work alongside department chairs to share their expertise and ensure quality of SLOs and their assessments.

▪ Course level SLOs have been assessed in biology, chemistry and English, resulting in best practices. These are being shared with faculty through workshops and individual coaching sessions.

▪ The Academic Senate developed and approved Assessment Report forms that are to be submitted by each instructional and learning support department beginning with Program Reviews for the academic year 2009-2010. The final deadline for completing and reporting SLO assessment of all courses, programs, and support services is fall 2010. See link:

> http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Course%20Assessment%20Report%20Template.doc

▪ Information competency was included in the general education philosophy as a student learning outcome for the associate degree, and the Graduation Requirements Committee has proposed an implementation date of fall 2008. The focus of the library's information competency program is a library skills instruction session and workbook required for all English 101 (English composition and reading) students. Student learning outcomes for the library's information competency program have been developed and a collaborative effort with English faculty to assess SLOs will be implemented in the spring 2008 semester. Assessment of information competency as a general education SLO for English 101 has been implemented and is being tested in multiple sections across the campus.

▪ Through Project Synergy, defined in Recommendation 3, a new administrative position, Executive Dean of Instruction, has been approved, though not yet funded. Core functions of this position include administrative coordination and support for student learning outcomes and assessment, curriculum development, and professional development.

▪ In addition to changes in the college's organizational structure that reflect its institutional commitment to assessment practice and empowering decision-makers at the level of direct student impact, the job description for instructional deans is currently being revised to ensure facilitating SLOs is an inherent function. In this way, responsibilities for SLO assessment

practice across all levels—faculty, department chairs, deans, and senior administration—can be shared and clarified.

Response to Planning Agenda

10. *The Institutional Research Office will assess the institutional culture and the campus-wide knowledge of and understanding of student learning outcomes. (8-10)*

The Institutional Effectiveness Committee has completed its work on identifying a conceptual model defining how the college evaluates its effectiveness. The 4 factor model includes:

- Factor 1: Student Learning and Achievement
- Factor 2: Access to College Programs and Services
- Factor 3: Resource Management
- Factor 4: Standards of Excellence

With that model in place, an organizational climate survey will be developed to gauge student, staff, and community perceptions of our progress in those areas. The survey will be administered in spring 2009.

11. *Focused research will be conducted, interpreted, and applied in the future as the institution moves increasingly toward defining, identifying, and incorporating student learning outcomes within its programs and courses. Until those efforts are more fully realized, the institution will continue to research its student population in order to assess as well as address students' educational needs (pages 9-3).*

Research on the college's student population is part of the ongoing agenda for the Office of Institutional Research. See links:

> http://www.vvc.edu/offices/research/.
> http://www.vvc.edu/offices/research/quickfacts.shtml

Quick Facts are published every term on the college's website to inform the campus community of student characteristics. In addition, research is conducted to address specific questions relative to students' educational needs, including but not limited to the following:
Course retention and success rates are provided as part of the annual program review and planning cycle. See link:

> http://www.vvc.edu/PRAISE/

Research in support of the Student Equity Plan and Basic Skills Initiative are contained in the following links:

> http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf

http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09_APPENDIX.pdf
http://www.vvc.edu/offices/bsk/Basic%20Skills%20Action%20Plan%20Cover%20Page%20and%20ABCD%20secti.pdf

12.   The college will institute a program by which student learning outcomes can be effectively assessed, particularly as they are influenced by delivery modes and teaching methodologies.(9-14)

Student learning outcomes assessment at the course and program levels is embedded in the annual program review and planning process. See link.

http://www.vvc.edu/PRAISE/

As part of the unit planning documents, instructional and student services departments must identify their timeline for assessing outcomes. Where outcomes have been assessed, a summary of findings, faculty discussions, and plans for improvement must also be submitted.

With respect to assessment of outcomes by instructional delivery mode, the institutional research office will conduct a study comparing course retention and success rates of face-to-face courses and distance learning.

13.   The Office of Instruction and the Office of Student Services will work closely to ensure that evaluation of coursework is relevant and thorough, particularly in terms of student learning outcomes as defined and implemented at Victor Valley College. (9-46)

Instruction and Student Services are now combined under one Executive Vice President to ensure collaboration, effective communication, and cohesiveness of vision. In addition, through the Academic Senate's Curriculum Committee, the Office of Student Services and the Office of Instruction work closely to ensure coursework is relevant and thorough. One of the Curriculum Committee's primary functions is to promote student success by identifying the skills or knowledge essential or recommended to succeed in designated classes. Rigorous procedures for establishing advisories, prerequisites, and co-requisites safeguard student access and help promote student success. The articulation officer and at least one other counselor are members of the Curriculum Committee. The Curriculum Committee reviews all course outlines, recommends establishment of pre-and co-requisites, and advisories for degree-applicable courses. The division deans and department chairs ensure that associate degree credit courses and pre-collegiate basic skills course are taught by qualified instructors and in accordance with the course outline of record. With the implementation of CurricuNet, all courses have been reviewed for relevance, currency and appropriateness. Numerous courses have been deleted through this joint review process.

Evaluation/Analysis

The college has worked collaboratively to meet an aggressive goal that 100% course-level SLOs will be formulated with assessment methods identified by fall 2008 and that GE SLOs will be

developed and assessed by spring 2009. The current cadre of SLO practitioners will provide the training and translation of good practice standards—which is further buttressed by the emerging community of practice in the Teaching-Learning Center. In addition, integrating an assessment reporting requirement in the annual program review and planning process, in tandem with the clarification of the various roles in support of SLO development currently underway in the SLO task force, provides a sound foundation for establishing sustainable SLO assessment practice.

List of Supporting Evidence

- Sample Assessment Reports Chemistry, English-Reading, Philosophy, Religious Studies
  http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml#slo_examples

- Board Policy 4000 (Standards of Educational Excellence)
  http://www.vvc.edu/offices/president/docs/board/policies/BP%204000.pdf

- Administrative Procedure 4000 (*This document is currently in draft form*)
- Senate SLO Coordinator Resolution and Coordinator Responsibilities
  http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/resolutions/passed/FS_Resolution_Full-Time_StudentLearningOutcome_AssessmentCoordinator.pdf

- Revised Program Review Templates:
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20-%20PRAISE_CampusSupport_BlankTemplate_2008-2009_Draft1.doc

  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20PRAISE_InstructionalAreas_BlankTemplate_2008-09_Final.doc

  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20PRAISE_StudentSupport_BlankTemplate_2008-2009_Draft1.doc

- SLO Assessment Planning Forms, SLO Assessment Report Forms
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20-%20PRAISE_SLOAssessmentPlanning&Report.doc

- Notes, Workplan for Course-level SLOs
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.5%20-%20Notes,%20SLO%20Workplan,%202008-2009.doc

- Draft GE SLOs and Assessment Plan
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.6%20-%20GE%20SLO%20Development%20Schedule%20and%20Draft%203.doc

- Information Competency Outcomes, Objectives, Assessments
  http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml

- TLC Spring 2008 SLO schedule.
  http://gwcal.vvc.edu/mplusextranet/scp.dll/calendar?user=Teaching%20Learning%20Center&date=20080401&template=gwextra&lang=en-us&calendar=&html=&view=month&xsl

- Sample CurricUNET Word Reports
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.8%20-%20CurricUNET%20Word%20Reports.pdf

- TLC SLO resources (Course SLO Guide; Mapping Objectives to Outcomes; SLO Verbs per Bloom's Taxonomy)
  http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml

- Approved job description: Executive Dean of Instruction.

- Reorganization Chart
  http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Org_Chart_Per_Synergy_asof07092008.pdf

- SLO and Assessment Coordinator job description

- SLO course status (*access requires login*)
  http://team.vvc.edu/ssf/a/do?p_name=ss_forum&p_action=1&action=view_permalink&binderId=789&entityType=workspace

- Course SLO: Writing Guide
  http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Course%20SLO%20Guide%2015.doc

- General Education Assessment schedule and timelines
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.6%20-%20GE%20SLO%20Development%20Schedule%20and%20Draft%203.doc

- Student Equity Plan & APPENDIX:
  http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf

> http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09_APPENDIX.pdf

- Matriculation:
  http://www.vvc.edu/committees/student_services/Matriculation_Plan_08-09.pdf

- SLOs With Assessment Measures
  http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml

- CCSSE Survey
  http://www.ccsse.org/survey/public-profile.cfm?ipeds=125091&source=2007

Recommendation 3: Organizational Structure and Staffing

"The team recommends that the college evaluates and addresses its organizational structure and staffing needs. The evaluation should include, but not be limited to, technology support, risk management, maintenance and operations, and human resources. The college should take appropriate actions to implement the results of the evaluation and must address the lack of sufficient staffing" (Standard IIIC.1d, IIIC.2, IIIA.2 and Standard IVB.2a).

Introduction

At the direction of the Superintendent/President, working through the College Council, Project Synergy was launched on November 27, 2007, as a result of an all day workshop. Project Synergy focused on the college's reorganization efforts and staffing needs. The workshop was facilitated by an organizational change expert from the office of the San Bernardino County Superintendent of Schools. The purposes of the workshop included (a) enabling dialogue about collaboration and innovation; (b) allowing for reflection on the implications of redirection/reinvestment of our organizational structures and processes; and (c) equipping participants with fundamentals in facilitating collaboration and innovation. The experiential outcomes provided a philosophical background which group members sought to maintain throughout their dialogue. The more practical outcome for the workshop was the creation of a six- month action plan for reorganization efforts.

Progress and Accomplishments

Project Synergy Group was formed to develop recommendations for college reorganization. This group of volunteers from across the college adopted the name "College Synergy Group" at its first meeting because it denoted cooperation and working together. These notions better captured the intent of the group, which is to consider the college's organizational structure from new perspectives, rather than simply reshuffling work units on an organizational chart. Foremost in these new perspectives are the themes of collaboration and innovation, two of the newly adopted core values for the college. The writings of Sally Helgesen (Web of Inclusion, 1995) and Etienne Wenger (Communities of Practice, 2005) were core ideas in the discussion. Most importantly,

the group maintains "we are stronger together than separate," and intends to create an organizational structure where silos no longer exist.

Project Synergy Group executed its charge in the months following the workshop, disseminating information via the college website. A summary of the recommendations for college organization was presented to the Board of Trustees on March 12, 2008. See link:
 www.vvc.edu/offices/president/project_synergy.shtml).

The new college organizational structure was implemented as of July 1, 2008.

The college has developed a position called Human Resources Compliance Coordinator which has been approved for recruitment by the President's Cabinet. This position will support risk management and compliance functions. In the year following the 2005 visit, the college addressed structural and staffing needs in technology support, maintenance and operations, and human resources as reported in previous progress reports.

A systematic process was developed and implemented for prioritizing faculty hires based on established college goals and priorities. For FY 2007-08 and FY 2008-09, this process resulted in the hiring or the approval and budgeting to hire nine faculty, four administrators, and six classified staff.

Response to Planning Agenda

> 14.   *As funding becomes available, respond to the needs to fill vacant positions, as well as develop job descriptions and recruitments for new positions, such as Director of Institutional Planning & Research and Dean of Corporate & Community Education (page10-6).*

The college developed a hiring prioritization for faculty. The process for identifying new or replacement positions involved participation of individuals from across the disciplines as well as representatives from the management teams. The work of the hiring prioritization group resulted in five new faculty either hired or currently in recruitment.

The college developed a new position of Executive Dean of Institutional Effectiveness, supporting institutional planning and research. The work of the Synergy Group also resulted in the development and redesign of the Dean of Corporate & Community Education, which is now called Dean of Student and Workforce Development, reporting to the Executive Vice President of Instruction and Student Services.

In addition, the college is in recruitment for two new administrative positions, the Vice President of Administrative Services and the Director of Evening Operations and Instructional Support Programs. Upon available funding, the college plans to hire an Executive Dean of Technology and an Executive Dean of Curriculum and Learning Resources. For 2008-09 the college intends to recruit for three classified positions.

15.   In 2005, the Office of Human Resources will be revising the Faculty and Staff Diversity Plan Draft to conform to new guidelines, which are to be provided by the Chancellor's Office (page 10-10).

The college hired a new Vice President of Human Resources who has made a commitment and a priority with the assistance of the Diversity committee to complete the plan during fiscal year 2008-2009. An initial draft of the Diversity Plan has been completed and will be forwarded to the College Council for review before it is submitted to the System Office.

16.   As the college grows, the Human Resources Office must also demonstrate growth in order to respond to increasing needs. This growth would include more personnel in both human resources and payroll, additional training for staff, improved access to technology, implementation of new software, and ongoing assessment of services (10-12).

The Vice President of Human Resources was recently hired and is currently reviewing the organizational structure and technology needs in Human Resources.   A thorough planning document will be developed and submitted to President Cabinet and college Council. The restructuring of the Human Resources Office will result in the redesign of vacant positions to better align with state requirements for facilitating compliance aspects. The position of Human Resources Compliance Coordinator has been approved for recruitment by the President's Cabinet. This position will support risk management and compliance functions. The redesign of a second vacant position will also more effectively incorporate human resources technical functions. The HR Office also developed and implemented an online application process, enabling the college to respond to the needs of prospective applicants across the nation.

Evaluation/Analysis

The college has evaluated and addressed its organizational structure and staffing needs consistent with new shared governance policies and procedures. Moreover, during the planning process, the college community identified core principles as the new organizational structure was created. The final organizational structure is truly a culmination of many hours of self-reflective dialogue and demonstrates principles and values for the redesign. In this way, progress on established college-wide priorities is being facilitated. For FY 2007-08 and FY 2008-09, this process resulted in the hiring or the approval and budgeting to hire nine faculty, four administrators, and six classified staff.

List of Supporting Evidence

- Summary of Project Synergy (new college organizational structure)
    http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation3/R3.1%20-%20Synergy%20Summary.doc

- Recruitment Status Report
    http://www.vvc.edu/committees/Rcrtmt_Status10-08-08.pdf

- Board Policy 1201, Shared Governance
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%2012
  01.pdf

- Administrative Procedure 1201, Shared Governance Structure & Responsibilities
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%2012
  01.pdf
- Board Policy 1202, Institutional Effectiveness
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%2012
  02.pdf

- Administrative Procedure 1202, Implementing Institutional Effectiveness
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%2012
  02.pdf

- Board Policy 3250, Institutional Planning
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%2032
  50.pdf

- Administrative Procedure 3280, Grants Development and Administration

- Administrative Procedure 7120(a), Interim Appointment to Vacant Management
  Positions

- Committee website:
  http://www.vvc.edu/offices/president/committees.shtml

- College Council Agendas & Minutes:
  http://www.vvc.edu/offices/president/CC_docs.shtml
- PlanNet Technology Report:
  http://www.vvc.edu/offices/technical_services/pdf/VVC-
  Technology_Assessment_Report--06-13-08--v3_3.pdf

- Job description for Compliance Coordinator
- Job description for Resource Specialist
- Human Resources Organizational Structures

Recommendation 4: Financial Resources

"The team recommends that the college's institutional planning be reviewed so that it reflects a realistic assessment of its financial resources, the development of additional financial resources through public/private partnerships, and the management of expenditures. The team further recommends that the college, to ensure long-term financial stability, clearly identifies appropriate resources and plans for full payment of the 1997 Certificate of Participation" (Standard IIID.1b, 1c, 2c, 3).

Introduction

The college administration has undergone many changes since the last report was submitted. The Vice President of Administrative Services accepted a position at another community college, and the vice presidents of human resources and instruction also left the district in June 2008. This turnover--while difficult--has been positive in that it has caused the college to look deep within itself to reassess how it is doing business. This has entailed the input of administration, faculty, staff, and students.

The college has faced a revenue shortfall over the past few years as there was a drop in Full-Time Equivalent Students (FTES). This resulted in a reduction in the State apportionment that the district received, while salary and benefit costs continued to rise due to contractual obligations. This, coupled with threats of mid-year cuts at the state level, has caused the district to have to look at alternative ways to maintain its fiscal integrity.

During the preparation of the FY 2008-2009 budget, the FY 2007-2008 budget was analyzed. The FY 2007-2008 budget resulted in a significantly improved budget situation for the college. The president convened a sub-committee of the College Council named the Kitchen Cabinet. The goal of the group was to provide recommendations to the President, the constituent groups and the College Council. All recommendations of the group were utilized in preparation of the current budget. The planning process of the college recognizes the needs for some enhancements even in challenging economic times. It was decided to hire five new faculty, three new classified positions, and at least three administrators. The planning process recommended enhancements to the adjunct budget to accommodate new student growth of approximately 15%.

Since the college budget represents a fiscal plan which must address the revenue shortfall, the FY 2008-2009 budget relies upon cost savings, enrollment growth strategies and the use of one-time only reserve funds to ensure an adequate ending balance. The challenges faced by the college will not be eradicated in a single budget year; therefore, this year's budget must be considered a first step of a five year turn-around strategy. Achieving academic excellence requires a significant investment in the stability of the college's resources including faculty, staff, equipment, instructional supplies, materials, and technology. This five-year budget plan maintains a commitment to staffing through a negotiated salary structure that identifies salaries for all full-and part-time faculty, and classified for the next three years. Also, we need to maintain a stable offering of sections which require the expansion of technology and instructional equipment in support of student learning. To reduce the cost of college operations, several strategies are being employed and will be expanded over the next three years. These actions include:

- Tighter control over purchasing procedures
- Hiring freeze of vacant positions with limited exceptions
- Long-term planning for expanded savings with alternative energy strategies
- Movement of all staff to a composite rate for medical benefits as of July 2008
- Development of alternative sources of revenue

Progress and Accomplishments

- The FY 2007-2008 Ending Balance was $2.6 million higher than budgeted.
- All contractual obligations have been met and there have been no lay-offs to date and none anticipated.
- The college reduced its reliance on reserves by $3 million.
- The college developed an Enrollment Management Plan for 15% growth.
- The college developed a bond initiative which, if passed, will benefit the operating budget by a least $3 million.

Response to Planning Agenda

17.   The college should reevaluate its Guaranteed Investment Contract to establish when the District will have to start making payments from the General Fund, and start setting funds aside for that purpose (page 10-43).

The college has a Guaranteed Investment Contract (GIC) of over $30 million and is earning a fixed rate of interest at 7.75%. While the college's planning agenda implies that the GIC needs to be paid back, it does not. The GIC is a reserve which generates interest income.

The college has an obligation, however, to repay the Certificates of Participation (COP).   The college started making principal and interest payments on the COP in FY 2005-2006. These payments are budgeted and are being paid from the General Fund. For FY 2008-2009, the college has budgeted $3.05 million to cover all costs associated with the COP.

The college placed a $297.5 million bond issue on the November 2008 ballot. There are five specific projects for which bond proceeds will be used. The first and foremost will be to retire the $52.5 million certificates of participation (COP). There are several community colleges in the State that have retired COP with their voter-approved bond measures.

The list of California community colleges that have used bond fund to retire debt related to capital projects may be found in the following link:

http://www.vvc.edu/committees/SupportingEvidence-
MidTerm2008/Recommendation4/Other_CCCs_used-bonds-to-retire-their-past-
funding.pdf

The Certificates of Participation (COP) were issued at a time when the college had many acility needs, but there was no State funding available.   The list of projects completed by COP may be found in the following link:

http://www.vvc.edu/committees/SupportingEvidence-
MidTerm2008/Recommendation4/SummaryofExpenditures_1997_COPs.pdf .

Because of the outstanding reputation that the college now enjoys, the college stands a good chance of passing the bond at the time of the November election. The only other bond issue that the college passed was for $2 million in 1961, when the district was first established.

In the event that the bond does not pass, the district does have a contingency plan to repay the COP. It will refinance the COP by restructuring the payment schedule to one that has a fixed rate and has flatter principal and interest payments. In addition, the college will make adjustments to its spending to account for this. Using the GIC to make COP payments is not the desire of the college. The preference is to use these dollars to fund instructional and support needs of the college for which there are no alternative revenue streams.

In addition, the college was proactive in setting funds aside to fulfill the GASB 43/45 requirements. The last actuarial study conducted in March 2006 determined the district's other post employment benefits cost at $7.1 million. The district has set aside $3.1 million, which puts the college in an excellent position to retire the full liability well within the 30 years allowed. The Board of Trustees approved the creation of an irrevocable trust for the purpose of paying the retiree benefits. The funds will be invested this year, and the college will continue to invest a minimum of $100,000 each year. The college will commission an actuarial study this year as required by law.

18. The college will continue to reach an FTES goal of 2-3% higher than the FTES-funded cap (page 10-46).

The college has worked diligently to perfect its enrollment management so that classes are scheduled efficiently with greater fill rates. The college has an aggressive plan to grow by 15% in FY 2008-2009 in an attempt to reach 10,000 FTES, increasing the college's base funding by approximately $1.06 million annually.

19. The college will seek alternate sources of revenue and resources (page 10-46).

One of the most recent efforts to increase revenue was to lease several of the college's modular buildings to Azusa Pacific University. This will bring in $100,000 in new revenue for FY 2008-2009. Additionally, the college is expanding its Contract Education program to offer training to employees in local businesses.

The college has included lease space into its two proposed centers in Apple Valley and Hesperia. The college has discussed a partnership with the San Bernardino County One-Stop Shop. The County is very anxious to lease space at the college's proposed center in Hesperia.
Recently the college decided to take advantage of its unprecedented enrollment growth by accelerating the timeline by which it will reach 10,000 FTES. The college's strategy is to manage enrollment so as to reach this goal by 2008-2009, thereby permanently increasing the college's base funding by approximately $1.06 million annually.

The Victor Valley College Foundation continues to generate funds in support of its Endowment, which generates interest income in support of college programs and services. Additionally, the Foundation provided over $100,000 in student scholarships last year.
The district is installing a wind turbine on the campus at a one-time cost of $1.5 million; Southern California Edison is matching with an additional $1.5 million. The college anticipates that power generated by the turbine will reduce electricity costs by 25%.

> *20.   The college will remain alert to needed budget management controls and provide accurate and timely information for decision-making (page 10-47).*

The Director of Fiscal Services conducts training sessions on the district's financial management system so that incoming administrators, managers, department chairs, and classified members are able to run reports for their budgets. Further, they are shown how to read these budget reports in order to facilitate making informed, sound decisions.

The Director of Fiscal Services recently conducted an informative training session to a number of department chairs. Topics included the revenue sources of the college and how they are earned, an explanation of FTES and how it affects our state apportionment, and a description of the budgeting process and how operational and equipment needs can be met.

As the administration of the college receives critical information from the Chancellor's Office or from the Community College League of California on issues that will affect the college community as a whole, the administration has effectively communicated information not only to the Board of Trustees, but also to the college staff. For instance, the effects of the recent delay in the passing of the State budget were communicated on a weekly basis. The college had prepared for the delayed budget signing by having the Board approve a temporary loan against its future property tax revenue. Several colleges in the State, including Victor Valley College, were also in discussions with the Chancellor's Office about participating in a Tax Revenue and Anticipation Note (TRANs) to meet its short-term cash flow needs. As it turned out, neither of these interventions was necessary.

> *21.   The college will strive for accurate financial documents, and to adhere to public accounting standards (page 10-48).*

The college has been successful in preparing and maintaining accurate financial documents that reflect appropriate allocations to support student learning. The FY 2007-2008 annual CCFS-311 report shows the manner in which the district spent its unrestricted and categorical funds during the fiscal year. One of the sections of the report determines the percentage of the budget spent on instructional programs. In FY 2007-2008 fifty-six percent of the college budget was spent on student learning.

Annual audits have shown the college appropriates and expends college funds in a responsible fashion. The college is dedicated to adhering to public accounting standards, evidenced by our successful annual audits. The district not only has its regular external audit, but San Bernardino County also performs an annual audit of accounts payable to ensure that expenditures are supported with proper backup and signatures.

Proposed audit findings are discussed with the Vice President of Administrative Services and the Director of Fiscal Services. In the instance that an audit finding is identified, the Vice President of Administrative Services and the Director of Fiscal Services work with the appropriate departments so that in subsequent audits all issues are resolved.

> *22.   The college will communicate to the campus on the budget process for the upcoming fiscal year (page 10-48).*

The Finance/Budget and Planning Committee is a shared governance committee that meets to discuss budget assumptions for the upcoming fiscal year, enrollment trends, and budget needs. The agendas and minutes are posted on the college's website. Further, it is the responsibility of the committee members to communicate to their constituencies the topics and issues discussed. The committee met to go over the FY 2008-2009 budget assumptions in March 2008. Due to the departure of the Vice President, Administrative Services, the committee did not meet for the next several months, but the committee was reconvened to go over the FY 2008-2009 budget prior to its being presented to the Board of Trustees on September 9, 2008.

Two separate budget presentations were made to the Board of Trustees, one in May 2008 and the other in September 2008. See link: http://www.vvc.edu/staff/0708_budgetworkshop.htm

College faculty, staff, and community members were invited to attend. The budget workshop in May provided a detailed look at enrollment, revenues, expenditures, savings strategies, and budget shortfall. A considerable amount of time was spent discussing possible saving strategies to address the trend of expenditures-over-revenue spending.

The strategies included the following:

- A modified hiring freeze, i.e., not hiring some positions that are currently vacant.
- One-time reductions to supply and travel accounts
- Earlier cutoff date for purchases from the unrestricted general fund.
- Looking for additional revenue sources to help meet the needs of the growth in the district.
- Utilizing savings as the result of interest rate decline.

> 23. *The college will be cognizant of the salary/benefit portion of the budget and will ensure the ratio does not exceed 80% (page 10-50).*

The college has many employees who have been with the college for a significant period of time. Obviously, as a result of their being high on the salary schedule and their longevity, they are more costly than employees who have a shorter history with the college. To encourage those employees with the highest salaries and benefits to retire, the district offered a Supplemental Employee Retirement Plan (SERP). Twenty-three employees took advantage of SERP. The district will save approximately $737,000 in the first year and has projected savings of $3.7 million over the next five years. The savings are attained by a reduction in staff and by new hires coming in lower on the salary schedule. As a result of SERP the salary and benefits portion of the FY 2008-2009 budget represents 79.6 percent of the total budget, which adheres to the college's self-imposed goal not to exceed 80 percent.

> 24. *The college will continue to adhere to district policies and act on legal review and advice for contracts and agreements (page 10-52).*

The college has established a formal procedure relative to engaging into contracts and agreements. The procedure includes a review by the appropriate Vice President. The tentative agreement is then sent to the San Bernardino County Counsel or to the Board approved law firm.

The complexity of the contract or agreement determines which entity to employ. After legal review, the contract or agreement is agendized for Board of Trustees' ratification or approval.

Evaluation/Analysis

During FY 2007-2008, the college experienced unprecedented growth. The college was able to fully restore its base funding level and was able to grow well beyond its base. This restoration was due largely to a diligent enrollment management effort, which included offering fewer sections in order to maximize enrollment, resulting in substantial salary savings. See link: http://www.vvc.edu/offices/research/headcount_trends/CCFS-320_2007-2008_YearEndAnalysis_web.pdf

As the FY 2008-2009 is underway, the growth trend continues, and the college is anticipating enrolling 10,000 FTES by the end of this fiscal year. This will result in additional State apportionment of approximately $1.06 million annually.

List of Supporting Evidence

- District 2008-2009 Final Budget
  http://www.vvc.edu/offices/fiscal_services/08-09-budget.shtml

- Budget Assumptions for Fiscal Year 2008-2009
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R4.1%20-%20Budget%20Assumptions%2008-09.doc

- Five-Year Budget Plan
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R4.2%20-%205-Yr%20Budget%20Plan.xls

- Board minutes authorizing refinance of the 1997 Certificates of Participation.
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R-4.3%20Board%20Certification%20for%20COP%20Refinance.pdf

- Community Survey
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R-4.4%20Community%20Survey.pdf

- Institutional Research website:
  http://www.vvc.edu/offices/research/

- Board Approval of the following grants:
  Title V Cooperative Grant (2) Approved – 12/13/05 and 11/14/06
  Upward Bound and Upward Bound Math & Science: Approved – 11/03/07
  CAHSEE: Approved – 02/07; Approved – 10/07

GEAR UP: Approved – 08/05/08

Recommendation 6: Campus Climate

"The team recommends that the college establishes a positive campus climate that embodies a culture of respect, civility, dialogue, and trust designed to improve institutional decision-making, planning, and effectiveness" (Standard IB.1; Standard IIIA.1d, IIIA.4, IIIA.4c; and Standard IVA.2, IVA2.a, IVA.3, IVA.5).

Introduction

Since the appointment of Dr. Robert Silverman as Superintendent President in July 2007, the college has worked together to transform the organizational culture by improving its participative governance policies and procedures. Under his leadership members of the college's constituency groups, including the Board of Trustees, have reviewed and revised, where appropriate, the college's policies and procedures related to shared governance in order to create meaningful and successful ways of participating in decision-making. As referenced in the college's response to Recommendations 1 and 5, the College Council oversees the new shared governance committee structure to guide effective implementation of decisions and dissemination of information. An impressive showing of volunteers to work on one of the nine shared governance committees is testimony to the improved morale campuswide and the willingness to work together in support of broad-based dialogue has resulted in a renewed commitment on the part of the entire college community to work together for the good of the institution.

Progress and Accomplishments

The following list is not exhaustive but is representative of the outstanding work being accomplished by Victor Valley College:

- At the direction of the Board of Trustees and under the leadership of Dr. Robert Silverman, the college has worked together to transform the organizational culture by improving its participative governance policies and procedures. Members of the college's constituency groups, including the Board of Trustees, have reviewed and revised, where appropriate, the college's policies and procedures related to shared governance in order to create meaningful and successful ways of participating in decision-making.

- Teachers R Heroes is a program sponsored by the college in conjunction with San Bernardino County Schools and El Dorado Broadcasting that honors teachers throughout the High Desert. Students, parents, administrators, and staff are encouraged to nominate teachers who have exhibited exceptional teaching skills, classroom involvement, and concern for students. Nominations are coming to the college from all levels of education encompassing pre-school through college. The level of support for this program has expanded proportionally with the improvement of the college's climate and culture. The community identifies the college as the leader of this effort.

- In preparation for expansion, the college's Teaching-Learning Center (TLC) is re-establishing an online training component to ensure continued professional development of faculty. The award winning TLC, which focuses on a *community of practice approach*, received the statewide Student Success Award in November 2007 for successfully providing hands-on training in educational technology and computer assisted instruction.

- The college has entered into a formal Teacher Education partnership with the University of La Verne, articulating curriculum from the Educational Technology Certificate Program and sharing faculty between the respective institutions. The alliance will recruit students from high school and community college populations into a clearly defined, accelerated education career pathway. Students will complete all required work for an Educational Technology Certificate, Bachelor's Degree, Preliminary Credential and eventually a Master of Arts in Teaching on the campus.

- Model United Nations is a competitive exercise held in New York City at the United Nations Building that gives college and university students the opportunity to represent countries throughout the world in problem solving exercises. Universities from Europe (London Schools of Economics), and the United States (UCLA, Pepperdine, etc.) compete for recognition. Victor Valley College is one of only a few community colleges invited to attend. Victor Valley College's contingent has received the programs top awards for its delegation and papers submitted at the event. This program is highly praised by the community and supported with funds contributed by the private sector (Staples, etc.). The college community is bolstered by this academic exercise and recognizes its contribution to a culture of excellence.

- The Bridge Program is a collaborative outreach program, originating at Victor Valley College, as a partnership with local high schools, allowing students to complete their matriculation process before the end of their senior year, including local assessment for colleges and universities across the country. The program has been cited by the California Community College Chancellor as a model for all other community colleges throughout the state. The goal is to have every high school student enrolled in college before graduation. The resulting good will and associated praise has lead to overwhelming support for the program across the region. This program is recognized by students and staff as a positive contributor to climate improvement at Victor Valley College and has been cited the CCC System Office as a model for community colleges across the State. See links
  :
    http://www.collegecampaign.org/
    http://www.k16bridge.org
    http://www.vvc.edu/committees/student_services/StudentServicesConference_Keynotefinal.pdf

- As a result of focused meetings with area principals who expressed a common goal to meet the needs of the community, the College has partnered with local high schools by offering college classes at their school sites, and the classes are open to both high school

students and local residents. These off-campus sites have added to the overall effectiveness in the delivery of instructional programs and services.

- At the spring National Student Advocacy Conference held in Washington, D.C., Victor Valley College was recognized as the Campus of the Year for 2008 by the American Student Association of Community Colleges (ASACC). The award recognizes student advocacy on behalf of community colleges across the nation concerning important federal legislative issues. This is the second time VVC has been awarded this high honor. The college's reputation and image has been enhanced by this program. Vicariously, the college's staff shares in this recognition and in turn leads to the enhancement of college climate.

- At the Community College League of California's annual conference, Victor Valley College's Teaching-Learning Center was honored with the Chancellor's Award for Best Practices in Student Equity. The program was selected because it made exemplary progress in advancing college access and successful outcomes for historically underserved populations. The project allowed VVC students to learn, hands on, what it takes to be become a teacher. Likewise, grade school children greatly benefited from their experience at Education Technology Camp. In addition the program provided students an opportunity to work with schools and teachers in developing innovative environmental education curriculum. This working partnership with the community strengthened ties with area schools and served as a reminder to college staff of the innovative and wide ranging nature of this college's influence. See link

    http://gwcal.vvc.edu/mplusextranet/scp.dll/calendar?user=Teaching%20Learning%20Center

- Open dialogue takes place regularly in the Academic Senate and in various participatory committees. These committees include a permanent place on the agenda for an administrator or any guest--including the college president, Board members, or the president of the Associated Student Body. See link:

    http://www.vvc.edu/offices/president/committees.shtml

- Administrators and Human Resources employees attended a mandatory training on employment, education, and labor law to equip these key individuals with the knowledge necessary to facilitate positive staff interactions. Other training opportunities focusing on key issues such as ethics are offered at frequent intervals and can be accessed online. The Board of Trustees attended ethics training at its January 2008 retreat.

- In collaboration with the Title V Hispanic Serving Institutions grant, the college has cultivated a campus climate supportive of the needs of diverse students and staff. Numerous workshops focusing on understanding issues of diversity and equity followed a *train-the-trainers* format, resulting in nine faculty members who will serve as trainers for their peers in spring and fall 2008.

The campus climate has greatly improved, in part because of having been awarded numerous grants, bringing together college personnel and community members to jointly address the needs of current students and prospective students. The collaborative activities established in the grants have rekindled staff relationships and community spirit. These grants include two state-funded CAHSEE Programs and three new federal grants, Upward Bound, Upward Bound Math and Science, and GEAR UP.

- The completion of the Technology Center and the Speech-Drama Performing Arts Center has reinvigorated the faculty, staff, and community. Providing state-of-the art technology, VVC has become the center of culture in the High-Desert and has generated more educational opportunities for residents, added to the college's revenue stream, and contributed to the aesthetics of the environment.

- At the direction of the Board of Trustees and under the leadership of Dr. Robert Silverman, the college revised and instituted the new vision, mission, and core values statements that have resulted in progress in all areas of governance. The members of the Board insist on transparency and extensive review of all items included in their agenda. This consistent approach to governance results in enhanced communication, a thorough process for the approval of policy recommendations, and an improved structure for ratification of agreements. This restructured governance process serves as a positive example for all constituencies and is fostering an improved climate for inclusion and cooperation throughout the college.

- Contracts with all three unions have been negotiated and ratified. The faculty and classified unions each ratified three-year agreements. Labor relations continue to be relatively harmonious.

- The administration and each constituency group have agreed that most conflicts can be resolved prior to filing formal action. Open and honest dialogue has led to mutual agreement and resolution of concerns.

- The Board of Trustees voted unanimously to place a bond measure on the November 4, 2008, general election ballot. Likewise, the college community has unanimously supported the Bond initiative. Because of the effective leadership of the Board of Trustees and the Superintendent/President, there is a substantively improved campus climate, resulting in the increasingly positive image of the college in the press and in the community. The measure has been put before the public in a transparent campaign with defined goals and projects, including a Workforce Development Job Training Center in Hesperia and a Public Safety Job Training Center in Apple Valley. As a result of clearly stated objectives, numerous community leaders have stepped forward in support of the measure, totaling $297 million. See link: http://www.vvcfoundation.com

- Media relations have improved substantially. Under Dr. Silverman's leadership, members of the media have been provided open access to the college and to the Superintendent/President. In briefings with the media, Dr. Silverman summons all relevant participants to review inquiries and ask them to provide information or

clarification at the time of request. Media representatives are comfortable with this process and are given complete information that is subsequently reported fairly and accurately. When situations arise that are in conflict with fact, appropriate contact is made with the media to clear the record. This process has resulted in clear, concise, and accurate delivery of information. The college and wider community appreciate this cooperation and have responded positively to this process.

- To assist in the education of our community's diverse population, the college opened Victor Valley Education Center located in the center of the city. This center offers programs and services requested by the community to assist the population living in the area. Courses offered at the center will include English as a Second Language (ESL), Citizenship, guidance, basic skills, and parenting. The center is a result of community interest and a special partnership between the college and the Hispanic Chamber of Commerce. The establishment of the center reflects one of the goals in the Educational Master Plan and facilitates access. The college intends to apply to the Accrediting Commission for a Substantive Change.

- The Foundation for Community Colleges presented the Director of the Foster and Kinship Care Education Program at Victor Valley College, an Outstanding Service Award for her valuable contributions to life skills training and personal follow through with the foster youth in her program. In the Foundation's letter they complemented the Director "for all she has done on behalf of California's foster youth." Programs and services such as the Foster and Kinship Care Education Program bring recognition to the college and raise the level of enthusiasm of all staff.

- The college's Athletic Programs received numerous awards from the Foothill Conference, including Coach of the Year for Volleyball, Football, and Women's Soccer. In addition, one of the college's student-athletes received the Foothill Conference Women's Soccer Player of the Year. Several students competed in the State championships, including student-athletes from wrestling, cross country, and track and field.

- The college's Associate Degree Nursing students will host a health fair in October for all college employees. The services available are glucose testing, blood pressure checks, body mass index, flu vaccinations, and cholesterol screening along with a comprehensive cardiovascular risk assessment.

Response to Planning Agenda

25. *The college will conduct a campus climate survey for faculty and staff to gauge improvements in communication and knowledge throughout the College. This survey will be broadened to include additional components which reflect the diverse groups that make up the campus community. In addition conduct the faculty and staff satisfaction surveys and student surveys, determine if allocated resources are meeting goals by utilizing constituency recommendations (page 11-5).*

A task group comprised of members from various shared governance committees met to develop the survey. Several survey instruments were discussed and samples reviewed. During the task group meetings, discussions focused on whether or not the college should delay the dissemination of the survey until after Dr. Silverman had an opportunity to reorganize the college structure in response to Recommendations 1 and 5. Because the college was in transition, it was determined that the survey would not accurately capture the profile of the college's climate; consequently, the Office of Institutional Effectiveness is preparing to administer a campus climate survey in spring 2009.

Evaluation/Analysis

The college community has rallied around the efforts to become a more inclusive institution under the leadership of Dr. Robert Silverman, Superintendent/President. This is particularly evidenced in the consistently high attendance rates at committee meetings where motivated collegial dialogue has spurred additional planning agendas for the college. New respect is being generated and trust is beginning to be restored.

Overall, the impact of activities and progress relative to improved campus climate can be seen on multiple levels across the college, from staff-to-staff interactions, to decision-making processes and planning. For example, Board meetings are conducted with more efficiency and with more emphasis on student success. Community workshops have been held before every Board meeting on important topics like accreditation and student success and a collaborative process for determining new faculty hires for the coming academic year was successfully implemented. The earnestness and effort put forth collectively by the college to ensure a more productive and pleasant work environment is intended to have profound, lasting, and sustainable impact. With a renewed campus climate, we continue to build a new future together.

List of Supporting Evidence

- ▪ Agenda and minutes to date, College Council
    http://www.vvc.edu/offices/president/CC_docs.shtml

- ▪ Agenda and minutes to date, other shared governance committees
    http://www.vvc.edu/offices/president/committees.shtml

- ▪ Board Policy 1201, Shared Governance
    http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%2012
    01.pdf

- ▪ Administrative Procedure 1201, Shared Governance Structure & Responsibilities
    http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%2012
    01.pdf

- Board Policy 3250, Institutional Planning
  http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%2032
  50.pdf

- Board Approval of the following grants:
  Title V Cooperative Grant (2): Approved – 12/13/05 and 11/14/06
  Upward Bound and Upward Bound Math & Science: Approved – 11/03/07
  CAHSEE 1 & CAHSEE 2: Approved – 02/07 & 10/07
  GEAR UP: Approved – 08/05/08

- Teachers "R" Heroes
  http://www.vvc.edu/TeachersRHeroes.htm

- Model United Nations
  http://www.vvc.edu/academic/NMUN

- Bridge Program
  http://www.k16bridge.org

- ASACC Campus of the year 2008
  http://www.vvc.edu/committees/SupportingEvidence-
  MidTerm2008/Recommendation6/Campus%20of%20the%20Year.pdf

- Chancellor's Office Student Equity Award
  http://www.vvc.edu/committees/SupportingEvidence-
  MidTerm2008/Recommendation6/Student%20Equity%20Award.pdf

- Labor Relations
  http://www.vvc.edu/offices/human_resources/
- Bond
  http://www.citizenstobuildvvc.org

- Technology Center
  http://www.vvc.edu/offices/facilities/ATC.htm

- Speech Drama and Performing Arts Center
  http://www.vvc.edu/offices/facilities/PAC.htm

- Adapted Physical Education Complex
  http://www.vvc.edu/offices/facilities/ADPE.htm

- Victorville Education Center
  http://www.vvc.edu/committees/SupportingEvidence-
  MidTerm2008/Recommendation6/Grand%20opening%20VV%20Education%20
  Center.pdf

- Campus Outreach Sites

- Cultural Diversity Activities

        Native American Student Association:
        http://www.vvc.edu/student_clubs/native_american_student_association/

        Puente Program
        http://www.vvc.edu/puente/

- Foster youth award
        http://www.vvc.edu/committees/SupportingEvidence-
        MidTerm2008/Recommendation6/Rebecca%20Talley%20Award.pdf

- Athletics (awards and championships)
        http://www.vvc.edu/academic/athletics

- Health and Wellness Fair

Recommendation 7: Evaluation of Leadership Roles

"The team recommends that the college evaluates the role of college-wide leadership in institutional governance and implements the results of the evaluation to ensure the integrity and effectiveness of organizational processes, practices, and decision-making. Furthermore, the college should eliminate the current leadership configuration of the Academic Senate and the Faculty Union" (Standard IVA.1, IVA2.a, IVA.2b, IVA.3, IVA.5).

Introduction

Dr. Robert Silverman commenced his charge on July 9, 2007. Under his leadership and working closely with the various constituency groups, shared governance policies and procedures have been completely revamped. Fueled with energy to respond to the recommendations of the Commission, the Superintendent/President brought together various groups from across the campus to conceptualize a new organizational structure.

Project Synergy was the means by which the college evaluated the role of college-wide leadership to ensure the integrity and effectiveness of organizational processes, practices, and decision-making. The recommendation from the Commission prompted the Board to take action on reorganization. The process of reorganization began with self-reflection, identifying the college's core values, intentions, principles, and obstacles. Initial discussions resulted in the development of a "new organizational structure" based on two models: *Web of Inclusion,* which focuses on working collaboratively across teams to accomplish common goals; and *Community of Practice* built on the principle that participants share a domain of interest, create a sense of community through dialogue, learning from one another, and collaborating on purposeful activities. The work of the Project Synergy resulted in the development of a model that dedicated itself to shared governance which ensures participation of all campus groups.

Project Synergy established its design principles and strategies and agreed to maintain the following principles throughout reorganization efforts:

- The structure must enable open communication
- The structure must be flexible and responsive with breadth and depth
- The structure should enable free flow of information, ideas, and dialogue
- Throughout the structure there should be a distribution of power, enabling constant reorganization
- Encourage trial and error

Progress and Accomplishments

On January 25, 2008, the Board of Trustees held a retreat and developed its mission statement and goals. See link:

http://www.vvc.edu/offices/president/docs/board/minutes/BOT_Minutes_01-25-08.PDF

On September 22, 2008, the Board of Trustees convened an all day workshop to evaluate its strengths and to explore ways to enhance the effectiveness of governance, to build teamwork, and to strengthen leadership. The workshop format followed standard patterns of self-analysis of weaknesses and strengths interwoven with discussions of the principles cited above, examples of best practices, and Accreditation requirements. The Board addressed Accreditation Standard IV, *Leadership and Governance*, specifically IVB.1.f; IVB.1.g; and IVB.1.h:

1. With respect to Standard IVB.1.f, the workshop itself served as the vehicle for ongoing Board development and new member orientation.
2. With respect to Standard IVB.1.g, the Board has in place a detailed self-evaluation questionnaire that a majority of the Board filled out prior to the workshop and serves as an overall indication of individual performance.
3. Concerning IVB.1.h, the Board has formed a committee to review its ethics policies.

An ad hoc Board committee was formed to review and adapt as appropriate model policies and submit them to the college process for policy review and eventual approval and adoption by the full Board. Once adopted, individual Board members are obligated to honor the policies, and violators may be censured by the full Board. The committee should first consult with the college President to make certain that the ad hoc meeting is properly noticed, open to the public, and run in accordance with established college procedures.

The College Synergy Group developed a work plan which was comprised of responsibilities, timelines, and tasks. During each meeting the Group's progress was documented, and by April 2008 final recommendations were sent to the Superintendent/President as a work plan. See link:

http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_Workplan_Summary.pdf

The College Synergy Group developed strategies that can be implemented. Strategies were organized into the following categories: resources, community, training, customer service, decision-making/planning, and technology. See link:

http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_12032007_Protocol_Dr2.pdf

Drawing from the principles of the Web of Inclusion, the College Synergy Group developed a structure that fit the college. The Group committed to having 13 departments and three new deans: Executive Dean of Instruction; Executive Dean of Technology Services, and a Dean of Academic Programs.

Under the supervision of a dean or first-level administrator, the new department chair structure empowers department chairs or program director/coordinator to provide leadership on behalf of the department to the district. See link:

http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/CTA_Contract_2007-2010_ARTICLE-21.pdf

In May 2008, the Superintendent/President reviewed the recommendations, made the final decision, and disseminated the information to the campus community.

In June 2008, the Superintendent/President presented the information to the Board of Trustees and the new college organizational structure was implemented in July 2008. See link:

http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Org_Chart_Per_Synergy_asof07092008.pdf

The Academic Senate and the full-time faculty union have been separate entities since 2006, with separate leadership. See link:

http://www.vvc.edu/offices/faculty-services/faculty-senate/

The role of the Academic Senate has been clarified in Board Policy 1201, Shared Governance and Board Policy 1202, Institutional Effectiveness. The Senate committees are being evaluated for their effectiveness in light of the college reorganization..

Consistent with the intention of the district to strengthen the role of the Academic Senate, State law governing consultation and good practices in higher education, the Academic Senate report at the Board of Trustees meetings was moved to the beginning of the agenda without the time limitation imposed on public testimony. This is a significant change from prior practice and is intended to express a renewed professional respect among the Board of Trustees, the administration, and the faculty.

The College Council continues to address the college's organization to ensure that the structure facilitates empowerment of decisions-makers closest to the classroom and/or direct delivery of services to students. The discussions at the Council meetings have been very stimulating and demonstrate a willingness to change and articulate our commitment to students in new ways.

Response to Planning Agenda

> *35. Annually evaluate the roles of leadership and institution's governance and decision making structures to ensure continued function, integrity, and effectiveness of the decision making process (page 11-13).*

One of the charges of the College Council, which oversees the college's institutional planning and effectiveness, is to make recommendations to the Superintendent/President regarding the organizational structure and decision-making processes. At the end of each academic year, the Synergy Group will reconvene to analyze the results of college reorganization and decision making.

Evaluation/Analysis

Under the leadership of the Superintendent/President, the College Council was empowered to reconceptualize and institutionalize participatory governance and integrate institutional planning. More importantly, the College Council participated in shaping its own future and, as a result, is authorized to recommend policy changes directly to the Board of Trustees as stated in Administrative Procedure 1201*, Shared Governance.* Strong college-wide committees are critical to empowerment and participation by all staff and students and are defined in Board Policy 1201, *Shared Governance*. These committees are the forum which ensures the participatory function of the college on matters of shared importance.

List of Supporting Evidence

- Management Evaluation Process
   http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.1%20-%20Management%20Evaluation%20Process.doc

- Management Goals and Expectations
   http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.2%20-%20ManagementGoalsAndExpectations.doc

- Management/Supervisor Performance Evaluation Form
   http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.3%20-%20ManagementSupervisorPerformanceEvaluationForm.doc

- Management/Supervisor Self-Evaluation Form

http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.4%20-%20ManagementSupervisorPerformanceSELFEvaluationForm.doc

- Board Self-Evaluation

- Synergy : November 27, 2007 workshop
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_Workshop_11272007.pdf

- Action Plan Assignments
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/SynergyWorkshop_11272007_ActionPlanAssignments.pdf

- Synergy Group Work Plan
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_Workplan_Summary.pdf
- Synergy Group Protocol for Strategy 1
  http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_12032007_Protocol_Dr2.pdf

- Victor Valley College Faculty Association CTA-Chapter 1169
  http://www.vvc.edu/offices/human_resources/payroll-benefits/CTA_Contract_with_appendices_2007-2010.pdf

Conclusion

Victor Valley College, as the result of the unification of the Board of Trustees, the leadership of the Superintendent/President, and the commitment and dedication of administration, faculty, staff, and students, has taken seriously the recommendations made by the Accrediting Commission since 2005. The college community invites the Commission's review of our progress as we continue to dedicate ourselves to student success.