VICTOR VALLEY COLLEGE

18422 Bear Valley Road, Victorville, CA 92395

FOLLOW-UP REPORT #4

*This report summarizes resolution of the
ACCJC Evaluation Team Recommendations 2, 3, and 6
made on the basis of the April 19, 2012 site visit*

March 14, 2014

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Certification of Follow Up Report #4
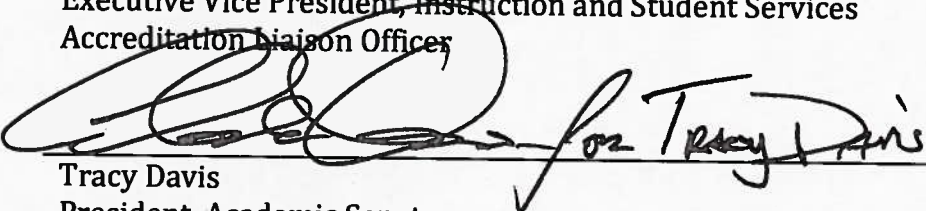
We certify that this Follow Up Report #4 accurately reflects the nature and substance of the College with respect to the Commission recommendations it has been asked to address, and that there was broad participation in the preparation of this Report.
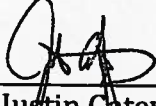
Signed:

Peter Allan
Interim Superintendent/President
3/6/14
Date

Dennis Henderson
President, Board of Trustees
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Peter Maphumulo
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Statement on Report Preparation

Members of the College's Accreditation Steering Committee (ASC) who worked on this report are listed below:

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In response to the letter from the Commission dated February 7, 2014, this team compiled the College responses to Recommendations 2, 3, and 6 from the Midterm Report and provided updated details to create Follow-Up Report #4.

The Board of Trustees adopted this report on March 11, 2014.

Responses to Team Recommendations and the Commission Action Letter

Team Recommendation 2: Integrated Planning and Continuous Improvement

As noted in recommendations 1 and 6 of the 2005 Accreditation Evaluation Report, and in recommendations from the reports of 1993 and 1999, and in order to meet the Standards and the Eligibility Requirements, the College should establish and maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (I.B.1, ER19) This process should include:

- *Goals to improve effectiveness that are stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed. (I.B.2)*

- *An evaluation of all programs throughout the College so that it assesses progress toward those goals and ensures that participation is broad-based throughout the College. (I.B.3, I.B.4)*

- *Documented assessment results for all courses, programs, and the institution. (I.B.5, II.A.1.a, II.B.4)*

- *Formal processes to evaluate the effectiveness of its ongoing planning and resource allocation processes. (I.B.6, I.B.7)*

- *Integration of planning with decision-making and budgeting processes to ensure that decisions to allocate staff, equipment, resources, and facilities throughout the College are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data. (I.B.2, I.B.3, I.B.6, III.C.2, IV.B.2.b)*

- *An integration of the total cost of facilities' ownership in both the short- and long-term planning processes. (III.B.1.c) [NOTE: III.B.1.c does not exist; the team probably meant III.B.2.a, given context]*

- *An assessment of physical resource planning with the involvement of the campus community. (III.B.1.a, III.B.2.a, III.B.2.b)*

- *A systematic assessment of the effective use of financial resources, with particular regard to meeting the needs of Library materials and technological resources, and the use of the results of this assessment as the basis for improvement. (II.C.1, II.C.2, III.D.3)*

Resolution and Analysis

Conclusion from Team Report, 11/23/2013

The College has fully met this recommendation. While there are some areas, notes above, in which continued improvement can still be made, the College is to be commended for the very substantial work that has been accomplished on this recommendation.

Response Letter from ACCJC, 2/7/2014

Reaffirmation with a Follow-Up report is granted when an institution is found to substantially meet or exceed the Eligibility Requirements, Accreditation Standards, and Commission policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately, may threaten the ability of the institution to continue to meet the Eligibility Requirements, Accreditation Standards, and Commission policies. The Report should demonstrate, and the visiting team will verify, that the institution has sustained compliance with the Standards associated with Recommendations 2, 3 and 6 as noted below (Recommendation 2 provided above).

Demonstrating Sustained Compliance

Closing the Loop

At the time of the last team visit on November 4, 2013 instructional programs were developing program review reports for the Budget Year 2014-2015 cycle. Since then the planning processes outlined in Administrative Procedure 6200 Budget Development [R2-1] has continued for Budget Year 2014-2015. Additionally, the first cycle of Administrative Procedure 6200, for Budget Year 2013-2014, was closed following the communication of the Superintendent/President on January 28th, 2014 [R2-2]. While this date is later than the planned process dictates, the Budget Year 2013-2014 cycle of planning and resource allocation was the first to follow the newly adopted Administrative Procedure 6200 and the College experienced a learning curve for its first endeavor.

Much was learned from this process and planning for improvement has already begun for the Budget Year 2014-2015 cycle [R2-3]. Examples include revision to the Budget Worksheet. The Instructional Program Review Committee (IPRC) has had robust discussions regarding what works and what needs improved for this form and has already drafted revisions for consideration by the FBPC [R2-4; R2-5; R2-6]. The Executive Dean of Institutional Effectiveness (EDIE) has also drafted revisions that consider work flow [R2-7] and has presented to the FBPC. Another area for improvement is adhering to the timeline established. As noted above, the first cycle under Administrative Procedure 6200 completed later than the planned timeline. The College is cognizant of the importance of adhering to the established timeline and is working to improve [R2-3]. Furthermore, it was identified that instructional programs completing Annual Updates were not sufficiently (or not at all) analyzing student enrollment data provided by the Office of Institutional

Effectiveness and Research (IER). The IPRC found through the general technical review [R2-8; R2-9] performed on the Budget Year 2013-2014 Annual Updates (submitted by all instructional programs as a bridge between the former program review process and the new) that this may have been due to the wording of the prompt on the template; the original prompt read, "Have there been any significant demographic changes in the past year within the program over the past year?". The template was revised to lead those writing the report to perform an analysis of student enrollment data for use in program planning and now reads, "Describe the trends in student retention, success, FTES, etc (see PRE's) within the program in the past year" [R2-10]. Upon random sampling of the Annual Updates submitted by Tracks B and C for Budget Year 2014-2015, the quality of data analysis has improved [R2-8]. The comprehensive PRAISE template was also revised and the prompts are as follows [R2-11]:

- Describe the trends in Retention, Success, Headcount, and FTES for this program for the past three years (refer to the PREs)?

- Paste data tables or graphs that you wish to include here. Delete this instruction when you have finished.

- After reviewing the program's PREs, student success indicators, and assessments, what changes (major or minor) were made in the program?

- What are the program's strengths or weaknesses in the area of student success?

- What changes in the area of student success are needed to make the program more effective?

The Peer Technical Review performed by the IPRC on the Budget Year 2014-2015 comprehensive PRAISE reports indicate a significant improvement in analysis of student enrollment data for program planning as well [R2-12; R2-13].

Work accomplished by the Non-instructional Program Review Committee (NIPRC) last year has stalled this year given the resignation of the chair. A new chair was appointed, however, the committee has not convened. It is the intent of the Executive Dean of Institutional Effectiveness to assist the new chair in re-populating the NIPRC and conduct a post-PRAISE evaluation meeting to assess quality of PRAISE Reports, as well as improvements necessary to the process to ensure sustainable, effective practice. Fortunately, last year's work on establishing a sound, useful rubric [R2-62] can be used to facilitate this year's evaluation process.

The College is currently midway through the Budget Year 2015-2016 cycle. December 1, 2013 was the submission date for instructional program reports. Track A programs completed comprehensive PRAISE and Tracks B and C completed Annual Updates. The Program List identifies 48 instructional programs for this cycle. Currently there are 44 reports submitted to SharePoint [R2-13] from instructional programs. As of the time this report was written, the division summaries were being developed by instructional dean

offices. The Program List also identifies 31 non-instructional programs, which had a submission date of February 3, 2014, and 25 of those have reports submitted and are posted to the NIPR website on SharePoint [R2-14]. Tier 1 prioritizations are scheduled to be completed by March 7, 2014 and Tier 2 summaries are scheduled to be completed by March 31, 2014 and submitted to the FBPC on April 1, 2014.

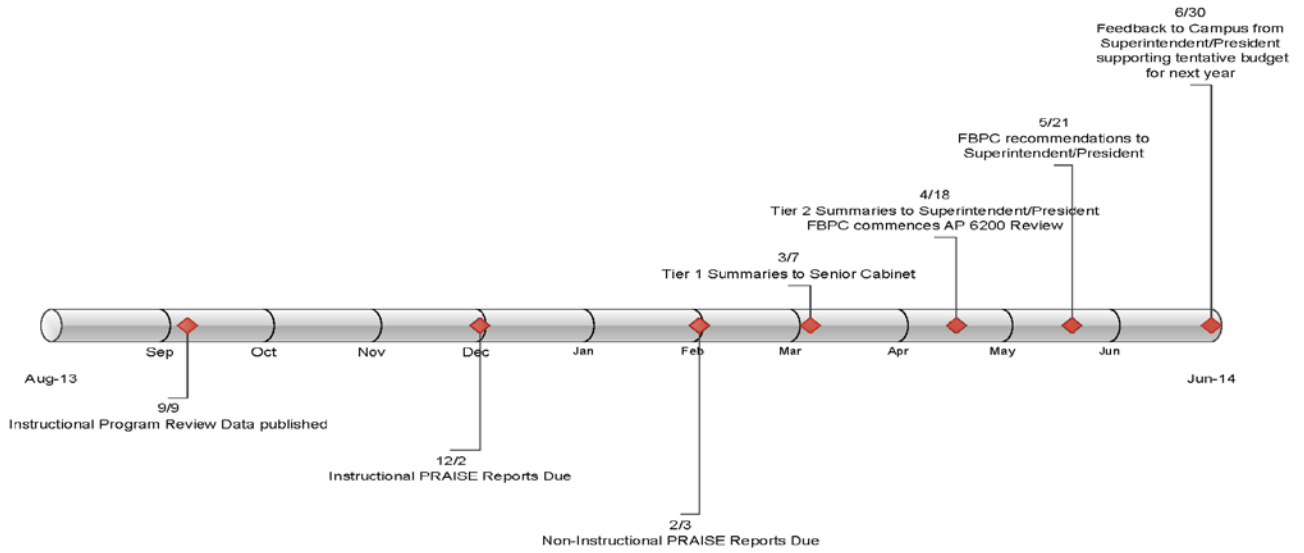**Figure 1. 2013-2014 PRAISE cycle for Fiscal Year 2014-2015**

Table 1 shows program participation for last year's and this year's PRAISE cycle.

Table 1. PRAISE Cycle	For Budget Year	#Required Program Reviews	#Programs Reviews Submitted
2012-2013	2013-2014	Instructional = 41 Non-Instructional = 33	Instructional = 41 required; 5 optional for 46 total Non-Instructional = 33
2013-2014	2014-2015	Instructional = 48 Non-Instructional = 31 (Program consolidation)	Instructional = 44 Non-Instructional = 26 submitted (includes 1 optional); 6 in process

Support for Program Review

Process oversight for program review for College programs continues to be provided by the IPRC and the Non-Instructional Program Review Committee (NIPRC) for non-instructional programs. As of the spring 2014 term the College implemented an

instructional Program Review Coordinator (PRCo) position through the Center for Institutional Excellence (CFIE) for instructional programs. The PRCo is a standing member of the IPRC and the role of the PRCo is to: provide assistance to the IPRC in developing and maintaining the process of program review as well as revisions and updates to instructional program documents such as the comprehensive PRAISE template and the Annual Update template as well as the instructional aspects of the Program Review Handbook and Program List; provide assistance to faculty for program review; work with the Office of Institutional Effectiveness and Research (IER) to develop reports, identify performance indicators and promote quality of program review; maintain dialogue with the NIPRC and the Finance, Budget and Planning Committee (FBPC); and promote and monitor timely completion of program review reports each cycle.

The PRCo position started on February 3, 2014. Since, the PRCo has had meetings with the IER [R2-15], with the EDIE and the NIPRC chair [R2-16] and has scheduled a joint meeting with the IPRC, NIPRC and FBPC [R2-17]. Several workshops that focus on improving the quality of program review have also been scheduled for the spring 2014 term including: Program Review and Educational Master Planning on April 11, 2014; Data Integrity on April 11, 2014; Using Student Enrollment and Assessment Data for Program Planning and Improvement on May 2, 2014; and Program Review and Accreditation on May 13, 2014 [R2-15]. Additionally, the PRCo and the Institutional Research Coordinator met with the Academic Senate Executive Team (ASET) on March 4, 2014 to discuss utilization of research data in developing faculty hiring recommendations [R2-18]. Also as a result of meetings between the PRCo and IER, a plan to electronically draw information from the instructional comprehensive PRAISE reports as well as the Annual Update reports is also in place and will result in the generation of specific reports for use by the Facilities Committee, Technology Committee and ASET as well as to contribute to the Assessment Report by the Student Learning Outcomes and Assessment Committee (SLOAC) and to the Educational Master Plan (EMP) [R2-15].

The IPRC, with support of the PRCo, is currently implementing revisions to its templates based on results of the 2013 Peer Technical Review of the Track A comprehensive PRAISE reports. Revisions include: discussion of Institutional Learning Outcomes (ILO) results and planning for improvement; formatting that promotes making the link between budget requests and identification of areas improvement, either in student learning or in the program itself, discussed within the report; a signature page to promote inclusion of all faculty that wish to contribute to the development of the PRAISE or Annual Update reports; and incorporation of the content of the 2013 Assessment Dialogue form that was implemented in the Budget Year 2014-2015 cycle [R2-19; R2-20; R2-21; R2-22]. Additionally, the process of revision of the Program List for the Budget Year 2015-2016 cycle was initiated on February 28, 2014 [R2-23; R2-24]. Examples of changes that will need to be made for the Program List include the assignment of Restaurant Management from the Humanities, Arts and Social Sciences (HASS) division to the Health Safety, Public Safety and Industrial Technology (HSPSIT) division as well as the assignment of Journalism from the English department to the Communication Studies department. The definition of a

program from program review was also revised and accepted by the Academic Senate and College Council in the spring 2013 term. The new definition will have an impact on the Program List due to leadership, department chairs and discipline facilitators, which unify various related disciplines as well as academic purpose.

The Office of Institutional Effectiveness and Research continues to provide support for the non-instructional program review process. Particular emphasis this year was placed on formalizing work systems for the prioritization process [R2-63], improvements to documentation [R2-64], training sessions with support staff in the Deans and Vice Presidents offices, and more frequent meetings with the Deans to enable active, ongoing communication as plans for the coming year are developed and prioritized.

Finally, there has been one Student Learning Outcome (SLO) Coordinator assigned to each of the three academic divisions (HASS, HSPSIT and Science, Technology, Engineering and Math [STEM]) through the CFIE to promote quality of instructional assessment and assistance to faculty in using assessment results for course and program level planning. Roles and responsibilities the SLO Coordinators are detailed in the Recommendation 3 section of this report.

TracDat continues to serve as the central repository for instructional assessment data at the course, program and institution levels [R2-25]. Currently, faculty are uploading data and planning information to SharePoint. The Office of Instruction staff continues to load assessment data directly from SharePoint into TracDat. The process ensures a "backup" of assessment entries that have been made. It also enables faculty to readily access assessment data and related documents from SharePoint until a system for enabling faculty to access TracDat has been internalized. Currently, department chairpersons can run Four-Column reports for their areas using TracDat. Additionally, the Student Learning Outcomes Committee (SLOAC) chair, IPRC chair/PR Coordinator and Office of Instruction staff are working with the MIS office to produce on online submission form for assessment directly from the CFIE website [R2-26; R2-27]. The electronic submission form will automatically upload faculty assessments, produce a confirmation of destination in SharePoint as well as alert the Office of Instruction staff that new assessments are ready for entry into TracDat©. It will also eliminate the requirement of having to train every faculty member, including incoming new faculty, on the proper locations to upload assessments in SharePoint, and thus the errors and inefficiencies that the College has recently experienced.

Sustaining Compliance

The College is successfully engaged in a process of budget planning and resource allocation based on student learning and program improvement from course and program-level assessment as well as program evaluation based on analysis of student enrollment data and other factors [R2-13; R2-14]. The first cycle delineated in Administrative Procedure 6200, which places program review as the basis of institutional planning for budget and resource allocation, has been completed and the second cycle is well underway.

An example of the Administrative Procedures 1202 Implementing Institutional Effectiveness [R2-28] and 6200 Budget Development [R2-1] is supported by the following: The Budget Year 2013-2014 Instructional PRAISE for the Administration of Justice Program included forty laptop computers for computer-based testing processes for students completing POST or STP courses [R2-29]. The Division Summary for HSPSIT and Tier 1 prioritized budget worksheets [R2-30; R2-31] for this area include these items and were ultimately prioritized by the FB&PC for recommendation to the Superintendent/President [R2-59] and approved for funding as indicated in the Budget Request statement by the Superintendent /President on January 28, 2014. This prioritized item was ultimately funded by a donation to the College Foundation from the San Manuel Band of Mission Indians rather than through the general fund [R2-32].

Shared Governance committees play a vital role in facilitating institutional dialogue for planning. For example, the Facilities Committee uses PRAISE reports as its planning resource [R2-33]. The role that the Facilities Committee plays in planning and institutional effectiveness is demonstrated through recommendations for designated space for the Math Success Center [R2-34] as well as for the relocation of the Campus Police to HC 1-3 [R2-35]. Integration of the planning processes of the Facilities Committee with PRAISE is demonstrated by the Math Success Center. The request for facilities for the Math Success Center is documented in PRAISE [R2-36], and through recommendation by the Facilities Committee and initial funding by a grant by Southern California Edison the planning has been realized and facilitation of student learning has been positively improved [R2-37]. The Facilities Committee has recently revised the Recommendation Tracking form to include specific criteria, including justification within PRAISE, when considering facilities needs and making recommendations to Cabinet [R2-38]. Through a process of planning based on student learning and achievement, the College demonstrates effective use of funding, regardless of the funding source.

Program Review is the root of institutional planning at the College and serves to foster institutional dialogue. Shared governance committees with representation by all constituencies play integral roles in institutional planning. Committees such as the Technology Committee, the Facilities Committee, the Finance, Budget and Planning Committee and College Council are composed of faculty, classified staff and management/administration and develop master planning documents, make recommendations to Cabinet and produce prioritized recommendations for resource allocations. The Academic Senate also participates in planning through PRAISE [R2-39], development of human resource prioritization [R2-40; R2-41].

Addressing the Visiting Team's Concerns/Suggestions for Improvement

There does remain a substantial variation in the quality of completed program review documents and consistency of assessment information included.

At the time of the November 4, 2013 accreditation team visit, only program reports from December 1, 2011(Budget Year 2012-2013) and 2012 (Budget Year 2013-2014) were

complete for those cycles and available on SharePoint [R2-42; R2-43]. Quality of those instructional program review reports have been evaluated by the IPRC [R2-8] and it has been noted that, indeed, there was great variability between reports. In November of 2013 the IPRC conducted a Peer Technical Review of the Budget Year 2014-2015 Track A Comprehensive PRAISE reports. On December 1, 2013 the Budget Year 2014-2015 reports were due: Annual Update for Tracks B and C; Comprehensive PRAISE for Track A. Through evaluation the IPRC has also noted that quality has increased steadily each year as reported in the IPRC 2013 Chair Report [R2-8; R2-9] and the 2013 Peer Technical Review Report [R2-12]. Additionally, as described above, the PR Coordinator has planned program review quality improvement workshops for spring 2014 [R2-15] in conjunction with the IER for sustained improvement of the instructional program review process.

The college intends to embed these questions (from Dialogue template) into the instructional program review template and the team encourages the College to consider extending this to the non-instructional program service outcomes as well.

Instructional programs have included the 2013 Assessment Dialogue in their Budget Year 2014-2015 program review reports, regardless of whether the program was in Track A and submitted a comprehensive PRAISE, or in Tracks B and C and submitted an Annual Update. The IPRC/PRCo has begun to revise the comprehensive PRAISE and Annual Update template to incorporate the content of the Assessment Dialogue form [R2-19; R2-21] for the Budget Year 2015-2016 cycle and has vetted them to the IPRC [R2-23].

Non-instructional program reviews are in process and are available on Sharepoint.

As described above, the IPRC chair/PR Coordinator has met with the IER [R2-15] to implement an extraction process so that reports for specific committees to use for institutional planning. Once the instructional program review templates are revised and finalized by the IPRC they will be sent to the IER for formatting to create reports for the Facilities Committee, Technology Committee, ASET and SLOAC.

The IPRC chair, NIPRC chair, FB&PC chair and the EDIE met in the Fall 2013 term to discuss successes and challenges of program review. A memo was presented to College Council that reported what has worked well and what areas need improvement [R2-3]. As described above, many of these areas have already been addressed. The IPRC chair/PR Coordinator has also met with the IER as well as the NIPRC chair and EDIE [R2-16] to discuss and plan quality measures for the upcoming cycle of program review and budget development. The PR Coordinator has recently contacted the chair of FB&PC to plan another joint meeting this term. IPRC has also discussed with the NIPRC chair planning a joint meeting with the NIPRC [R2-17]. It is sometimes difficult to plan joint meetings due to varying work schedules of members on the committees. At the very least, the chairs of the committees will continue to meet then report to their committees.

Recent meetings between the IPRC chair/PRCo and the IER [R2-15] have included discussions regarding the Scorecard data and its use for institutional planning and

improvement. A joint effort between the IPRC chair and SLOAC chair resulted in the development of the ILO Dialogue form [R2-44]. The SLOAC has also discussed it and agreed to its implementation [R2-27]. Like the Assessment Dialogue form discussed earlier in this report, it will be a predecessor to integrating these discussions into program review templates (as waiting for the December 1, 2014 due date for instructional program review reports will not be timely). SLOAC has agreed to implement the ILO Dialogue template as soon as possible to engage faculty in the discussion of the spring 2013 assessment results. Implementation of ILO results discussion in the ILO Dialogue form and in program review is a first step in addressing the Institutional Effectiveness Scorecard. Additionally, workshops planned by the PRCo and OIRE office, such as "Data Integrity", "Program Review and Educational Master Planning" and "Student Enrollment and Assessment Data for Program Review" will integrate the work the IER has done for the College. A mid-term Campus Communication Day is also in development and will include discussion of the Scorecard [R2-45; R2-46]. Pursuant to Administrative Procedure 1202 [R2-28], an invitation to serve on the Institutional Effectiveness Advisory Team (IEAT) has been sent by the Office of Institutional Effectiveness and Research to review the Student Success Scorecard and provide guidance on updates to the College's Institutional Effectiveness Scorecard [R2-61]. The Scorecard could serve as a starting point for institutional discussion of improving student success.

The IER maintains the Institutional Effectiveness Scorecard, which includes qualitative and quantitative measures of the four District goals: Fiscal Stability, Student Success, Accreditation and Image [R2-47]. The results of the ILO testing (as displayed on the Scorecard) have been discussed at the faculty forum session of the fall 2013 Convocation. The SLOAC has also discussed implementing a "Dialogue" form so that instructional programs can begin addressing the results of this assessment. Additionally, the IPRC has had discussions to implement ILO discussion prompts into the program review templates. Examples of improvement regarding Image include the work of the Communications Task Force (CTF) that identified areas for improvement based on the 2011 Campus Climate Surveys (R2-48; R2-60). The CTF made recommendations to College Council for improvement (R2-49, R2-50). One action on the CTF recommendations was the development of Campus Communication Days, events that convene all campus constituencies to discuss current matters of the College [R2-51; R2-52; R2-53; R2-54; R2-55; R2-56] that led the campus into regular, voluntary In-Service/Flex days that were held on August 30, 2013 [R2-57] and February 7, 2014 [R2-58]. A mid-semester Campus Communication Day is currently being developed for the spring 2014 term to continue opportunities for dialogue of Institutional Effectiveness Scorecard the amongst campus constituencies [R2-45; R2-46].

Conclusion

The College has sustained and improved the resolution of this recommendation. The annual College PRAISE cycle integrates planning, resource allocation, and continuous improvement from the program level to the institutional level in both instructional and

non-instructional areas. Program review committees monitor, evaluate and guide the PRAISE cycle and procedure to assure continuous quality and improvement. The College has clarified the definition of "program" in the instructional areas and will be reflected in a revised Program List for the Budget Year 2015-2016 cycle currently in progress). All Instructional programs have completed a program review for Budget Year 2014-2015 commencing the current PRAISE cycle for budget year 2015-2016. The instructional comprehensive program reviews and annual updates will incorporate the content of the Assessment Dialogue template within the report for this new cycle and will continue to include assessment analyses for planning as a standard component of the instructional PRAISE template; non-instructional program reviews already include assessments and their results in its annual comprehensive program reviews. This ensures that all program reviews conducted include use of assessment results for identifying areas for course and program improvement, and thus the requests for resources needed to achieve goals for improvement. Campus-wide dialogue for institutional planning continues along many avenues including Shared Governance Committees, Academic Senate and Academic Senate Committees, Convocations and Campus Communication Day events. A detailed history of the College's response to this recommendation can be found in its 2014 Midterm Report.

List of Supporting Evidence

R2-1. [Administrative Procedure 6200 Budget Development](#)
R2-2. [Budget Request Report January 28, 2014](#)
R2-3. [College Council Minutes (Memo at end of document) October 23, 2013](#)
R2-4. [Draft Budget Worksheet- Instructional Program Review Committee](#)
R2-5. [Instructional Program Review Committee Meeting Minutes October 25, 2013](#)
R2-6. [Instructional Program Review Committee Meeting Minutes November 22, 2013](#)
R2-7. [Draft Budget Worksheet- Office of Institutional Effectiveness and Research](#)
R2-8. [Instructional Program Review Committee 2013 Chair Report](#)
R2-9. [Instructional Program Review Committee 2013 Chair Report Evidence](#)
R2-10. [2013 Annual Update template](#)
R2-11. [2013 Instructional Comprehensive PRAISE template](#)
R2-12. [2013 Instructional Peer Technical Review Report](#)
R2-13. [Budget Year 2014-2015 instructional program review reports on SharePoint](#)
R2-14. [Budget Year 2014-2015 Non-instructional PRAISE on SharePoint](#)
R2-15. [Program Review Coordinator/Office of Institutional Effectiveness and Research meeting minutes February 18, 2014](#)
R2-16. [Program Review Coordinator/ Non-Instructional Program Review Committee Chair and Executive Dean Institutional Effectiveness meeting minutes February 24, 2014](#)
R2-17. [Joint meeting with Instructional Program Review committee, Non-Instructional Program Review Committee and Finance, Budget and Planning Committee](#)
R2-18. [Program Review Coordinator and Institutional Research Coordinator Presentation to Academic Senate Executive Team March 4, 2014](#)
R2-19. [Draft revision to instructional Comprehensive PRAISE](#)
R2-20. [Draft Comprehensive PRAISE Signature Page](#)

R2-21.   Draft revision to instructional Annual Update
R2-22.   Draft Annual Update Signature Page
R2-23.   Instructional Program Review Committee Meeting Agenda February 28, 2014
R2-24.   Revision to Program List Correspondence
R2-25.   TracDat© on SharePoint
R2-26.   Program Review Committee Chair, Student Learning Outcomes and Assessment Committee Chair, Instruction Office and Webmaster meeting notes
R2-27.   Student Learning Outcomes Assessment Committee meeting minutes February 28, 2014
R2-28.   Administrative Procedure Implementing Institutional Effectiveness 1202
R2-29.   Administration of Justice Budget Year 2013-2014 Annual Update
R2-30.   HSPSIT Budget Year 2013-2014 Budget Worksheet
R2-31.   HSPSIT Budget Year 2013-2014 Division Summary
R2-32.   San Manuel Mission Band of Indians Letter
R2-33.   PRAISE list by Facilities Committee
R2-34.   Recommendation to Cabinet Math Success Center
R2-35.   Recommendation to Cabinet Move Campus Police
R2-36.   Math PRAISE Budget Year 2012-2013
R2-37.   Math Annual Update Budget Year 2013-2014
R2-38.   Facilities Committee Tracking Form Revised
R2-39.   Academic Senate Budget Year 2013-2014 PRAISE
R2-40.   Academic Senate Hiring Procedure
R2-41.   Academic Senate Hiring Procedure Rubric
R2-42.   Budget Year 2012-2013 instructional PRAISE on SharePoint
R2-43.   Budget Year 2013-2014 instructional Annual Updates on SharePoint
R2-44.   ILO Dialogue template
R2-45.   Midterm Campus Communication Day discussion
R2-46.   Midterm Campus Communication Day planning notes
R2-47.   Institutional Effectiveness Scorecard on www.vvc.edu
R2-48.   2011Campus Climate Survey preliminary report
R2-49.   College Council Minutes September 12, 2012 Report of CTF progress
R2-50.   College Council Minutes October 3, 2012 CTF Recommendations to College Council
R2-51.   Campus Communication Day Agenda November 13, 2012
R2-52.   Campus Communication Day Agenda December 4, 2012
R2-53.   Campus Communication Day Agenda February 25, 2013
R2-54.   Campus Communication Day Agenda March 27, 2013
R2-55.   Campus Communication Day Agenda April 25, 2013
R2-56.   Campus Communication Day Videos on www.vvc.edu
R2-57.   Fall 2013 In-Service
R2-58.   Spring 2013 In-Service
R2-59.   Budget Year 2013-2014 Prioritization List
R2-60.   Communications Task Force Report of Findings
R2-61.   Invitation to Serve on Institutional Effectiveness Advisory Team
R2-62.   Technical Review Rubric for NIPR Praise

Team Recommendation 3: Student Learning Outcomes

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

Resolution and Analysis

Conclusion from Team Report, 11/7/2012

"*The College has made significant progress on Recommendation 3. However, the Commission noted in Recommendation 3 that efforts must be accelerated to assess all SLOs for every course, instructional and student support program and incorporate analyses into improvements and that this must be accomplished by fall 2012. As detailed above, there are remaining components to address in this recommendation. The team finds that the College partially met this recommendation.*"

Response Letter from ACCJC, 2/11/2013

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

Sustainability of Student learning Outcomes and Assessment

During the 2013-2014 academic year the College has continued to implement practices to maintain and improve the tracking and completion of course level-student learning outcomes. The implementation of discipline facilitators and department chair responsibilities [R3-1] for the purpose of inter-program communication and aggregation of data was implemented. The descriptions of the discipline facilitators give clear direction to

both full and part-time faculty regarding to whom to submit their assessment results for review and aggregation where appropriate. The discipline facilitators gather and complete the TracDat© reports for submittal to the proper SharePoint Folder [R3-2] for each discipline; department chairs do this for the discipline in their department that they represent. From the SharePoint folder the forms and data that are submitted are then transferred and entered into TracDat© by staff of the Center of Institutional effectiveness. The facilitators or chairs use the data to complete the assessment portion of the Annual Updates and PRAISE reports [R3-3].

The College has identified three Student Learning Outcome (SLO) coordinators, one for each of the academic divisions on campus: Humanities Arts and Social Sciences (HASS); Science, Technology, Engineering and Math (STEM); Health Safety, Public Safety, and Industrial Technologies (HSPSIT) [R3-4]. The duties of the three SLO coordinators include: communication with the department chairs or discipline facilitators regarding issues with assessment; help maintain the six year assessment plan within each division; the development of the web site for the Center for Institutional Excellence; contacting and assisting new faculty regarding their duties related to SLOs and assessment; and creating annual reports with Student Learning Outcomes and Assessment Committee SLOAC [R3-5]**.**

The fall 2013 In-Service day was facilitated discussions of SLO assessment [R3-6] and the success of that endeavor prompted the Academic Senate to plan and conduct another In-Service day at the beginning of spring 2014 term, also a success. The spring term In-Service day included a workshop on how to develop a proper syllabus. This workshop not only included examples of well-developed syllabi but there was healthy dialogue on the importance of the all syllabi for a particular course containing the same Student Learning Outcomes regardless of who the instructor is [R3-7]. Even though many of the faculty that were there have been instructors for some time at the college, there were also a number of new instructors that needed the training and a better understanding of what SLOs are and the of the requirement to have them on all syllabi.

In order to sustain and improve widespread involvement with assessment the College entered into an agreement with the signing and approval of the MOU that compensates the adjunct faculty per assessment and for the development of a rubric when there is a course that is in need of a new or improved rubric. The MOU also included a due date of March 30th for the Fall 2013 assessments and July 30th for the Spring 2014 assessments. [R3-8]

There has been further planning discussions for development of the Center For Institutional Excellence Website. Plans for the website include easily accessible training material for new faculty as well as and electronic submission form for assessments that will automatically route documentation to the correct destination folder on SharePoint [R3-9]. On the website there will be a page or link to a program page that will display the program's Program Learning Outcomes (PLOs), if applicable per the definition of a program for assessment, as well as plans for improvement improve within courses and the program itself [R3-10]. The Instructional Program Review Committee (IPRC), in

conjunction with the Office of Institutional Effectiveness and Research (IER), is currently developing a process that will extract these discussions directly from annual program review documents (either comprehensive PRAISE or Annual Update depending on the program's current track) [R3-11]. The annual Assessment Report is now accessible on the CFIE website with an updated table that displays the number of courses per department and the number that have been assessed as of October 2013[R3-12]. The table will be updated for the spring semester and a new annual report will be developed in the Fall of 2014 that will include an inventory of instructional assessments.

Wide Spread Dialogue via the Assessment Dialogue Forms

The purpose of the Assessment Dialogue template was to guide the department chairs and discipline facilitators through utilizing documented assessments, discussions and plans found in TracDat©, department meeting minutes [R3-13] and other sources for course and program planning and improvement [R3-14]. Incorporating the Assessment Dialogue into the Budget Year 2014-2015 PRAISE or Annual Update produced a basis for institutional planning based on assessment at the program level for access by appropriate campus constituencies.

The Assessment Dialogue template [R3-15] facilitates dialogue at the program level by prompting responses to different questions that are required for institutional planning. The first section in the form requires a narrative of: courses that were assessed at the course level within the school year in review; types of assessment tools used and if these tools provided meaningful feedback to the instructors; discussion of the results of the data from the course level SLOs and in which courses the data indicated areas for improvement for the SLOs assessed; and which courses the data indicated that students have been successful in the SLOs assessed. Additionally, the template requires a narrative of which courses the instructor(s) made changes and what type of changes were made based on the assessment results and for which courses have had the loops closed and if any changes that may have been made improved the courses. Finally, the template requires a narrative of how assessment results of courses assessed have led to the identification of new, continuing or increasing allocation of resources.

The Assessment Dialogue Template [R3-15] also includes a section for the discussion of PLO assessments. The template requires reporting of which SLOs for the courses offered within the program align with the PLOs identified and if the alignment is evident through mapping of the SLOs to the PLOs. The template also requires a discussion as to whether or not unique (authentic) assessments for the program have been implemented and how will the results provide the program with meaningful information about student success within the program. Finally, the template requires a narrative of how the assessments have led to changes in the program and how they have helped to identify recourses that the department will need for student success in the program.

Assessment Dialogue template was implemented for all instructional programs and completed by October 2013 in preparation for the accreditation visit on November 4,

2013[R3-16] . The Assessment Dialogue forms were then incorporated into the Budget year 2014-2015 program review reports [R3-3]. All instructional programs have included the 2013 assessments Dialogue Form in their program review, regardless of whether the program was in Track A and submitted a comprehensive PRAISE, or in Tracks B and C and submitted an Annual Update [R3-3]. The IPRC is currently incorporating the content of the Assessment Dialogue template into the comprehensive PRAISE and Annual Update templates for the Budget Year 2015-2016 cycle [R3-17] . Program review reports are utilized by Academic Senate and Shared Governance committees throughout the college for institutional planning and budget and resource allocation decisions [R3-18; R3-19].

As a part of program review [R3-17] , the Assessment Dialogue Templates give an in-depth view of how SLO/PLO assessments have identified needs within the different program on campus. The comprehensive PRAISE and Annual Updates, which are used for planning and improvement, are available on SharePoint for access by the Deans for development of the Tier I Summaries [R3-20]he Tier I summaries are then used by the Superintendent/ President, Executive Vice President of Instruction, and Vice President of Administrative Services to complete their Tier II summaries [R3-21] and then submit them to the Finance, Budget and Planning Committee (FB&PC). The FB&PC then uses the Tier II summaries to make recommendations as to items to be funded to the Superintendent/President [R3-22]. In addition to the above processes, other committees and groups also use the PRAISE documents for planning, such as the Facilities Committee [R3-23] and the Academic Senate Executive Team (ASET) for prioritization of human resource recommendations (faculty hires)[R3-18].

In summary, the College has engaged in program-level planning based on outcomes assessment. Department chairs or discipline facilitators use SLO and PLO assessment data and discussions from department meetings or the discussion that are submitted into TracDat© to complete the Assessment Dialogue Form, which was incorporated into the Budget Year 2014-2015 program review reports and is being incorporated into future program review templates. The PRAISE and Annual updates are turned into the division Deans so that they can complete their Tier I reports. The Tier I reports prioritize augmentation requests that are now based on assessment data from the PRIASE reports. The Superintendent/President and Vice Presidents then prioritize augmentation requests in Tier II summaries. The Tier II reports, that have a basis in assessment data, are submitted to FB&PC which use these reports for institutional planning and to make augmentation and resource allocation recommendations directly to the Superintendent/President. In sum, college-wide dialogue occurs at all levels—from faculty to the President of the college, and the basis of the resulting decisions is assessment of student success performed at the course and program level.

ILO Discussion and Planning

The ILOs were discussed at the fall 2013 In-Service in order to make the entire college aware of where the College needs to focus for the improvement in general education area.

Results of the ILO Assessment indicated that the primary area for improvement is the critical thinking [R3-6]. SLOAC, in conjunction with the SLO coordinators, have developed an ILO Assessment Dialogue form for each department to use to identify ways change in their courses and programs can increase success in this particular component of the ILOs [R3-24]. The college is also in the process of planning a mid-semester Campus Communication Day were a portion of the time will be allocated to discuss authentic planning centered on the results obtained from the ILO assessment scores [R3-25]. The IPRC is also incorporating ILO prompts into the comprehensive PRAISE and Annual Update templates to internalize these discussions permanently.

There has been the development of a mechanism for generating specific reports for instructional program review. The PRCo and IER are developing a plan to electronically draw information from the instructional comprehensive PRIASE reports as well as the Annual Updates reports that will result in the generation of specific reports for use by the Facility Committees, Technology Committee and ASET as well as to contribute to the Assessment Report by the Student Learning Outcomes and Assessment Committee (SLOAC) and the Educational Master Plan (EMP) [R3-11].

Conclusion

The College has sustained and improved the resolution of this recommendation. The College has continued support for improving the quality of assessment practices by implementing three SLO Coordinators. Improvements are being made to the submission process that will reduce errors for reporting purposes as well as workload for staff. Assessment continues to be included in broad-based dialogue events such as In-Service Days. Planning for improvement of assessment practices does not occur in silos. The SLOAC chair, SLO Coordinators, Program Review Coordinator and IER engage in dialogue and work closely with faculty and administrators. Plans to increase public reporting of assessment through the College's Center for Institutional Excellence webpage are in progress in an effort to continue compliance with anticipated revisions to the accreditation standards. The use of assessment results for planning at the course and program level have become internalized through the PRAISE process and continue through shared governance and other constituencies for institutional planning. Dialogue for assessment at the institutional level (ILOs) has also progressed and the cycle and improvement pathway has been determined for the future. A detailed history of the College's response to this recommendation can be found in its 2014 Midterm Report.

List of Supporting Evidence

R3-1.   Department Chair and Discipline Facilitator MOU
R3-2.   SharePoint assessment reporting folders
R3-3.   2014-2015 Budget Year PRAISE
R3-4.   SLO coordinator MOU
R3-5.   SLO Coordinator Responsibilities

R3-6.   Fall 2013 Volunteer In-Service Day
R3-7.   Spring 2014 in-service day
R3-8.   Adjunct SLO Assessment MOU
R3-9.   February 28, 2014 SLOAC minutes
R3-10. Institutional Student Learning Outcomes (ILOs) results
R3-11. Minutes between Office of Institutional Effectiveness and IPRC chair
R3-12. Annual update on CFIE site
R3-13. Departmental Meeting Minutes
R3-14. PRAISE (History)
R3-15. Dialogue Template
R3-16. SharePoint Assessment Dialogues
R3-17. Assessment Dialogue Template incorporated into the 2015-2016 PRAISE
R3-18. Academic Senate Hiring Prioritization
R3-19. Academic Senate Hiring Rubric
R3-20. Tier I Dean Summaries
R3-21. Tier II Summaries
R3-22. FPBC recommendations based on Tier II summaries
R3-23. Facilities Committee recommendations based on PRAISE report
R3-24. ILO Assessment Dialogue Form
R3-25. Mid-semester communication day

Team Recommendation 6: Long-Term Fiscal Plans

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

Resolution and Analysis

From the Financial Panel Review by the ACCJC

The panel's recommendation is: "In order to do this the college will need to alter their collective bargaining agreements to restore some flexibility in spending as well as reduce the rate of increases of benefits and other personnel spending."

From the Commission Action Letter of February 7, 2014

The College must "Demonstrate that the college has developed a long range financial plan that addressed the projected financial deficits. Standard III.D.1 requires the institution to plan for short and long term liabilities. The commission notes that this requirement is the same as Recommendation 6 in the 2011 Comprehensive visit Evaluation Team Report.

Special Financial Report Plan

Indeed, it is worth noting that the College has consistently maintained a positive ending balance and has begun each year with substantial reserves. This fact has been consistently noted on the College's Annual Fiscal Reports. As noted by the Commission in its February 7, 2014 Action Letter, the College has adequate financial reserves to provide for several years of budget deficits. The success of any fiscal plan depends on the willingness of the constituents to understand the issue and to be willing to work together to resolve the issue. Victor Valley College faculty, staff and administrators fully recognize this fact and they accept the reality that a balanced budget is achieved only when operating revenues equal operating expenses at the end of a fiscal year.

Response from Team Report 11/23/13

The college has addressed this recommendation; it has a plan to address the structural deficit through negotiations. The team notes, however, its concern that the success of this strategy relies on the employee bargaining groups developing an understanding of the College's long term deficits and agree to concessions.

Response from the Financial Panel review by the ACCJC

The panel's recommendation is: "In order to do this the college will need to alter their collective bargaining agreements to restore some flexibility in spending as well as reduce the rate of increases of benefits and other personnel spending."

Corrective Actions Taken

In response to this recombination, the College has taken a series of additional actions to the Follow-Up Report Recommendation 6 submitted to the Commission on October 15, 2013 to reduce expenditures, increase revenue and bring equilibrium between annual operating revenues and expenses by 2016. The plan as outlined below has been distributed to all employees of the District, and discussed at length by the Accreditation Steering Committee at it February 28th meeting.   In its meeting on March 11, 2014, the Board of Trustees for Victor Valley College proposed additional measures that will help the College achieve long term financial stability (BOT Agenda).

Furthermore, the College has begun the following actions in order to address the budgetary impact of benefits and other personnel expenses:

1. As of 6/30/13 there was a $ 5.6 million deficit (Expenses exceed revenues)

2. As of 6/30/14 there will be an additional $700K of expenses

    a. Health Insurance increases: $ 500,000

    b. Steps/Longevity: $ 200,000

The total short fall of revenue to expenses for 2014 is $ 6.3 million.

The College's Plan to Resolve the Deficit

1. Estimated Revenue production:

    a. Interest from the Guaranteed Investment Contract: $ 2.0million for 2014-5 and subsequent years. During the 10 years between now and 2025, the District will establish a sinking fund by directing a portion of future growth funds to reducing annual contribution from GIC interest from $ 2 million to $ 1 million.

    b. Recovery of Mandated Costs: $ 250,000

    c. State Funded COLA: $ 711,000

    d. Growth funds: $ 300,000

Total increase in revenue production: $ 3.25 million

2. Negotiate reductions in expenses:

   a. Negotiations with the Faculty (start date March 13,2014):

      i. Negotiate a reduction in the compensation paid for the Summer Session by December 2014: Savings $ 1.0 million

   b. Negotiations with classified and management (In progress):

      i. Reduce Instructional Assistant Schedule from 12 months to 10 months by July 1st, 2014: Savings $ 164,000

   c. Reductions attributable to manager (completed):

      i. In August 2013 the Board of Trustees approved a change to the management salary schedules to be extended by 2 years on the front end.

   d. Targeted reductions applicable to all employees:

      i. Negotiate a cap and employee contribution to the benefit plan by December 2014 Expected saving as a result of Administrators, Staff and Faculty reducing and contributing to their benefit package: $ 1.0 million

Total Targeted Expense reductions attributable to cost cutting: $ 2.914 Million

Total of expense reductions and revenue enhancements: $ 6.146 million.

Conclusion

This recommendation is resolved. The College has developed its Long Range Financial Strategies and Action Plans consistent with recommendations by FCMAT in its Fiscal Review Report dated April 3, 2013. Several key strategies have been implemented, with the remaining strategies to be implemented at various times throughout this academic year. In particular, steps have been taken to negotiate the above described items as we address the structural budget deficit. Overall, the plan considers multiple approaches of ensuring the College's future fiscal stability—from cost saving measures, to evaluating and updating board policies and administrative procedures, to creating and monitoring its plans using established structures and work systems. In this way, the College strengthens the organizational foundation upon which practices and operations are conducted. A detailed history of the College's response to this recommendation can be found in its 2014 Midterm Report; updated information can be found in its 2014 Special Report.

List of Supporting Evidence

R6-1. Board Resolution #12-07 - Board of Trustee direction to the President/Superintendent to the eliminate the deficit (July 2012)
R6-2. FCMAT Fiscal Review, April 3,2013
R6-3. Board of Trustee approval of District and CTA sunshine items
R6-4. Evidence of dates for negotiations
R6-5. Sunshine list in BOT minutes
R6-6. E-mail correspondence to campus community for the Victor Valley College Plan for Resolving the Budget Deficit
R6-7. State budget update correspondence from the Chief Financial Officer to the College stakeholders
R6-8. Cabinet meeting notes
R6-9. Accreditation Steering Committee meeting minutes 2/28/14, 3/7/14
R6-10. 2014 Midterm Report
R6-11. 2014 Special Report