VICTOR VALLEY COLLEGE
18422 Bear Valley Road
Victorville, CA 92395

FOLLOW-UP REPORT

This report summarizes progress on the ACCJC Evaluation Team Recommendations and the Commission Recommendation made on the basis of the March 14-17, 2011 site visit to Victor Valley College.

March 15, 2012

Certification of the Follow-Up Report

We certify that this Follow-Up Report 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.
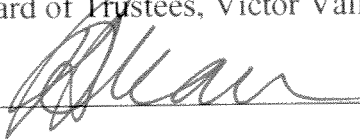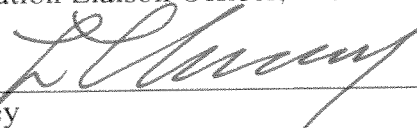
Signed:

_____   03-07-12
Christopher O'Hearn   Date
Superintendent/President, Victor Valley College

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Joe Range   Date
President, Board of Trustees, Victor Valley Community College District

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Peter Allan   Date
Interim Executive Vice President, Instruction and Student Services, and
    Accreditation Liaison Officer, Victor Valley College

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Lisa Harvey   Date
President, Academic Senate, Victor Valley College

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Frederick Board   Date
President, California School Employees Association Chapter 584,
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Christopher Dustin   Date
President, Associated Students, Victor Valley College

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Statement on Report Preparation

This Follow-Up Report addresses the seven Team Recommendations and one Commission Recommendation noted in the June 30, 2011 letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) that placed Victor Valley College (VVC) on Probation. It also provides a brief update on the College's progress on one additional Team Recommendation.

This Report will show that since last June, VVC has made substantial progress on integrated planning, campus climate, Board practices, and the other issues identified by the Commission. It was prepared by the Accreditation Liaison Officer (ALO) and the accreditation consultants based on information gathered from departments and individuals throughout the College.

The ALO distributed the first full draft of the Report to the entire campus community on February 15, 2012 via email, and notified everyone that it was posted, along with all associated evidence files, on the Sharepoint portal. He asked all recipients to review the Report for accuracy, and to send in specific suggestions for correction wherever needed. In addition, the accreditation consultant solicited input from faculty, administrators, managers, classified staff, and students in a series of feedback sessions on February 28 and March 1, 2012. Attendees at the six sessions included 22 faculty, 13 classified staff, 21 administrators/managers, and 11 students, for a total of 67. Finally, College Council members were asked to review the Report in detail, and notify the ALO of any corrections or suggestions. [SR-01 Feedback invitation email 1 120215.pdf; SR-02 Feedback invitation email 2 120215.pdf; SR-03 Feedback invitation email 3 120215.pdf; SR-04 Feedback invitation email 4 120215.pdf; SR-05 Feedback invitation email 5 120221.pdf; SR-06 Follow-Up Report Q-A Attendees 2-28 and 3-1-12.docx]

The ALO and accreditation consultants reviewed all the feedback received, and incorporated it as appropriate into a second complete draft. The Cabinet reviewed that draft and made minor corrections. The final complete draft was reviewed and discussed by the College Council at its March 7, 2012 meeting, after which the ALO distributed the final Report to the entire campus community and posted it on the Sharepoint portal, along with the updated evidence files. The Board of Trustees received and reviewed the final Report in preparation for its March 13, 2012 meeting, at which the ALO and the accreditation consultants made a final presentation. [SR-07 03-13-12 Board Agenda Item-ACCJC Follow Up Report.doc]

Responses to the Commission Action Letter

Team Recommendation 1: Mission

In order to meet the Standards, the College should revise its planning documents to reflect the current mission so that the mission is central to institutional planning and decision making. Furthermore, the College should adhere to its policy of annually reviewing its mission statement and update its Educational Master Plan using its current mission statement. (I.A.3, I.A.4)

Analysis and Resolution

Administrative Procedure (AP) 1200 states that the "vision, values, mission, and goals of Victor Valley College define the district's purpose and identity and are the basis for institutional planning and the evaluation of institutional effectiveness." AP 1200 requires that the College Council initiate an annual review of the mission statement, along with the vision, values, and goals, to ensure that it remains central to institutional planning and decision-making. If the Council finds that revision is in order, it makes a recommendation to that effect to the President, and a thorough evaluation and revision process commences. If the Council finds that revision is not needed, then the mission statement remains unchanged until the next review, or until the next comprehensive master planning cycle. [R1-01 AP 1200 Rev of Mission.pdf]

The College Council reviewed the mission at its first meeting in Fall 2011 in accord with AP 1200, and concluded that no revision was necessary in 2011-12. The group is scheduled to review the mission again at its first meeting in September 2012. [R1-02 CC_Minutes_09-14-11.pdf; R1-10 February 08, 2012 CC Final Minutes.docx]

The Board of Trustees also reviewed the mission in a Special Meeting on September 28, 2011, and concluded that from its perspective, revision of the mission statement was not warranted during 2011-12. [R8-02 Special Mtg Agenda and Packet 110928.PDF]

The following major planning documents already reflect the current mission statement:
- Matriculation Plan [R1-03 Matriculation_Plan_08-09.pdf]
- Student Equity Plan [R1-04 Student_Equity_Plan_08-09.pdf]
- Library Information Technology Plan [R2-23 Library Five-Year Technology Plan 2010-2015.pdf]
- Equal Employment Opportunity Plan [R1-05 CC_Minutes_11-30-11.pdf; R1-06 EEOPlanRevision11042011.doc]

The Educational Master Planning Task Force began work on updating the 2007 Educational Master Plan in October 2011. Its target date for submitting the revision to the Board of Trustees is August 2012. The draft of the new version already includes the current mission statement. [R1-07 EMP Chapter 2.doc]

The following major planning documents are now undergoing development or review and revision through participatory governance processes. The responsible groups understand that the final versions are to reflect the current mission statement.

- Technology Master Plan: Target completion by May 2012 [R2-72 TechComm Agenda 2-22-2012.docx]
- Program Review, Allocations, and Institutional Strategies for Excellence (PRAISE) Handbook: Target completion by September 2012 [R2-10 ProgramReviewHandbook_Draft6 with changes_Committee.doc]

At its meeting of February 8, 2012, the College Council, through the Superintendent/President, directed the Facilities Committee to publish an addendum to the Facilities Master Plan, the last of the major planning documents, to reflect the current mission statement by March 2012. [R1-10 February 08, 2012 CC Final Minutes.docx]

Conclusion

The College has partially resolved Team Recommendation 1, and will have fully resolved it by September 2012 with the revision of the Educational Master Plan, Technology Master Plan, and Facilities Master Plan, and the publication of the *PRAISE Handbook*, to reflect the current mission statement. These changes will demonstrate that the institution's mission is central to all institutional planning and decision-making processes (I.A.4). Moreover, the current mission statement has been reviewed and confirmed through the participatory governance process set forth in AP 1200, and the next annual review with possible revision is scheduled to begin in September 2012 (I.A.3).

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)*

Analysis and Resolution

The PRAISE Process

The Program Review, Allocations, and Institutional Strategies for Excellence (PRAISE) process is central to integrated planning and continuous improvement at VVC. Groups responsible for educational master planning, facilities planning, and technology planning use PRAISE findings as they deliberate and make recommendations at an institutional level.

The PRAISE process has followed a standard evaluation-planning-implementation model for several years:

- Instructional and non-instructional programs engage in dialogue and evaluate themselves based on a variety of qualitative and quantitative measures focused on program effectiveness and (particularly in instruction) student learning.
- Based on the results, they identify improvement goals, some of which might require additional resources to achieve.

- They determine the financial, technology, and (to a lesser extent) facilities resources, if any, required, and make requests for those resources. (They also request faculty and, beginning in 2011-12, classified staff; see Human Resources Planning below.)
- Each successive organizational level then evaluates, merges, refines, and sets in priority order the resource allocation requests that result, culminating in a final College-wide list of priorities recommended by the Finance/Budget and Planning Committee (FBPC) and sent to the Superintendent/President for final approval. [R2-01 Assessment Praise Report 2011-12 rev 11 22 11 (2).pdf; R2-02 PRAISE2012-2013EMS.docx; R2-03 PRAISE 2011.12 Augmentation Requests.xls; R2-69 PRAISE_StudentSupport_Admissions and Records_2009-2010_Ver7.pdf; R2-70 2011-12_BudgetDev_Worksheet_6200-A-R.xlsx]
- Improvements requiring no additional resources are implemented as soon as practicable. Improvements requiring additional resources that have been approved are implemented beginning the following year, generally in priority order, to the extent that actual College funding permits. [R2-45 PRAISE_workflow_BY2012-2013.pdf]

For the 2011-12 process, the Academic Senate Program Review Committee recommended a simplified template, together with a worksheet that includes budget priorities and a status report on SLO assessment; both were implemented across the College. Programs were required to submit their completed PRAISE documents by December 1, 2011, considerably earlier than in past years. Participation in the process during 2011-12 was broad-based, as it had been in 2010-11; refinements in program definition identified more than a dozen additional programs, and once again participation approached 85 percent. [R2-05 PRAISE Report document Sept 2011 Final Final.docx; R2-06 PRAISE Budget Worksheet Final.xlsx; R2-04 PRAISE Completion Checklist 11-12-12-13 rev 120206.xlsx]

Enhancements in the process for 2011-12, in addition to accelerating the due date, include the following:
- The roll-up of resource allocation priorities is more systematic. In evaluating and prioritizing Spring 2011 resource requests from across the College, a subcommittee of the FBPC reviewed the PRAISE report from every requesting program, along with other data. Starting in Spring 2012, program-level requests are prioritized first based on discussion among program representatives and the department chair or supervisor at the department level, then based on discussion among department representatives and the dean or director at the division level, and then based on discussion among the deans and directors at the vice presidential area level, before going to the FBPC for the development of an institution-wide priorities list. The FPBC still has access to the original PRAISE documents for reference as needed, but their review will be much less labor-intensive. [R2-09 Budget Planning Process.vsd; R2-28 Finance-Budget Cmte. Minutes 5.18.11.pdf; R2-29 Finance-Budget Cmte. Minutes 06.01.11.pdf; R2-30 Finance-Budget Cmte. Minutes 08.03.11.pdf; R2-31 Finance-Budget Cmte. Minutes 08.04.11.pdf; R2-32 Finance-Budget Cmte. Minutes 08.24.11.pdf]
- The Vice President of Administrative Services (VPAS) will make the final approved resource allocation priority list available campus-wide, so that all College programs—not just those whose resource requests were approved—will be notified of the results of the process.

These changes have improved the PRAISE process. Certain aspects of the process, however, require further improvement. For example:

- Dialogue about program review results and their implications for continuous improvement of student learning and institutional effectiveness, although it undoubtedly occurred within most departments, was not documented in the process. Opportunities for such dialogue across departments and the institution as a whole need to be more common.
- The simplified template and worksheet did include sections for reporting on SLOs and other outcomes, and a number of instructional programs did submit SLO information and tracking worksheets for the 2011-12 cycle. However, unlike the reporting templates in past years, the 2011-12 template required no other evidence, either quantitative or qualitative, on demand, offerings, enrollments, student success, student retention, or other measures of program impact or performance. (Nonetheless, some programs, such as Construction and Manufacturing Technology, chose to submit such evidence anyway. [R2-27 2012 PRAISE Construction and Manufacturing Technology Complete Report.pdf]) The decision not to require such evidence was made in large part because of reported inaccuracies in the standard array of discipline reports provided for instructional programs, which are now being addressed. (See description of the ad hoc Data Integrity Task Force below.)
- A minority of instructional programs included program learning outcomes in their PRAISE submissions. (See Team Recommendation 3.)
- The revised process was implemented quickly, and documentation, directions, and procedures were insufficient. For example, the forms did not specify that the improvement goals be stated in measurable terms, nor that programs should consider institutional strategic priorities or higher-level plans or goals in their planning.
- Formal evaluation of the effectiveness of the 2010-11 PRAISE process did not occur in Spring 2011. (A Spring 2010 survey of PRAISE participants had been used in refining the process for 2010-11, though the number of respondents was quite small. [R2-08 Program Review Evaluation Results - Academic Senate 2010.doc])

To address these problems and to accelerate achievement of Sustainable Continuous Quality Improvement on the ACCJC Program Review Rubric, the College is taking the following steps during Spring and Fall 2012:

- The College Council has approved establishment of a Noninstructional Program Review Committee. The Committee is charged with the following tasks:
  - Guide and monitor the Program Review process in the noninstructional areas of the College.
  - In collaboration with the Academic Senate Program Review Committee:
    - Develop procedures and timelines for the PRAISE process, consistent with the planning and program review rubrics provided by ACCJC.
    - Develop, maintain, evaluate, improve, and disseminate the *PRAISE Handbook*.
    - Receive appropriate training on PRAISE processes and requirements, and on best practices in the field.

- Provide a forum for ongoing campus dialogue on PRAISE issues and practices, and on the effects of PRAISE processes on student learning and institutional effectiveness.
- Recommend policies related to the PRAISE process as needed.
  - o Coordinate training and other assistance for faculty, staff, management, and students with regard to noninstructional PRAISE requirements and procedures.
  - o Monitor and report progress on preparing noninstructional PRAISE reports, and initiate corrective action where appropriate.
  [R1-10 February 08, 2012 CC Final Minutes.docx; R2-47 College Council minutes 2-22-12; R2-48 Noninstr PRAISE Comm Approved 120222.docx; R2-73 Request for appointees 120223.pdf; R2-74 Request for appointees Reminder 120301.pdf]

- The Academic Senate Program Review Committee is conducting a thorough evaluation of the 2011-12 instructional PRAISE process during Spring 2012. The evaluation includes a review of model program review processes at other community colleges, such as Saddleback and Butte.

- The two Program Review Committees will collaborate closely in developing a comprehensive set of formal procedures that adhere to both best practices and ACCJC Standards They will also document those procedures in a *VVC PRAISE Handbook*, and recommend permanent structures for the systematic coordination of the entire PRAISE process across the College. Drafting of the *Handbook* is well underway. [R2-10 ProgramReviewHandbook_Draft6 with changes_Committee.doc]

- In discussions about the procedures and the *Handbook*, the Academic Senate Program Review Committee is taking into consideration the following program review elements and ideas, among others:
  - o Moving to a six-year cycle, with comprehensive program review in the first year followed in each of the next five years by a shorter annual version that reports any significant program changes or implications of updated performance data, progress on previously identified improvement goals, and identification of new improvement goals
  - o Consistent definition of programs across the College
  - o Facilitating dialogue with and among participants and the rest of the campus community about the process, its procedures, and its results
  - o Training of participants as needed on the components, principles, and terminology of proper program review as applied at Victor Valley College
  - o Specifications such as the following:
    - Consideration of the College mission, institutional goals, the Educational Master Plan, and other higher-level plans
    - Dialogue and reaching consensus on measurable goals for program improvement based on evaluation results
    - Clarity of the link between improvement goals and resource requests
    - Incorporation of qualitative and quantitative evidence, including assessment results for course and program SLOs and other outcomes, and other measures of student performance and program effectiveness
  - o Regular, formal evaluation of the effectiveness of the process, with recommendations for improvement

- o Clarity and consistency in form and template design (e.g., form and contents of resource requests in the comprehensive and annual reviews)
  - o The relationship between instructional program review and the curriculum review process
  - o Possible revisions in Board Policies and Administrative Procedures
  - o Monitoring and recordkeeping
  - o Definitions of terms
  [R2-33 Meeting Summary 02-06-12.pdf; R3-11 Copy of Programs - list only 120302.xlsx; R2-63 AP 3250-InstitutionalPlanningSystems_asof10212010.pdf]

- The Interim Executive Vice President of Instruction and Student Services formed an ad-hoc Data Integrity Task Force, with representatives from the Office of Institutional Effectiveness, the Program Review Committees, and Technology and Information Resources, and charged it with determining the incidence of errors in PRAISE data reports, investigating the causes, recommending solutions to the root problems, and monitoring effective implementation of those solutions, until such time as regular checks of data integrity show that the primary sources of errors have been eliminated. The Task Force specified action items for checking Fall 2012 PRAISE data for each program, correcting them as needed, documenting and disseminating information on both errors and corrections, and ensuring the integrity of PRAISE data in subsequent cycles. [R2-49 Ad-Hoc Committee on Data Integrity February 10 2011 final2.docx]

Publication of the *Handbook* is scheduled for September 2012, and implementation of the revised PRAISE process that it documents will begin in October 2012.

Educational Master Planning

As noted under Team Recommendation 1, the Educational Master Planning Task Force began work on updating the 2007 Educational Master Plan in October 2011. The revised Plan will include the following sections:
- Purpose and organization of the Plan
- College history, mission, and vision
- Characteristics and effects of the external environment
- Characteristics and effects of the internal environment
- Planning assumptions
- A brief summary of every instructional and noninstructional program
- Recommendations, including measurable goals
- Provisions for review and revision of the Plan

Initial drafts of the first four sections have been prepared. The Plan is founded upon the College mission, and informed by substantial qualitative and quantitative data on the characteristics of the service area, the College, and its students. A series of open workshops will be held in March to discuss environmental scan findings and their implications for planning. The Task Force has asked all programs of the College to review their data, and to contribute program summaries. The program summaries draw largely upon the PRAISE documents prepared during the most recent cycle. In turn, the recommendations and measurable goals will address College-wide needs identified through analysis and discussion of all those information sources. [R2-40 EMP

Chapter 1 draft.doc; R2-41 EMP Chapter 2 draft.doc; R2-42 EMP Chapter 3 draft.doc; R2-43 EMP Chapter 4 draft.doc]

Additional campus community input during preparation of the Plan is solicited primarily through the task force meetings, division and department chair meetings, and Academic Senate meetings. When a complete draft is available, the task force will share the Educational Master Plan document and seek final suggestions in informational sessions for college employees and the community. [R2-11 EMP Progress January 2012.pdf; R2-35 10-26-11 - Minutes.pdf; R2-36 11-02-11 Minutes.pdf; R2-37 11-07-11 Minutes.pdf; R2-38 11-14-11 Minutes.pdf; R2-39 11-28-11 Minutes.pdf]

The target date for submitting the final Educational Master Plan revision to the Board of Trustees is August 2012.

Human Resources Planning

The PRAISE process is still the primary mechanism for human resources planning. Requests to add or fill both faculty and classified positions are based on each department's own analysis of its needs, and both needs and requests are documented in departmental PRAISE submissions. [R2-01 Assessment Praise Report 2011-12 rev 11 22 11 (2).pdf; R2-03 PRAISE 2011.12 Augmentation Requests.xls; R2-07 PRAISE_math_2011-2012.docx; R2-60 2012 PRAISE Construction and Manufacturing Technology Complete Report.pdf; R2-61 PRAISE - English.pdf; R2-62 PRAISE_math_2011-2012.docx]

- Requests for full-time faculty are forwarded to the Academic Senate Faculty Hiring Committee. Based on a review of the applicable PRAISE documents and other evidence, that Committee recommends to the Superintendent/President a priority list for faculty hires. The Superintendent/President approved three new faculty hires from the most recent list, for English, Math, and Construction and Manufacturing Technology. The math instructor began work on February 13, 2012, and the other two will start in Fall 2012.
- Along with requests for equipment, supplies, and other budget augmentations, 2011-12 requests for classified staff are to be rolled up from the program through the institutional level. The FBPC will include those requests in its overall priority recommendation to the Superintendent/President in Spring 2012 and henceforth.
- In contrast, requests to add or fill a management position typically originate with the manager who supervises the position. Each request must be justified based on departmental needs, workload analysis, and/or other evidence, and must be reviewed and approved by the applicable vice president before a recommendation goes to Cabinet and then the Superintendent/President for a final decision.
- Finally, in light of the State budget crisis and its potential effects on the College, the Superintendent/President and the Cabinet are scrutinizing all vacant positions with even greater intensity than usual.

Facilities Planning

The participatory-governance Facilities Committee is responsible for planning for the major physical resources at the College. (Planning and resource allocation for equipment below a certain level occurs through the PRAISE process as described above, and for minor facilities modifications primarily through the maintenance work order system.) At meetings, members receive updates on facilities projects, discuss current and proposed projects, address related issues as they arise, and make recommendations to the Superintendent/President as appropriate on a form designed for that purpose. For example, in response to a request that originated in a PRAISE report, the Committee recommended the allocation of facilities to the Police Department that will provide it with more space and facilitate its compliance with applicable regulations. [R2-12 Facilities Comm Minutes 1-13-12.doc; R2-13 Cabinet Recommendation Form - Move Campus Police to HC 1-3.doc]

Administrative Services managers now systematically discuss total cost of ownership (TCO) in facilities planning meetings with architects and others, and beginning in March 2012 will provide TCO information as a matter of course for all Committee deliberations involving new or upgraded facilities. [R2-14 Agenda 02-10-12.doc; R2-51 Total Cost of Ownership rev.docx; R2-52 Science Programming Meeting No. 1 Jim2.doc; R2-53 Nursing Programming Meeting No. 1 Jim2.doc; R2-54 Vocational Technology Programming Meeting No. 1 Jim2.doc]

The Facilities Committee is also responsible for review and revision of the Facilities Master Plan, which was last updated in 2007, and for review of the Five-Year Construction Plan, which is approved by the Board and submitted to the Chancellor's Office annually. At the direction of College Council through the Superintendent/President (see Team Recommendation 1), members have discussed the implications of the current VVC mission statement for the Facilities Master Plan, and will produce a Plan addendum containing the mission statement this Spring. [R2-64 5-year plan.PDF; R4-44 Minutes 2-10-12.doc]

In January 2012, the Committee began the task of evaluating the effectiveness of physical resource planning at the College with a workshop on the observable outcomes of effective and ineffective planning. With the help of the accreditation consultant, members will develop a self-assessment instrument based in part on information gleaned from that workshop, conduct the self-assessment, and analyze the results. To gather the input of the campus community, they will also review results from the sections of the Campus Climate Surveys of 2010 and 2011 applicable to facilities planning. By the end of Spring 2012, the Committee will report its conclusions and corresponding recommendations to the College Council. Those recommendations will include the periodic reassessment of physical resource planning with the continuing involvement of the campus community. [R2-16 Phys Res Outcomes Transcrip 120201.docx; R2-17 Questions on Phys Res Plng on Campus Climate Survey.docx]

Technology Planning

Systematic assessment of the financial and other resources required to address technology infrastructure, large technology projects, and other long-term needs typically begins in Technology and Information Resources (TIR), which brings such topics to the participatory-

governance Technology Committee for discussion. With the recent hiring of additional staff, the department is now implementing several long-planned initiatives to improve communication, shorten service response time, and simplify work processes for faculty and others. Among them are the implementation of a Sharepoint portal as the centralized repository for participatory-governance committee minutes and other documents (see also Team Recommendation 4), an operational data store to facilitate custom report requests, and a drop screen in Web Advisor, which enables faculty to manage their rosters electronically and has been very well received. [R2-65 Faculty feedback on tech improvements.pdf]

The Technology Committee is responsible for developing and maintaining the VVC Technology Plan, and is now in the midst of reviewing and revising an updated draft of that Plan. It is scheduled to issue the final draft, which will include provision for regular review and revision based in part on user input, by May 2012. [R2-18 Victor_Valley_College_Technology_Plan_-_9Jan2012_Draft.pdf; R2-71 Draft minutes 2-3-2012.docx; R2-72 TechComm Agenda 2-22-2012.docx]

Four questions on the 2011 Campus Climate Survey related to campus technology planning. Results indicated that positive and negative perceptions of technical training and the adequacy of technology support across campus were about evenly split, while negative perceptions outnumbered the positive regarding priorities that reflect realistic assessment of campus wide needs and consideration of total cost of ownership. However, there had been improvement in the ratio of positive to negative perceptions of training, realistic assessment, and total cost of ownership since 2010. The Technology Committee will consider the implications of these findings as it refines the Technology Plan. [R4-02 CCS_comparison_2010_2011 rev 120209 SG.pdf]

The PRAISE process addresses technology needs at the program level. Programs identify and request the technology resources they need to maintain or improve their effectiveness, and those requests go through the annual priorities process described above. If a given request rises to a high enough institution-wide priority level to receive a share of the funding available for the following fiscal year, the program is notified and orders the resource through the normal purchasing process. The Executive Dean of TIR reviews all such requests to ensure that the resources meet campus standards, to combine orders to realize economies of scale, and to deal with any other issues that might arise across departmental boundaries. [R2-03 PRAISE 2011.12 Augmentation Requests.xls; R2-20 PRAISE - Facilities 2011-12.docx; R2-21 Tech Resource Allocation 2011-12 description.pdf]

As part of its systematic evaluation of governance structures and processes (see Team Recommendation 7), the College Council is reviewing the composition of the Technology Committee, and will recommend any adjustments needed to ensure appropriately broad representation of user perspectives and functions.

Library Planning

The Library's annual departmental budget supports a basic level of materials acquisition and technology. Systematic assessment of resources needed for additional materials and technology

takes place primarily through the PRAISE process. For example, the Library's December 2011 PRAISE submission included requests for $20,000 to replace old workstations; such requests go through the same annual priorities and funding process described above. In addition, it included requests for Perkins funding for $6,000 in license fees to renew the Lexis-Nexis subscription, and $9,000 for books and periodicals. Requests for technology draw on the additional support of the Library Information Technology Plan. [R2-22 PRAISE LIBRARY 2012 2013.doc; R2-23 Library Five-Year Technology Plan 2010-2015.pdf]

Overall Institutional Effectiveness

Once the Educational Master Plan is updated in August 2012, annual measurement of and campus-wide dialogue about progress on its recommendations and goals will constitute the primary method of gauging the overall effectiveness of institutional processes, particularly those designed to facilitate student learning. However, the College employs several other methods to promote overall institutional effectiveness, including the following:

- The Board of Trustees establishes a set of goals each year at a planning retreat. [R8-01 BOT_Minutes_05-21-11.pdf]
- The Superintendent/President identifies one or more measurable institutional objectives under each Board goal, and establishes concrete performance measures to gauge progress on each objective. [R2-25 VVCCD_District_Goals_2011_ver4.docx]
- In January 2012, the College Council distributed a guide to inform individual members of the campus community about what they can do to help in the College-wide effort to improve its effectiveness and resolve the issues identified by the evaluation team. The Council then followed up with recipients to learn what they had done and to gather additional ideas, discussed the initial summary of those activities at its February 22, 2012 meeting, and distributed the summary campus-wide, to promote dialogue and inspire further action. The Council will continue to follow up and report additional activities to the campus community. [R2-26 What can I do Final 120118.docx; R2-66 Summary 120221.docx; R2-67 Invitation for examples of Resp to the Challenge 120216.pdf; R2-68 Accreditation Update 11.pdf]
- As part of its revised charge, the College Council monitors the alignment of the major College plans and their implementation, including the Educational Master Plan, the Technology Plan, and the Facilities Master Plan. The committees responsible for these plans are to report to the Council on a more systematic basis beginning in Spring 2012. [R7-09 Coll Council section of AP1201 120118 revised.docx]
- The College held an optional flex day on September 9, 2011 to share important information and promote dialogue on institutional effectiveness. The event was well-received by participants (see also Team Recommendation 4). [R2-55 Flex 110909 announcement email.pdf; R2-56 Flex 110909 agenda rev email.pdf; R2-57 Flex 110909 2nd announcement email.pdf; R2-58 Victor Valley College Flex Day September 9th.docx; R2-59 Flex 110909 thanks.pdf]

Additional methods to promote overall institutional effectiveness that are not yet fully implemented include the following:

- Assessment of Institutional Student Learning Outcomes and General Education Learning Outcomes (see Team Recommendation 3), which will be well underway in Fall 2012

- Tracking and reporting on outcomes at all levels using TracDat (see Team Recommendation 3), which will be fully implemented by Fall 2012. This system will also be evaluated as a tracking and reporting tool for the PRAISE process jointly by the Academic Senate Program Review Committee and the Noninstructional Program Review Committee.
- Establishment of recurring structured opportunities for campus-wide dialogue on student learning and institutional effectiveness, such as forums, workshops, and other experiences. Development of such opportunities is under discussion by the Finance/Budget and Planning Committee (FBPC), the Academic Senate Program Review Committee, the Cabinet, and other groups. For example, the FBPC has discussed flex days, an option used by many colleges, but implementation of mandatory flex days, because it affects the calendar, is subject to collective bargaining. (See also Team Recommendation 4.)

Conclusion

The College has partially resolved Team Recommendation 2, and will have fully resolved it by early Spring 2013. Institutional planning processes, with PRAISE at the core, integrate planning, resource allocation, and continuous improvement from the program level up to the institutional level in both instructional and noninstructional areas (II.B.4, IV.B.2.b). Assessment in the PRAISE process focuses primarily on institutional effectiveness and student learning outcomes, and departments engage in collegial dialogue concerning both (ER19, I.B.1, II.A.1.a). While participation is broad, College committees are working on ways to improve campus-wide dialogue (I.B.4, I.B.5). Not all goals in PRAISE submissions are measurable, and attention to institutional strategic priorities (other than the mission statement) is as yet insufficient, but the *VVC PRAISE Handbook* will provide better guidance for participants on those requirements in the next cycle (I.B.2). Although program assessment is designed to rest on qualitative and quantitative data, concerns exist about the integrity of data supplied for program review, and the College has begun a process to resolve them (I.B.3, IV.B.2.b). Evaluation of the 2011-12 PRAISE process is underway, as are evaluation and revision of the Educational Master Plan and Technology Plan (I.B.6, I.B.7, IV.B.2.b). Discussion of the total cost of ownership occurs in facilities planning meetings among Administrative Services managers, architects, and other contractors, and will be incorporated beginning this month into Facilities Committee deliberations; an assessment of physical resource planning is also in progress (III.B.1.a, III.B.2.a, III.B.2.b). Finally, the needs for Library materials and technological resources are addressed through the PRAISE process on an annual basis (II.C.1, II.C.2, III.C.2, III.D.3). (See Team Recommendation 6 below regarding assessment and improvement of effective use of financial resources; III.D.3.)

Team Recommendation 4: Campus Climate

As noted in recommendation 6 of the 2005 Accreditation Evaluation Report, and in order to meet the Standards, the College should cultivate a campus environment of empowerment, innovation, and institutional excellence by creating a culture of respect, civility, dialogue and trust. (I.B.1, I.B.4, II.A.2.a, II.A.2.b, II.C.1.a, III.A, III.A.1.d, III.A.4.c, IV.A.1, IV.A.2, IV.A.3, IV.A.5, IV.B.2.b [emphasis on "collegial process"])

The College community recognizes the shortcomings in its campus climate that the evaluation team pointed out. Creation and maintenance of a "campus environment of empowerment, innovation, and institutional excellence" and a "culture of respect, civility, dialogue and trust" have suffered for many years from leadership turnover and a concomitant lack of institutional direction and unity. However, both constituency leadership and the administration are determined to take the steps necessary to bring everyone together and resolve those shortcomings permanently, for the benefit of students, employees, and the wider community. Sustainable improvement takes time, but the College has made a good start.

Analysis and Resolution

Numerous developments at the College over the past year have supported and encouraged those aspects of campus life that contribute to a positive climate (such as enhanced collegiality, better communication, more effective committee processes, and greater clarity in institutional planning and decision-making processes), and thereby also contribute to institutional excellence. For example, Fall 2011 interviews by the accreditation consultant indicated progress on several fronts:

- CSEA leadership has expressed the aims of reducing negativity, getting the classified voice heard, and working together with other constituency groups and the administration toward the common goal of enhancing the College.
- All department chairs are now required under contract to hold department meetings at least two times per term to improve communication.
- Flex day activities on September 9, 2011 were very well received by participants. Organizers received many positive comments indicating a desire for more college-wide opportunities for dialogue, such as flex days or college hours.

[R4-22 Interview findings on climate 111031.docx; R4-45 CTA_Agreement_2010_revised_6910.pdf, p. 38; R4-52 2011_Nov_18th_Math_Department_Meeting_Minutes.pdf; R4-53 2012_Feb_24th_Math_Department_Meeting_Minutes.pdf; R4-54 Kinesiology meeting notes - Dec 9 2011.docx; R4-55 Kinesiology Meeting Notes - Feb 13, 2012.docx]

Many additional actions over the past six months have helped to improve campus climate and promote an "environment of empowerment, innovation, and institutional excellence," and thus have moved the College closer to resolution of the Recommendation. Among those actions were the following:

- The accreditation consultant held two 90-minute open forums in October to provide an opportunity for the campus community to share their observations on issues related to the Recommendations, including campus climate. Between 30 and 40 people in total attended, including full-time faculty, part-time faculty, classified staff, students, and

managers, and were able to share concerns regarding communication practices, transparency on decisions, and the need for flex days. These forums had a positive impact on campus climate, according to the results of the 2011 Campus Climate Survey. [R4-03 CCS-2011_SurveySummary_quantitative_02132012.pdf; R4-22 Interview findings on climate 111031.docx]

- The Interim Executive Vice President has kept the campus informed about progress on all the accreditation recommendations through a series of Accreditation Update emails. [R4-04 Accreditation Update 1.pdf; R4-05 Accreditation Update 2.pdf; R4-06 Accreditation Update 3.pdf; R4-07 Accreditation Update 4.pdf; R4-08 Accreditation Update 5.pdf; R4-09 Accreditation Update 6.pdf; R4-10 Accreditation Update 7.pdf; R4-11 Accreditation Update 8.pdf; R4-12 Accreditation Update 9.pdf]

- The College Council received training on the purposes, roles, and functions of a model college council, and partly on that basis has adopted a revised charge that empowers it to take a much more active role in enhancing campus climate through monitoring and improving governance structures and processes. For example, it has asked all participatory-governance committees to review their charges in light of the College mission and recommend improvements, and the committees have begun preparing their recommendations. (See also Team Recommendation 7.) [R1-05 CC_Minutes_11-30-11.pdf; R4-27 CC Functions and Membership 111129.doc; R7-09 Coll Council section of AP1201 120118 revised.docx; R4-42 SS Comm 02.16.12 minutes.docx; R4-43 Finance-Budget Cmte. Agenda 02.15.12.pdf; R4-44 Minutes 2-10-12.doc]

- The Staff Development Committee established a grant program to provide financial assistance of up to $2000 for individuals/departments (up to $5000 for collaborations) to enhance the educational experience of students at the College. It is open to all full- and part-time employees, and gives preference to applications in four specific areas of need:
  o Campus Climate: Proposals that work to cultivate a campus environment of empowerment, innovation and institutional excellence by creating a culture of respect, civility, dialogue and trust.
  o Distance Education: Proposals that examine the accessibility, quality and eligibility of online and hybrid courses and programs.
  o Student Success: Proposals that examine strategies to improve student success as defined by strategies designed to increase persistence and transfer.
  o Processes/Procedures: Proposals that examine processes or procedures in an effort to enhance service to our students.
  [R4-39 Staff Development Grants email 120226.pdf; R4-40 STAFF DEVELOPMENT CAMPUS GRANT APP.doc]

- The Finance/Budget and Planning Committee adopted a more structured approach to evaluating PRAISE resource requests, which is being implemented in Spring 2012. It is also updating its charge, which will empower it to contribute more substantially to long-term fiscal planning at the College. Greater transparency in the Committee's work promises to improve the quality of dialogue about financial planning on campus, and thus improve campus climate. [R4-13 Finance-Budget Cmte Minutes 11.02.11.pdf; R4-33 Finance-Budget Cmte. Minutes 02.01.12.docx; R4-34 Finance-Budget Cmte. Minutes 02.15.12.docx]

- A faculty-driven Distance Education Advisory Task Force took the initiative to develop formal standards and procedures to enhance distance education at the College, and has

recommended a comprehensive Distance Education Plan to the College Council. (See Team Recommendation 5.) [R5-03 VVC-DE Plan-Final 3A 120222.rtf]

- As noted under Team Recommendations 1 and 2, the broad-based Educational Master Planning Task Force, under the leadership of a faculty coordinator, is revising the Educational Master Plan with the input of all programs on campus. [R2-11 EMP Progress January 2012.pdf]

- Administration and full-time faculty came to an amicable agreement for faculty to work on participatory-governance committees over the Winter Intersession, in order to expedite progress on several issues related to the accreditation recommendations, including campus climate. [R4-14 Committees-MOU.rtf; R4-20 Winter committee meetings.pdf; R4-21 Winter committee meetings update.pdf]

- In years when resources permit, the Academic Senate receives an allocation that it may distribute as it sees fit to support programs and services or otherwise meet institutional needs. This year the Senate, with the full support of the administration, chose to apply those funds to maintaining classified Instructional Assistant and Laboratory Technician positions at 12 months for 2012-13, when plans to reduce expenditures had called for dropping all those positions to 10 months. Affected classified staff have expressed their appreciation to both the Academic Senate and administration for this action, and have cited it as evidence of an improving campus climate. [R4-46 IA-Lab Tech Support email to Board 120305.pdf; R4-47 IA-Lab Tech Support email 120305.pdf; R4-48 IA-Lab Tech Support Response 1 120305.pdf; R4-49 IA-Lab Tech Support Response 2 120306.pdf; R4-50 IA-Lab Tech Support Response 3 120305.pdf; R4-51 IA-Lab Tech Support Response 4 120306.pdf]

- At the suggestion of faculty, the Academic Senate established an Ad Hoc Process Team to facilitate efficient processes, address issues that negatively affect instruction, and work with departments and managers to change processes as needed. [R4-15 Senate ad hoc process team 111123.docx]

- The Superintendent/President has taken several initiatives to help improve mutual understanding, camaraderie, and open communication. For example, he has hosted several gatherings and forums for the campus community (as have other groups). He also solicits and receives invitations to visit class sessions; sends out encouraging or informative emails to the campus community at appropriate times each year; sends a personal birthday greeting and card to every permanent employee of the College; and meets with the leadership of the Academic Senate, the CTA, and the CSEA on a regular basis, and with other groups and individuals as the need arises. [R4-16 Holiday invitation 111206.docx; R4-17 Pres Forum 111208 Invitation.docx; R4-18 Pres Forum Thanks 111213.pdf; R4-19 2012 holiday flyer.pdf; R4-23 Spring 2012 welcome email.pdf; R4-24 Classroom visitation.pdf; R4-25 RPSTC classes announcement.pdf; R4-29 Classroom visitation response 1.pdf; R4-30 Classroom visitation response 2.pdf; R4-31 Classroom visitation response 3.pdf]

- The Marketing Department has recently undertaken several initiatives to improve communication on campus and public relations with the external community, and thus to enhance the College's climate and culture. For example, it has established a VVC Facebook page through which students in need of assistance obtain answers to questions about programs and services; in a very short time, the page has grown to include well over 5,000 friends. Under the leadership of a newly hired, experienced marketing

coordinator, actions to be implemented over the next few months include a blog space that will promote awareness of student learning outcomes, recognize employees in different areas of the College, and help keep the campus community informed about issues and events, and an advertising program that will feature student responses to their experiences at VVC. [R4-38 Continuing Improvement and Outcomes through the Development of the Marketing Department rev.docx]

- The Regional Public Safety Training Center opened for classes on February 13, 2012, and its Grand Opening is scheduled for April 21, 2012. It provides a state-of-the-art facility for teaching and learning, and its dedication presents an opportunity for campuswide celebration of innovation and progress. [R4-36 RPSTC Grand Opening.pdf; R4-41 Regional Public Safety Training Center Dedication VIP S.T.D. Letter 1-17-12.pdf]

Campus Climate Survey 2011: Evidence of Improvement

To gauge the effects of these developments, the Office of Institutional Effectiveness administered the 2011 Campus Climate Survey in December 2011; it was distributed to all full-time faculty, part-time faculty, managers, administrators, and classified staff. The College's campus climate has improved significantly over the past year, judging from a comparison of the survey results from 2011 (N=234, response rate 26%) to those from 2010 (N=199, response rate 21%). Overall, on almost all the questions asked in the same form in both years, perceptions of both institutional effectiveness and participatory governance were more positive in 2011 than in 2010. On 30 percent of the questions, the overall perception moved from negative in 2010 to positive in 2011, and on 32 percent, the ratio of positive to negative perceptions more than doubled from 2010 to 2011. Among the most significant improvements, where the 2011 ratio of positive to negative perceptions was positive and had at least doubled since 2010, were those related to the following prompts: [R4-01 CCS_comparison_2010_2011 rev 120209 IE.pdf; R4-02 CCS_comparison_2010_2011 rev 120209 SG.pdf; R4-03 CCS-2011_SurveySummary_quantitative_02132012.pdf]

- Institutional Effectiveness (Responses of "Exemplary" or "Adequate" are defined here as positive; responses of "Deficient" are defined as negative.)
    o Open and ethical communication
    o Shared governance committees that keep the campus community informed
    o Effective lines of interdepartmental communication
    o Clear and consistent resource allocation processes
    o Effective use of space/facilities on campus
    o Job responsibilities that are clearly communicated to employees
    o Well-maintained campus grounds
    o Job responsibilities that are clearly communicated to employees
    o Clearly defined job expectations for all workforce members
    o Constituency leaders who regularly and accurately inform members about important issues
    o Effective systems for managing day-to-day operations
    o Regular dialogue about teaching and learning that leads to action and improvement
    o Shared value for student learning is central to what we do
    o Continuous quality improvement within departments

- Participatory Governance (Responses of "Agree" and "Strongly Agree" are defined here as positive; responses of "Disagree" and "Strongly Disagree" are defined as negative.)
  o Quality training regarding safety/disaster preparedness is provided at VVC.
  o Campus security measures currently in place are sufficient.
  o Campus facilities are maintained to ensure a physically safe working environment.
  o Reports of construction progress are regularly communicated to the campus community.
  o Recommendations from the facilities master plan are relevant to the current needs of students and communities served.
  o Committee recommendations promote responsible resource management.
  o Planning efforts on employee benefits ensure general agreement across campus.
  o PRAISE Reports are consistently compiled and reviewed at the division level to ensure effective annual strategic planning.
  o Committee recommendations promote the professional development of VVC employees.
  o Organized activities for staff development are effective in creating a sense of community for employees.
  o VVC is making a good effort to incorporate principles of sustainability into college operations and practices.

A majority of respondents indicated that the following specific changes over the past year had had a positive impact (as opposed to a negative impact or no impact) on campus climate:
- Holding the September 9, 2011 flex day
- Forming the Educational Master Planning Task Force
- Hiring a new Interim Executive Vice President of Instruction and Student Services
- Hiring a new, permanent Superintendent/President
- Holding regularly scheduled Department Chairs' meetings
- Offering a chance for employees to "air" concerns with an accreditation consultant at the open forums
- Implementing faculty-driven PRAISE reports
- Hiring new faculty

The 2011 survey contained four different open-ended questions to accommodate respondents' comments. Additional actions identified by individual respondents in their comments as having helped campus climate included the following:
- "Our department head having meetings for adjuncts is a great thing! Otherwise, adjuncts do not know what is happening within their departments."
- "Efforts to keep adjunct faculty informed and involved in college activities make me feel as a full time member of the campus community. I appreciate it!"
- "The Holiday Open House and the 50th Anniversary celebration had positive impacts…. More faculty, staff functions and various forums are a necessary part of creating camaraderie and breaking down barriers and improving communication."
- "The use of the PRAISE reports to drive budget as well as hiring of employees has had a very positive effect on the campus."

- "The continued information spots regarding accreditation progress have been important for me."
- "The new construction has made traffic easier to deal with, and my new parking lot is great."

"Creating a culture of respect, civility, dialogue and trust" and supporting empowerment and innovation show some signs of progress, too, according to the 2011 survey results. For example:
- The ratio of positive to negative responses increased from 2010 to 2011 on the following items:
    - "VVC's campus climate is characterized by a high level of trust and civility" (Nearly tripled from 2010 to 2011)
    - "Managers who actively seek novel ideas and innovations" (Rose by two-thirds from 2010 to 2011)
    - "People at appropriate levels of the organization who are empowered to make relevant decisions" (Also rose by two-thirds from 2010 to 2011)
- To the direct question of how civility, respect, and trust had changed over the past six months, the proportion of positive responses ("Greatly Improved" or "Improved") was higher than the proportion of negative responses ("Became Much Worse" or "Became Worse") for all three characteristics.
- A majority of respondents who had participated in the applicable activities over the last six months reported that all three characteristics had usually characterized hiring committees, and that civility and respect had usually characterized shared-governance meetings and training opportunities.
- A majority of respondents who had interacted with the applicable groups over the last six months reported that all three characteristics had usually characterized their interactions with classified staff, faculty, and managers/administrators within their department, and with classified staff from other departments; and that civility and respect had usually characterized their interactions with faculty and managers/administrators from other departments.

Some comments on civility, respect, and trust from respondents also indicated improvement, and even satisfaction with the status quo. For example:
- "My interactions with others on the campus have always been characterized by civility, respect, and trust."
- "Trust takes more time. Consistency is key. I do see improvement however."
- "As an adjunct faculty member teaching night courses, I enjoy teaching at VVC. I find the VVC community embracing and supportive. Administrators, faculty and staff members are very supportive and make every effort to provide assistance every time I needed. Thank you!"

Campus Climate Survey 2011: Evidence of the Need for Further Improvement

It is clear that the College has made considerable progress in its campus climate over the past year. However, analysis of the 2011 survey results also makes it clear that there is much more work to be done before the College achieves the type of climate that members of the campus community desire, and the Recommendation and Standards require. For example, when asked,

"How do you view VVC's campus climate at this time?" respondents were divided roughly equally into three camps: Very Good/Good, Fair, and Poor/Very Poor. Moreover, fewer than six in ten respondents expressed confidence that the results of the survey would be used to improve campus climate.

In addition, even though the overall proportion of negative perceptions declined from 2010 to 2011, and the overall proportion of positive perceptions rose, there was also a noticeable increase in the proportion of Don't Know/No Opinion responses from 2010 to 2011, especially on questions related to institutional effectiveness. Some of this change might well reflect a move from negative to neutral perceptions by some respondents, which is an improvement, but it might also indicate a lack of knowledge or engagement on the part of a larger number of respondents in 2011 than in 2010. Moreover, in over a third of the shared-governance questions in 2011, the proportion of Don't Know/No Opinion responses exceeded one-third. Further research is underway to analyze these patterns, and the results will be brought to College Council for discussion and possible action.

With respect to creating and sustaining the "culture of respect, civility, dialogue and trust," the following findings indicate the need for continued improvement:

- To the prompt "VVC's campus climate is characterized by a high level of trust and civility," negative responses still predominated in 2011, even though the ratio of positive to negative responses had improved. Of those who expressed an opinion, 61 percent disagreed with the prompt (compared to 80 percent in 2010).
- Nearly 70 percent of 2011 respondents agreed or strongly agreed with the prompt, "Levels of respect, civility, and trust on campus would increase by improving VVC's shared governance operations" (virtually identical to the 71 percent in 2010).
- Over four in ten of the respondents to the prompt "Managers who actively seek novel ideas and innovations" still saw the College as deficient in this area in 2011 (compared to nearly six in ten in 2010).
- Over a third of the respondents to the prompt "People at appropriate levels of the organization who are empowered to make relevant decisions" still saw the College as deficient in this area in 2011 (compared to over half in 2010).
- On the question of how civility, respect, and trust had changed over the past six months, nearly half the respondents had seen no change in all three characteristics, and the proportion of positive responses on trust was only a little higher than the proportion of negative responses.
- Fewer than half the respondents who had participated in the applicable activities over the last six months reported that trust usually characterized shared-governance meetings and training opportunities.
- Fewer than half the respondents who had interacted with the applicable groups reported that over the past six months, respect had usually characterized their interactions with faculty and managers/administrators from other departments.
- In fact, nearly one in five reported that neither civility nor respect nor trust usually characterized their interactions with managers/administrators from other departments.

Negative perceptions still exceed positive perceptions in numerous areas, based on the 2011 results. Among the most problematic areas, where the ratio of positive to negative perceptions was two-thirds or less in 2011, are those represented in the following prompts:

- Quality health and wellness classes are provided for employees at VVC. (Ratio of positive to negative perceptions = 6:10, or 0.6)
- Clear processes exist for decisions about how space is allocated across campus. (0.3)
- VVC's campus climate is characterized by a high level of trust and civility. (0.6)
- The views of all campus constituents are considered equally in campus-wide planning efforts. (0.6)
- Employee training is provided to improve customer service. (0.4)
- The notion of sustainability is well-understood across campus and is a unifying concept. (0.6)
- Acknowledgement of employees for outstanding work performance (0.5)
- Effective progressive discipline procedures to address unacceptable work performance (0.6)

Finally, nearly two-thirds of the comments on the 2011 survey overall were negative; the other third were about equally divided between positive and neutral/mixed. Among the themes that recurred in the negative comments were the following:

- Criticism of administration, often directed at the new Superintendent/President, the Interim Vice President of Instruction and Student Services, or other specific administrators
- Criticism of constituency groups, mostly those of which the respondent is not a member, or of the treatment of one group by another
- Inadequate or excessive attention accorded to the views, interests, or input of certain groups or people in participatory governance, decision-making, or hiring
- Lack of meaningful input in participatory governance or decision-making
- Lack of recognition and celebration
- Criticism of infighting, factionalism, discourtesy, incivility, and disrespect, either in general or reflected in the behavior of one group or individual toward another
- Lack of communication and transparency
- Leadership turnover and/or lack of commitment
- Concerns about inadequate resources or other issues within specific departments or programs
- Criticism of the timing, design, and intentions of the survey itself
- Skepticism that things will change for the better

The following comments and excerpts illustrate these themes:

- "I don't have trust nor confidence in my Dean for a list of reasons."
- "People don't seem to work together, adjunct faculty are often shown marked lack of respect by full time faculty, opportunities for part time to become full time are discouraged."
- "The faculty & managers/administrators all have a better than you attitude. The faculty almost NEVER show any respect, or trust, to you if you are classified staff & very rarely do they show any civility."

- "Several classified members have been very disrespectful with current leaders of classified union."
- "There has been, and continues to be, on campus a pronounced feeling that constituency leadership has favorites and cliques."
- "Until part time faculty is treated with the same RESPECT, parking permits, choice of classes, voting members of committees, a step system of pay, names listed instead of STAFF on web/catalog, the climate will be cold and cloudy."
- "Administrators still make decisions without consulting with staff and faculty who are directly involved with the decision and have information on the other side. This is not to "get permission" but to "be informed" on all sides."
- "Shared governance committees are a joke. It is apparent decisions are often made before the meetings ever take place and the opinions or concerns of committee members usually don't matter."
- "…When we do make improvements and have accomplishments, we should communicate and celebrate these accomplishments. We are lacking in recognizing the good things we have done and do every day."
- "We do not have encouragement or accolades on our job performance."
- "I have never worked in a place where employees are so disgruntled, yell at each other, speak to each other with a condescending attitude, stab each other in the back, are very immature, and always trying to one up each other."
- "There seems to be ongoing power struggles and personal issues seem to be more important than the Good of All."
- "Too much fighting in the ranks and campus too divided with faculty, staff, etc."
- "Transparency is one of the biggest problems. People want to understand what you are doing and why you are doing it."
- "The administration fails to communicate their decisions to the rank and file. It's not that faculty and staff will disagree, but more that we do not have a buy-in."
- "Administrative officials are transient and do not care. This campus is often a "graveyard" for administrators, where if you cannot get a job at another campus, we will hire you at VVC."
- "It is sad to say, but for the past 5 years or more we've had a turnover in Director. So, no consistency, leadership, and trust."
- "There are certain programs on campus that are being micromanaged and not supported with providing adequate staffing."
- "This survey is way too soon after the last one. Nothing substantial has changed on campus to necessitate this survey and the first nine questions are a manipulative way to obtain answers favorable to the surveyor."
- "I am going to make the call now and say that this is ALL going to fall on deaf ears. Prove me wrong, I bet you cannot."

Planned Actions for Continued Improvement

The College will continue to address the climate issues raised in such comments, and to promote a sustainable "culture of respect, civility, dialogue and trust" through the following actions:

- The College Council has already been empowered to assume the leadership role in improving campus climate and facilitating creation of a "culture of respect, civility, dialogue, and trust" through the evaluation and improvement of governance structures and processes. The first cycle of that evaluation and improvement process began this Spring with the Council's request for all participatory-governance committees to review their charges and recommend improvements in their operations; it will conclude by Fall 2012. Council representatives will continue to monitor campus climate and culture through their respective constituency groups, and bring their observations to the Council twice per year (once in Fall and once in Spring) for discussion and action. The Council will also review the results of the annual Campus Climate Survey—the principal formal tool for measuring progress in this area—each January and make recommendations as needed on establishing and sustaining a positive campus climate—and promoting institutional excellence—through effective participatory governance. [R1-10 February 08, 2012 CC Final Minutes.docx; R7-09 Coll Council section of AP1201 120118 revised.docx; R7-14 Charge Review email 120213.pdf]
- The Office of Institutional Effectiveness will continue to refine the Campus Climate Survey annually, and investigate additional formal methods for measuring progress on climate.
- The College has established a new Sharepoint environment to facilitate the posting of participatory-committee minutes and other documents in a single location easily accessible to anyone with a VVC user account. Training in this new tool has already begun, and committees have begun migrating to Sharepoint. [R4-32 Committee SharePoint training.pdf; R5-04 CC Minutes 120125.pdf]
- The Cabinet is evaluating the feasibility of contracting with an outside expert to develop materials and facilitate employee experiences that will directly and effectively engage and make significant progress in resolving the issues of respect, civility, and trust among all groups and individuals in the institution, using tools and approaches suited to the specific needs of Victor Valley College. The outside expert will be expected to provide a tool for evaluating the effectiveness of these experiences, the intent of which is to help everyone at the College identify common ground, recognize the contributions that all constituencies make to a positive campus climate, and help cultivate the "environment of empowerment, innovation, and institutional excellence" called for in the Recommendation. The Cabinet will ask the College Council for input on this approach in May 2012, and will make its recommendation to the Superintendent/President by May 31, 2012.
- The College community is discussing increasing the use of flex days for all employees, to provide systematic opportunities for College-wide sharing and dialogue, particularly about student learning and institutional effectiveness. Implementation of mandatory flex days, because it affects the calendar, is subject to collective bargaining, but another voluntary flex day, which will include classified staff, is planned for Fall 2012. (See also Team Recommendation 2.)
- The Office of Human Resources and the Staff Development Committee are evaluating establishment of one or more programs to provide recognition periodically for employees who promote institutional excellence by doing exemplary work in their positions, developing useful innovations, or otherwise making especially valuable contributions for the benefit of the College and its students. The Staff Development Committee already

helps sponsor Administrative Professionals Day, Teacher Appreciation Day (with the Associated Students), and Staff Appreciation Month. [R4-37 staff development 02212012.docx]

- After completing its evaluation of governance structures and processes (see Team Recommendation 7), the College Council will take up a proposal to establish a participatory-governance Communications Task Force in Fall 2012. If approved, it will be charged with making recommendations on how to improve the effectiveness of telephone, email, and other communication among individuals and groups on campus, based in part on input from the campus community. After receiving and discussing the recommendations of the task force, the Council will forward its own recommendations, to include a system for regularly scheduled reevaluation and improvement of communication effectiveness going forward, to the Superintendent/President for a final decision. [R4-26 Climate recs 111031.docx]

For more information regarding campus dialogue and effective governance, please see Team Recommendations 2 and 7.

Conclusion

Improving campus climate is necessarily a slow process. However, the College has made significant progress in the past year, and has plans, structures, and processes in place to resolve the Recommendation fully and meet the Standards by Spring 2013 (I.B.1, I.B.4, II.A.2.a, II.A.2.b, II.C.1.a, III.A, III.A.1.d, III.A.4.c, IV.A.1, IV.A.2, IV.A.3, IV.A.5, IV.B.2.b).

Team Recommendation 5: Distance Education

In order to meet the Standards, the College should examine and provide evidence that appropriate leadership ensures the accessibility, quality and eligibility of online and hybrid courses and programs and that such programs demonstrate that all services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. (I.A, II.B, IV.A.1)

Analysis and Resolution

In its efforts to respond to this Recommendation and to ensure accessibility and excellence in its Distance Education (DE) program, the College has concentrated on the development of a comprehensive Distance Education Plan.

The Distance Education Facilitator (a faculty member with .20 FTE reassigned time for this function) convened an ad hoc Distance Education Advisory Task Force (DEATF) in Spring 2011, with the primary purpose of developing formal standards and procedures to enhance DE at the College. Membership was composed of seven faculty members (including the chair of the Academic Senate Distance Education Committee). The interim dean of the Science, Technology, Engineering, and Math (STEM) division, who was assigned formal oversight of the DE program in Fall 2011 by the Interim Executive Vice President of Instruction and Student Services based on his extensive background in the field, served as a resource person. [R5-01 Dist Ed Adv TF Membership.docx; R5-06 DEAC-4-21-11.rtf; R5-07 DEAC-min-9-1-11.rtf; R5-08 DEAC-9-15-11.rtf; R5-09 DEAC-9-29-11.rtf; R5-10 DEAC-10-06-11.rtf; R5-11 DEAC-10-20-11.rtf; R5-12 DEAC-11-03-11.rtf; R5-13 DEAC-11-10-11.rtf; R5-14 DEAC-11-17-11.rtf; R5-15 DEAC-1-12-12.rtf; R5-16 DEAC-1-19-12.rtf]

Through several months and over a dozen drafts, the DEATF developed the Distance Education Plan 2012. [R5-03 VVC-DE Plan-Final 3A 120222.rtf] The Plan states the mission of DE: "In support of the mission of Victory Valley College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education anytime, anywhere." It focuses on improving DE in five areas:
- Management and coordination of both DE and DE technical support
- Institutional and student support
- Course and program quality and development
- Professional development and readiness training for faculty
- Procedures for evaluation and improvement

The Plan calls for designation of a DE Coordinator and an increase in the reassigned time for the DE Facilitator position. The Coordinator, who reports to the Executive Vice President for Instruction and Student Services, is to be responsible for ensuring compliance with standards and regulations, recordkeeping, reporting, supervising the DE Help Desk, managing the budget, and maintaining the DE portal. The Facilitator is to be responsible for planning, professional development, assisting faculty in course and program development, and chairs the Distance Education Committee (DEC; see below). Both positions, along with the DEC, are to be responsible for evaluating and improving the DE program.

The Plan also calls for creation of a permanent DEC to perform the following functions, among others:

- Plan and coordinate DE training.
- Review online services for students and faculty, and make recommendations for improvement.
- Monitor progress on implementation of the Plan, and update the Plan at least annually.
- Advise the Curriculum Committee regarding distance education.
- Review the annual report of DE activities and make recommendations accordingly.

Institutional standards for infrastructure, support staff, budget, data on the scope and quality of DE, training, and student support services are central to the Plan. In addition, detailed teaching and learning standards specify the adoption of a single course management system for all new courses; comparability with traditional face-to-face courses in course content, outcomes, academic integrity, and student engagement with the material, the instructor, and each other; practices for student notifications, communication, and feedback; and adherence to accessibility, privacy, and security guidelines. Readiness criteria for faculty who have not taught in the VVC DE program before, or have not yet received formal training in online teaching, include completion of such a training program as approved by the DEC. Training sessions are to be provided at least once each term, using the currently adopted course management system. Evaluation and improvement of the DE program takes place through review and revision of the Plan based on performance data and a program review process for DE. The DE Coordinator is required to prepare an annual report on all DE activities, which includes evaluation findings and the most recent edition of the Plan, and is to be presented to the Board of Trustees and posted on the College website. Finally, the Plan sets forth detailed goals and concrete action plans for the next year, and concludes with numerous informative appendices, including administrative procedures on student discipline and use of technology, a guide to best practices in promoting academic integrity in online education, and DE student demographic data compared to those for the College as a whole.

The DE Facilitator presented the Distance Education Plan 2012 to the College Council in January 2012, complete with a summary of how it addresses each of the evaluation team's specific criticisms, and requested feedback. [R5-04 CC Minutes 120125.pdf; R5-05 DE Plan Summary.pdf] After the feedback received has been incorporated, the schedule for approval and implementation is as follows:

- The DEATF will submit the revised Plan to the Academic Senate and the College Council for endorsement, and to the Superintendent/President for approval before the end of the Spring 2012 semester.
- After approval, the provisions of the Plan will be implemented beginning in the 2012-13 academic year, with the first evaluation of the implementation scheduled for the end of Spring 2013.

Substantive Change Status

At the time of their visit, the evaluation team noted a lack of authoritative information about the need for a substantive change proposal related to the online/hybrid courses offered by the College. They were concerned that there was no "clear indication as to whether more than 50

percent of any program exists online." In response to their comment, College staff researched the matter, and found that VVC had in fact submitted a substantive change proposal in April 2004 regarding distance education. However, they were unable to find in the files any response to that proposal. Finally, in October 2011, the Superintendent/President asked Commission staff to send him a copy of the response letter, and they did so. The letter, dated July 13, 2004, reported that the Commission had deferred action, pending receipt of a revised application in which the College needed to identify the specific programs to be offered more than 50 percent through distance education, and provide more information about the application of outcomes to online coursework. This letter was evidently lost amidst turnover in the presidency, and in the absence of centralized coordination of distance education at that time, College staff failed to follow up until after the 2011 visit.

It is clear that the College needs to file a revised substantive change proposal, but because it is on Commission sanction for reasons not directly related to the substantive change, it may not do so without special permission from the Commission. The Accreditation Liaison Officer requested such permission on January 31, 2012. The College is awaiting the Commission's response. [R5-17 Substantive Change Revision request 120131.pdf]

See also Team Recommendation 7 regarding administrative coordination of the DE program.

Conclusion

The College has partially resolved Team Recommendation 5 with the creation of the Distance Education Plan 2012, and will have fully resolved it with implementation of the Plan beginning in Fall 2012. Faculty members, under the leadership of the DE Facilitator and with the support of the interim dean of STEM, took the initiative in improving DE through development of the Plan, which has been reviewed and will be endorsed by the College Council, the highest-level participatory-governance body on campus, as well as by the Academic Senate (IV.A.1). The Plan specifies appropriate leadership and standards to ensure ongoing accessibility and quality of DE courses, programs, and services. Under the Plan's provisions, the DE program fully supports the mission of the College, incorporates systematic student support services that facilitate both access and successful student learning, and undergoes evaluation and improvement on a regular basis (I.A, II.B). Implementation of the Plan promises to make VVC's Distance Education program a statewide exemplar of excellence.

Team Recommendation 6: Fiscal Plans and Information

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

Analysis and Resolution

Long-Term Fiscal Plans

Long-term fiscal planning at the College over the past year has focused on the structural deficit. The College has developed a plan to resolve the structural deficit by 2014-15 that does not rely on using the principal in the Guaranteed Investment Contract, which the College regards as unrestricted reserves. The plan was discussed as early as June 2011 by the Finance/Budget and Planning Committee (FBPC), which made some suggestions for clarification, and an update was presented to the Board on September 13, 2011. It requires a combination of savings from salaries and benefits and/or new ongoing revenue in the amount of $1.4 million in 2012-13, $1.7 million in 2013-14, and nearly $1.8 million in 2014-15, and $1.2 million from the Bridge Fund in 2012-13. [R6-01 Finance-Budget Cmte. Minutes 06.01.11.pdf; R6-02 2011-12 Budget Workshop for 9.13.11 BOT1.ppt]

The College has already addressed the immediate effects of recent budget developments at the State level, but those developments necessitate a new look at the deficit resolution plan. The VPAS, in consultation with the FBPC, is framing a revised plan for presentation to the Board and the campus community by May 2012.

Alternative revenue streams will comprise one aspect of the revised plan. The FBPC had made several recommendations regarding revenue enhancements at meetings in 2010-11. The Cabinet considered these suggestions and selected for implementation one that was proportional to the size of the projected deficit at that time. As a result, the District and the VVC Foundation executed a Memorandum of Understanding that provides for the Foundation to market and manage community and contract education, and to undertake grant-writing, which will result in additional revenue for the College. [R6-14 MOU – Grants-Contracts-FINAL.docx]

Financial Information

The College has made significant improvements in the timely availability of accurate, comprehensive financial data and budget projections for campus review and discussion:

- On an annual basis now, the College posts its five-year budget summary for the unrestricted general fund on the Administrative Services website, along with the Superintendent/President's budget message, prior to final approval of the State budget. Posted on the same website each year are the Annual Financial and Budget Report (CCFS311) and the Report of the District's independent auditors. [R6-03 FINAL BUDGET 2011 2012.pdf; R6-04 2011-2012 Budget Letter.pdf; R6-05 311 Financial Report 2010-2011.pdf; R6-06 Annual Financial Report 2012.pdf]

- The College uses the Snowhite and Financial 2000 systems for financial analysis and reporting. Users rely mostly on Snowhite for budget summary or activity reports, and must use Financial 2000 for requisitions. Using Snowhite, a department chair, manager, or authorized support staff member can look up and generate reports on his or her own budget and expenditures to date, or for those of any other department, or division, area, or the college as a whole. Such reports are used in planning and decision-making at multiple levels, from the PRAISE process, to department and area budget preparation, to committee meetings, to the institution as a whole in Cabinet and Board presentations and meetings. [R6-01 Finance-Budget Cmte. Minutes 06.01.11; R6-02 2011-12 Budget Workshop for 9.13.11 BOT1.ppt; R6-07 Facilities Comm Minutes 10-07-11.doc] Fiscal Services obtains logon access to the County's data through these systems upon users' own individual request or that of their Dean or other supervisor; the office also provides one-on-one training, occasional group sessions, and phone support for users upon request.
- College employees without logon access may obtain reports of financial data from their supervisor or from Fiscal Services upon request.
- The VPAS facilitates budget workshops twice each year with the Board of Trustees. The Budget Office lays the groundwork for each presentation, which is reviewed by the administrative team in Administrative Services, the Superintendent/President, and the FBPC, and incorporates their feedback before it goes to the Board. [R6-02 2011-12 Budget Workshop for 9.13.11 BOT1.ppt]
- The VPAS also forwards to the FBPC for review and discussion all statewide budget updates the College receives from the Chancellor's Office. The FBPC then disseminates that information to the campus community through presentations to the Academic Senate and other constituency groups. In some cases of wider or more urgent interest, the VPAS forwards such updates directly to the entire campus community. [R6-12 Finance-Budget Cmte. Minutes 5.18.11.pdf; R6-13 Finance-Budget Cmte. Agenda 02.01.12.doc; R6-16 Fiscal Update email 120228.pdf; R6-17 Budget Reduction Message-2.doc; R6-18 release-february 2012 surprise.pdf; R6-19 Dan Troy Bud Report.docx; R6-20 CCLC Release on $149M midyear budget cuts.pdf]
- Formal discussion of financial data and budget projections occurs primarily in the FBPC meetings, minutes of which are available through the Committee website. [R6-01 Finance-Budget Cmte. Minutes 06.01.11.pdf; R6-10 Finance-Budget Cmte. Minutes 09.07.11.pdf; R6-11 Finance-Budget Cmte. Minutes 09.21.11.pdf]

The College continues to improve its effectiveness in these areas under the leadership of the FBPC, beginning with the following enhancements:
- In the past, the FBPC's discussions of long-term fiscal planning per se have not been as robust and frequent as they should be. However, the Committee has updated its charge, and has included review and discussion of long-term fiscal plans in the revised charge. (See also Team Recommendation 4.)
- The FBPC has begun a discussion of mechanisms to improve campus-wide dissemination, review, and discussion of fiscal plans and information, which in turn will help the FBPC assess and improve the effective use of financial resources. The target date for finalizing their recommendation is June 2012.
- The FBPC has concluded that with the assistance of Administrative Services staff, it will create and disseminate to the campus community a brief annual report of progress on the

structural deficit resolution plan, and on the long-term fiscal outlook of, and fiscal planning for, the College. The report will be published each year in late Spring or early Fall.

- In Fall 2012, the FBPC will coordinate an evaluation of the availability, timeliness, and utility of financial information tools and data provided to the College community, and make recommendations for improvement as needed.

[R6-15 Approved actions for Rec 6 120201.docx; R4-33 Finance-Budget Cmte. Minutes 02.01.12.docx; R4-34 Finance-Budget Cmte. Minutes 02.15.12.docx]

Conclusion

The College has largely resolved Team Recommendation 6, and continues to improve its effectiveness in these areas. It has developed a long-term fiscal plan that will resolve the structural deficit and support student learning programs and services without reliance on unrestricted reserves (ER17, III.D, III.D.1.c, III.D.2.c). It provides timely, accurate, and appropriate financial data to those who need it for planning and decision-making (III.D.1.a, III.D.2.b). Review and discussion of financial information occurs in departments during budget planning and preparation and the PRAISE process, in meetings of the FBPC and of other groups as needed, and at the institutional level in Cabinet and Board meetings. The College is now working to broaden the opportunities for review and discussion, and to improve the content and frequency of the institutional dialogue on fiscal planning, and will have fully resolved the Recommendation by Fall 2012.

Team Recommendation 7: Leadership and Participation in Governance

In order to meet the standards, the team recommends that the College build and maintain a system for effective, stable and sustainable leadership, to include:

- *Creating a process for succession planning in order to avoid gaps in leadership.*
- *Assisting all employees and students to grow professionally by developing their leadership skills and encouraging their participation in governance groups.*
- *Addressing leadership needs in the key campus areas of student services and distance learning. (IV.A, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.5, IV.B.1, IV.B.1.j, IV.B.2, IV.B.2.a)*

Analysis and Resolution

Succession Planning

The Cabinet has reviewed succession planning, and the Superintendent/President has begun discussions of the issue with the Board of Trustees. The current BP 2432 is called a succession policy, but it only identifies the order of the vice presidents in charge when the Superintendent/President is absent from campus. The Vice President of Human Resources surveyed colleges statewide to get samples of succession planning activities, but the results indicated that such activities are most often confined largely to leadership development. [R7-01 BP 2432 Supt Succession.pdf; R7-02 Succession Planning Survey and Leadership Trng.pdf]

Board Policy 2431 addresses the selection of a new president, and is consistent with the CCLC policy formation guidelines on keeping policies succinct. No corresponding administrative procedure for succession exists. The Superintendent/President has begun work with the accreditation consultant on refining the policy and developing a procedure to fill this need. Plans include a Board workshop on improvement of policies and administrative procedures with respect to incapacitation of the CEO and replacement of Board members, to ensure that those policies and procedures meet District needs. [R7-03 BP 2431 Supt Selection.pdf; R7-19 Board Policy Implementation Workshop Agenda.docx]

Leadership Skills

The evaluation team expressed considerable concern about the turnover rate of key administrators and the lack of appropriate staff development to address leadership training in general. Several steps have been taken to address this concern, including the survey cited under Succession Planning above. The information provided by respondents included descriptions of the following leadership training resources:

- ACCCA Administration 101 and 201
- The American Council on Education (ACE) training
- Leadership programs implemented by Butte, State Center, and Rio Hondo College
[R7-02 Succession Planning Survey and Leadership Trng.pdf]

The College established an ad hoc committee to address leadership development in January 2012, and that group has been moving forward on a plan of action to incorporate leadership training into the staff development program. The following specific steps have been taken so far:

- The College has set aside funds for up to three full scholarships for participation in the ACCCA 101 Management Leadership program for 2012. On February 13, 2012, the Vice President of Human Resources sent an email to all employees announcing the scholarships and requesting letters of interest by March 7, 2012. To sustain this approach to leadership development, which has proven effective at numerous other colleges, the Cabinet has made a commitment to provide a similar number of scholarships for at least two more years.
- Classified staff has funding for leadership development under the "Upward Mobility" provisions of the CSEA contract, and the committee is examining ways to make this program more effective and to increase the participation of classified staff.
- Upward mobility provisions are also enumerated in the management handbook, and the committee is examining ways to make this program more effective, too.
- To stimulate discussion about student learning and institutional effectiveness, the College hosted a combined staff development/faculty and staff diversity/educational leadership lecture by prominent educator Dr. Jeffrey Duncan-Andrade on March 14, 2012.
[R7-04 Leadership development.PDF; R7-05 ACCCA Scholarship email.pdf; R7-06 ACCCA invitation.docx; R7-07 Roses in Concrete event.pdf]

Both the State Center and Butte Leadership Development Institutes are excellent examples of ongoing leadership training to increase the leadership skills on campus. While the need exists to encourage leadership for key administrative positions, there is also a need to hone the general leadership skills of all groups, to help ensure that effective leadership is available at all levels. The accreditation consultant is scheduled to meet with the committee in early March to explore more fully the leadership development needs of the campus and to refine and augment the plan of action for continued implementation in the remainder of Spring 2012 and in 2012-13. [R7-20 Committee on Leadership Dev-Succession Planning Agenda.docx]

Effective Participation in Governance

All constituency groups are represented on seven of the eight active participatory-governance committees:
- College Council
- Diversity Committee
- Environmental Health and Safety Committee
- Facilities Committee
- Finance/Budget and Planning Committee
- Student Services Committee
- Technology Committee
[R7-08 AP 1201 Shared Gov Proc.pdf]

However, as at most community colleges, active participation falls to a minority of each constituency group, many of whom serve on multiple committees. Moreover, many participatory-governance committee members do not engage in regular two-way communication with their constituents about committee and College issues, so that many of those constituents are insufficiently informed about those issues, and some members believe that, although they are

heard, consideration of their input is not really meaningful in some committee deliberations. (See Team Recommendation 4.) [R7-21 Shared Governance Master List 2011-2012 01-18-12 Unduplicated members.docx]

To address these issues of effective participation, which have a significant effect on campus climate (see Team Recommendation 4), the College Council, as the highest-level participatory-governance group at the College, is undertaking several initiatives:

- The Council has evaluated and revised its charge to emphasize its crucial role in improving governance structures and processes on campus, and has begun operating under the revised charge. Among its responsibilities now are the following:
    - o Function as a clearinghouse for discussion and disposition of participatory-governance issues.
    - o Engage in regular two-way communication with constituent groups and the campus community about issues.
    - o Provide information to and model best practices for participatory-governance committees.
    - o Serve as a forum for discussion of the progress of identified participatory-governance committees that report to it.
    - o Develop and maintain a *VVC Organizational Handbook*.
    - o Periodically review policies and procedures related to participatory governance, and recommend modifications, or new policies or procedures, as needed.
    - o Coordinate the systematic evaluation of governance and administrative structures, processes, and services—including Council functions—and recommend improvements as needed.
    - o Promote integration of plans by monitoring alignment among them, and recommending corrective action when necessary.
    - o Coordinate campus training in participatory governance principles and practices. [R5-04 CC Minutes 120125.pdf; R7-09 Coll Council section of AP1201 120118 revised.docx]
- In accord with the revised charge, and under the guidance of the accreditation consultant, the Council is offering three workshops on effective committee participation and leadership. The first, for student government representatives, was held on February 3, 2012. The second, for the management team, was held on February 10, 2012. The third, which will be open to everyone, will be held before the end of the Spring semester. Each workshop clearly delineates the responsibilities that committee service entails for both members and conveners, covers Title 5 requirements for participation in governance, and provides opportunities for analysis and discussion of related real-world issues. In addition, the consultant has made shorter presentations on effective committee participation to three participatory-governance committees. [R7-10 Committee Member Responsibilities.docx; R7-11 Governance Workshop Agenda.docx; R7-12 Title 5 Sections Related to Students in Participatory Governance.docx]
- Also in accord with the revised charge, the Council is coordinating a systematic evaluation of the effectiveness of governance structures and processes on campus, under the guidance of the same consultant. A subcommittee reviewed the existing charges and memberships of the participatory-governance committees, and recommended a short survey of committee leadership to establish the extent to which each committee was

following its charge. The Council reviewed the results of the survey in its February 8, 2012 meeting. It asked each of the committees to review its charge, discuss the implications of the current College mission for its work, evaluate its size and representation, identify improvements needed to enhance its effectiveness, and report back with recommendations. Further evaluation steps will include an analysis of participation practices in all constituencies, development of methods to encourage and increase participation where appropriate, and refinement of formal governance policies and procedures. The Council is scheduled to make its recommendations for improvement, which will include a method and schedule for periodic reevaluation, by Fall 2012. [R7-13 Subcomm on Comms Summary 120124.docx; R1-10 February 08, 2012 CC Final Minutes.docx; R7-14 Charge Review email 120213.pdf]

- The Council has taken the responsibility to coordinate development and publication of a *VVC Organizational Handbook* in Fall 2012. The *Handbook* will clarify committee functions, relationships, and roles in collegial consultation and decision-making processes, and help educate the campus community about them.

Student Services and Distance Learning Leadership

- The College has hired a permanent Dean of Student Services, who began work on July 1, 2011 and has made major contributions to operations, evaluation, planning, and governance participation in that area. For example, he led all departments in completing the PRAISE process and producing a comprehensive divisional summary report in Fall 2011 that contained a long list of major accomplishments, learning and services outcomes assessments, department summary reports, and budget priorities for 2012-13. Overall Student Services leadership is now secure. [R7-15 Stu Svcs Division Summary 2011-12 Final Draft 02 14 12.pdf]

- The College has now formally assigned managerial responsibility for distance education to the Dean of Instruction. With the approval of the Interim Executive Vice President of Instruction and Student Services, she has collaborated with the interim dean of the STEM division because of his extensive background and expertise in distance learning. The leadership needs of distance learning have now been fully addressed. In addition, as discussed under Team Recommendation 5, the Distance Education Plan 2012 calls for expansion of the Distance Education Facilitator position, and for the establishment of a permanent Distance Education Committee; the Superintendent/President's approval of those recommendations and their subsequent implementation will further enhance the coordination of the Distance Education program. [R7-16 Org_Chart_Synergy3 0 as of 12-12-11.pdf; R5-03 VVC-DE Plan-Final 3A 120222.rtf; R7-17 Regino exp email 110803.docx; R7-18 SS-DE Personnel Action Forms.pdf]

Conclusion

The College has fully resolved the portion of the Recommendation related to leadership in student services and distance education. It has made progress in resolving the portion related to encouraging effective participation in governance groups through the College Council's evaluation and improvement of governance structures and processes, and will have fully resolved that portion by late Fall 2012 (IV.A, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.5). The

College has developed and funded initiatives to develop leadership skills in both students and employees, and will continue developing additional initiatives, such as the leadership institutes modeled by other colleges, through the remainder of Spring 2012. It is also in the process of improving policies and procedures related to succession and succession planning, and will complete that work by Summer 2012. At that time VVC will have fully resolved the rest of the Recommendation (IV.B.1, IV.B.1.j, IV.B.2, IV.B.2.a).

Team Recommendation 8: Board Practices and Evaluation

In order to meet the Standards, members of the Board of Trustees must limit their role in governing the College to those responsibilities established in Board Policy, including delegating power and authority to the Superintendent/President to lead the district and to make administrative decisions regarding the effective implementation of Board Policies without Board interference. Trustees must avoid micromanaging institutional operations including their participation in campus committees and governance groups. Additionally, the Board must establish and follow a specific, regular time interval for evaluating its performance. (IV.B, IV.B.1, IV.B.1.a-e, IV.B.1.g, IV.B.1.j, IV.B.2, IV.B.2.a-e)

Analysis and Resolution

Board Practices

The Board of Trustees has taken several concrete steps to ensure that members understand their roles and execute their responsibilities appropriately.

For example, members participated actively in a four-hour workshop on Board roles and responsibilities on May 21, 2011, with consultant Cindra Smith as facilitator. They set ground rules for the session, including open communication and working together as a group, and specified desired outcomes, including better understanding of Board roles, strategies to improve Board effectiveness, review of communication protocols between the Board and the Superintendent/President, and review of policies on ethics and the College mission. Extensive discussions focused on the standards of practice listed in BP 2715, including the following Board responsibilities directly related to this Recommendation:

- Authorize the Superintendent/President to act as the Board Executive Officer and shall confine Board action to policy determination, planning, overall approval and evaluation, maintenance of the fiscal stability of the district, hiring of competent personnel, and other duties and responsibilities as prescribed by law
- Recognize and actively communicate that authority rests only with the whole Board assembled in a legally-constituted meeting and make no personal promises nor take any action which would give the appearance of a conflict of interest
- Use appropriate channels of communication.

Members reached several conclusions regarding their roles and responsibilities, including the following:

- Only the Board as a whole may direct the Superintendent/President.
- Trustees forward requests for action to the Board President, who refers it to the Superintendent/President; the two of them jointly determine what the appropriate response should be.
- Concerns expressed to trustees from community members and College staff should be referred to the Superintendent/President.
- Members were encouraged to learn as much as possible about an issue before making suggestions for Superintendent/President action or College operations.
- Board members no longer serve on College committees.

At the end of the workshop, members identified numerous specific Board tasks for 2011-12, among which were the following, under the heading of Board Performance:

- Continue to integrate new and continuing board members into an effective team.
- Be committed to working together and using professional styles and appropriate channels of communication.
- Uphold principles of effective trusteeship; continue to learn about effective board roles and responsibilities.

The facilitator urged the Board to evaluate its progress on all these tasks, and the Superintendent/President noted that he would develop a master calendar that includes addressing all these issues at Board meetings. The facilitator also commended to the Board's attention an excellent CCLC publication on preventing micromanagement, and recommended it as a resource especially useful for new trustees. [R8-01 BOT_Minutes_05-21-11.pdf]

Members continued discussion of their roles and responsibilities, focusing in part on the specifics of Team Recommendation 8, at a Special Meeting on September 28, 2011. (See also *Board Self-Evaluation* section below.) [R8-02 Special Mtg Agenda and Packet 110928.PDF]

More recently, the Board President and the newest Trustee attended the CCLC Effective Trusteeship Workshop, January 27-29, 2012. The workshop included an interactive workshop for new trustees and sessions on board roles and responsibilities, the board/CEO partnership, and the role of the board chair. The two attendees shared what they learned at the workshop with the other Board members at the February 14, 2012 meeting. [R8-03 CCLC ETW Roster2012.pdf; R8-04 CCLC ETW Prgm2012.pdf; R8-05 CCLC Board Workshop Report.PDF]

In addition, the Board has scheduled a Spring 2012 workshop on avoiding micromanagement. The accreditation consultant will facilitate the workshop, which is designed to provide the Board and the Superintendent/President with concrete methods for preventing most micromanagement and dealing with it constructively when it does occur. Materials developed for the workshop, or other suitable materials on the same subject, will be made part of the accreditation record available to the entire campus community, to help educate all College constituencies on the appropriate delineation of Board responsibilities. [R8-07 Board Workshop on Micromanagement_Draft_030512.docx; R8-10 AGB Ten Responsibilities of Board rev2.doc; R8-11 Preventing Board Micromgmt BF06win (2).pdf]

In line with these efforts, the Board more rigorously observes the proper delegation of authority to the Superintendent/President. College executive managers have noted a significant decline in the incidence of micromanagement. However, occasional instances do still occur, and the Board will continue improvement in that area through ongoing training and discussion. For example, Board members need a richer understanding of the possibilities for, and the limitations on, holding the Superintendent/President accountable for reaching ambitious academic improvement and other goals for the College.

Board Self-Evaluation

Board Policy 2745 commits the Board to "assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning." [R8-08 BP 2745 Self-evaluation.pdf]

During the May 21, 2011 workshop, Board members completed a set of self-evaluation forms, and delivered them to the Superintendent/President, who was directed to compile the results. With the self-evaluation fresh in their minds, they then developed the Board Performance tasks listed above. At the August 9, 2011 meeting, members received a summary of the self-evaluation results for individuals and the Board as a whole, and discussed them. Finally, at the September 28, 2011 Special Meeting, members engaged in a wide-ranging discussion of accreditation requirements that included its self-evaluation process. [R8-01 BOT_Minutes_05-21-11.pdf; R8-09 BOT_Minutes_08-09-11.pdf; R8-02 Special Mtg Agenda and Packet 110928.PDF]

The Board has now established an annual practice of performing, analyzing, and using a portion of the August meeting to discuss the self-evaluation, in accord with Board Policy 2745. [R8-08 BP 2745 Self-evaluation.pdf]

Conclusion

The College has partially resolved the Recommendation with numerous constructive actions, and will demonstrate its full resolution by the time of the Fall 2012 Board self-evaluation process. Through the actions described above, the Board has demonstrated a fresh commitment to fulfilling its roles and executing its responsibilities in accord with sound practice and with its own policies. (IV.B, IV.B.1, IV.B.1.a-d) In the vast majority of cases, the Board properly delegates authority to the Superintendent/President, and further training and discussion promise to make the exceptions to that pattern increasingly uncommon. (IV.B.1.j, IV.B.2, IV.B.2.a-e) Board members no longer participate in College committee meetings. They have been successful in reducing micromanagement, and will continue training and discussion in a concerted effort to reduce it to a minimum. (IV.B.1.a) Finally, the Board has implemented an annual schedule for evaluating its own performance, the next cycle of which will take place in Fall 2012. (IV.B.1.e, g)

Commission Recommendation 1: Board Ethics Policy

In order to meet Standards, the Commission recommends that the Board of Trustees amend its ethics policy (Board Policy 2717) to include a clearly defined policy for dealing with behavior that violates the policy. (IV.B.1.h)

Analysis and Resolution

On September 13, 2011, the Board of Trustees amended Board Policy 2715, Code of Ethics/Standards of Practice, to include the following language on the consequences of behavior that violates the policy:

- 2.0. All Board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Board's Code of Ethics. The Board will be prepared to investigate the factual basis behind any charge of complaint of trustee misconduct. A Board member may be subject to a resolution of censure by the Board should it be determined that trustee misconduct has occurred. Censure is an official expression of disapproval passed by the Board.
- 3.0. A complaint of trustee misconduct will be referred to an ad hoc committee composed of two trustees not subject to the complaint. In a manner deemed appropriate by the committee, a fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. The committee shall be guided in its inquiry by the standards set forth in the Board's Code of Ethics as defined in policy. The trustee subject to the charge of misconduct shall not be precluded from presenting information to the committee. The committee shall, within a reasonable period of time, make a report of its findings to the Board for action. [CR1-01 BP 2715 Code of Ethics-Standards of Practice.pdf]

At the Board's Special Meeting on September 28, 2011, members discussed the revised ethics policy as part of their broader strategic conversation about the College's Vision, Mission, Values, and Goals. (See also Team Recommendation 8.) [R8-02 Special Mtg Agenda and Packet 110928.PDF]

Conclusion

Adoption of the revised Board Policy 2715 demonstrates that the College has fully resolved this Recommendation, and meets Standard IV.B.1.h.

Update on Team Recommendation 3: Student Learning Outcomes

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 program, and incorporate analysis of student learning outcomes into course and program improvements. This effort must be accomplished by Fall 2012 as a result of broad-based dialogue with administrative, institutional and research support. Student learning outcomes need to become an integral part of the program review process, including incorporating detailed documented analysis from SLO assessments and data based research. Additionally, faculty and others directly responsible for student progress toward achieving stated learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes. (I.B.1-7, II.A.1.c, II.A.2.a-b, II.A.2.e-f, II.B.4, II.C.2, III.A.1.c, Eligibility Requirement 10)

Analysis and Resolution

The College has made progress in its drive to reach Proficiency in student learning outcomes by Fall 2012 and to resolve the Recommendation, though the road has not been entirely smooth. This section presents a brief update on that progress.

Coordination

The ad hoc Academic Senate Student Learning Outcomes Assessment Committee (SLOAC), which is chaired by the Student Learning Outcomes and Assessment Facilitator (a .20-FTE faculty reassigned-time position), assumed primary responsibility for facilitating progress toward Proficiency in instructional course and program SLOs, and in General Education (GESLOs) and Institutional/Degree SLOs (ISLOs), in Summer 2011. In Fall 2011, the group drafted and refined a set of four ISLOs, which were approved by the College Council on December 7, 2011. The SLOAC is developing a schedule for systematic assessment of GESLOs and ISLOs. [R3-01 SLOACMinutes_03_2_2012.pdf; R3-22 December 07, 2011 CC Minutes.docx; R3-05 General Education Student_Learning Outcomes AS approved 4_3_08.pdf; R3-06 Institutional Learning Outcomes_VVC.docx]

However, on October 12, 2011, the collective bargaining representatives of the full-time faculty issued to the District a demand to bargain regarding SLO responsibilities and compensation. While the bargaining process was underway, most progress on outcomes development and assessment effectively stopped, although the SLOAC continued to work on infrastructure issues, such as a tracking system (see below). The Faculty Association and the District reached agreement in a memorandum of understanding dated January 19, 2012, and faculty resumed their development and assessment efforts upon their return to campus for Spring classes beginning February 13, 2012. [R3-07 DTB-SLO.rtf; R3-08 MOU on Outcomes Comp 120119.PDF; R3-23 English 101 Grading workshop minutes Feb 24 2012.docx; R3-24 English 101 Grading

Workshop Part-timers--Feb 24 2012.docx; R3-25 English outcomes email 120227.pdf; R3-26 2012_Feb_24th_Math_Department_Meeting_Minutes.pdf; R3-27 Minutes for Music program meeting Jan 2012.docx; R3-28 Soc Sci outcomes email 120227.pdf]

In each noninstructional division, coordination of program outcomes development and assessment falls primarily to the applicable manager: The Vice President of Human Resources, the Vice President of Administrative Services, the Dean of Student Services, or the Executive Dean of Technology and Information Resources.

- In Student Services, all programs undertook assessment activities in Fall 2011, using primarily survey and pre- and posttest methodologies. Analysis and interpretation of the results and plans of action have been completed in all programs except Athletics, GEAR UP, the student leadership portion of Student Activities, and Upward Bound; plans of action have not yet been formulated in those programs and some Guidance courses. The results are documented in the Divisional PRAISE Summary. [R7-15 Stu Svcs Division Summary 2011-12 Final Draft 02 14 12.pdf]
- The applicable managers in the other noninstructional divisions have begun a process of evaluating and refining the outcomes in their departments, with the help of the accreditation consultant. Assessment of the refined outcomes is scheduled to begin this Spring. Analysis and interpretation of the results, and identification of program improvements, will take place during Summer 2012, and implementation of improvements will begin in Fall 2012. [R3-29 Outcome Statements 1201.doc]

The Academic Senate Program Review Committee has taken the initiative in proposing a consistent definition of programs for both PRAISE and outcomes purposes. The group's proposal is now being circulated to all departments for feedback, and a final version will be available by the end of Spring 2012. [R3-11 Copy of Programs - list only 120302.xlsx]

Training

Training efforts related to outcomes assessment have intensified this year. The most recent example was a pair of workshops—one primarily for faculty and the other primarily for managers—facilitated by noted expert Julie Slark on February 24, 2012. Seventy-seven faculty, management, and classified employees learned more about the assessment cycle, the value of conducting SLO assessment, characteristics of sound SLO statements, the three levels of assessment, the variety of assessment methods, and closing the loop. They also worked together to develop action plans for assessment in their own programs. In addition, managers learned strategies for supporting and coaching faculty and staff through the assessment cycle. Formal evaluation of the workshop is in progress, but comments from participants to date have been overwhelmingly positive. [R3-17 Julie Slark assessment workshop invitation.pdf; R3-18 Management SLO Assessment Trng Email 120222.pdf; R3-19 SLO Training 120224 Sign In Sheet.xlsx; R3-20 Assessment Workshop for Faculty 120224.PDF; R3-21 Assessment Workshop for Managers 120224.PDF]

Dialogue

Dialogue about SLOs and other outcomes and performance measures is robust within many programs. For example, the Math Department has identified SLOs and assessment methods, with sample assignments, for all its courses and the program as a whole. Beginning in Fall 2011, it commenced more systematic assessment of course SLOs using embedded common questions or an add-on page in final exams. Documentation of discussions over the past three years clearly shows that in that department, as in many others, faculty members are deeply interested in assessing their curriculum based on student performance, and demonstrate that they have taken substantive steps to improve that curriculum in light of the assessment results. [R3-12 2011_Sept_30_Math Department Meeting Notes.pdf]

The College still needs more opportunities for widespread dialogue on student learning across the institution, such as flex days.

Tracking and Reporting

The College has implemented the TracDat system for tracking and reporting course, program, GE, and institutional/degree SLOs, assessments, results, and improvement plans. This system is essentially a central repository for all outcomes-related data that have heretofore resided on individual departmental computers; it includes numerous reports at both detailed and summary levels, facilitates mapping of outcomes across levels, and permits construction of ad hoc queries as well. The SLOAC has begun training users in the use of the tool, and data entry by those who have already received training has begun. [R3-13 Math Prgm SLOs Report 120214.pdf; R3-14 Math Curriculum Map 120214.pdf; R3-15 Math 105 Assessment Plan 120214.pdf; R3-16 Math 105 Assessment Report 120214.pdf]

Technical problems with Curricunet, the curriculum management system that is supposed to contain both course and program SLOs, continue to occur for a variety of reasons that are still under investigation.

Consistency

All instructional faculty were asked to ensure that the SLOs listed in their syllabi matched the SLOs on the approved course outlines of record. The Divisional Deans and Department Chairs collected all syllabi and confirmed their consistency with the course outlines of record or, if necessary, initiated corrections with the applicable faculty. All syllabi were then sent to the Dean of Instruction, whose office is performing a final audit. The College is confident that the SLOs in all syllabi are consistent with those in the corresponding course outlines of record, and will continue to apply this monitoring system, or an equally effective alternative, at the beginning of every semester. [R3-30 Email on Syllabi consistency 120201.pdf]

Program Review

The PRAISE process already incorporates the results of assessment of SLOs and other outcomes, and the *PRAISE Handbook* to be published in August 2012 will make that relationship more

systematic and consistent year to year. (See also Team Recommendation 2.) [R2-10 ProgramReviewHandbook_Draft6 with changes_Committee.doc; R2-33 Meeting Summary 02-06-12.pdf]

Conclusion

Though there is still much work to be done, the College is confident that it will attain Proficiency on the ACCJC Institutional Effectiveness Rubric for Student Learning Outcomes, and fully resolve the Recommendation and meet the Standards, by Fall 2012.

Appendix: List of Evidence

Statement on Report Preparation
SR-01 Feedback invitation email 1 120215.pdf
SR-02 Feedback invitation email 2 120215.pdf
SR-03 Feedback invitation email 3 120215.pdf
SR-04 Feedback invitation email 4 120215.pdf
SR-05 Feedback invitation email 5 120221.pdf
SR-06 Follow-Up Report Q-A Attendees 2-28 and 3-1-12.docx
SR-07 03-13-12_Board Agenda Item-ACCJC Follow Up Report.doc

Team Recommendation 1
R1-01 AP 1200 Rev of Mission.pdf
R1-02 CC_Minutes_09-14-11.pdf
R1-03 Matriculation_Plan_08-09.pdf
R1-04 Student_Equity_Plan_08-09.pdf
R1-05 CC_Minutes_11-30-11.pdf
R1-06 EEOPlanRevision11042011.doc
R1-07 EMP Chapter 2 draft.doc
R1-10 February 08, 2012 CC Final Minutes.docx
R2-10 ProgramReviewHandbook_Draft6 with changes_Committee.doc
R2-23 Library Five-Year Technology Plan 2010-2015.pdf
R2-72 TechComm Agenda 2-22-2012.docx
R8-02 Special Mtg Agenda and Packet 110928.PDF

Team Recommendation 2
R1-10 February 08, 2012 CC Final Minutes.docx
R2-01 Assessment Praise Report 2011-12 rev 11 22 11 (2).pdf
R2-02 PRAISE2012-2013EMS.docx
R2-03 PRAISE 2011.12 Augmentation Requests.xls
R2-04 PRAISE Completion Checklist 11-12-12-13 rev 120206.xlsx
R2-05 PRAISE Report document Sept 2011 Final Final.docx
R2-06 PRAISE Budget Worksheet Final.xlsx
R2-07 PRAISE_math_2011-2012.docx
R2-08 Program Review Evaluation Results - Academic Senate 2010.doc
R2-09 Budget Planning Process.vsd
R2-10 ProgramReviewHandbook_Draft6 with changes_Committee.doc
R2-11 EMP Progress January 2012.pdf
R2-12 Facilities Comm Minutes 1-13-12.doc
R2-13 Cabinet Recommendation Form - Move Campus Police to HC 1-3.doc
R2-14 Agenda 02-10-12.doc
R2-16 Phys Res Outcomes Transcrip 120201.docx
R2-17 Questions on Phys Res Plng on Campus Climate Survey.docx
R2-18 Victor_Valley_College_Technology_Plan_-_9Jan2012_Draft.pdf
R2-20 PRAISE - Facilities 2011-12.docx
R2-21 Tech Resource Allocation 2011-12 description.pdf

R2-22 PRAISE LIBRARY 2012 2013.doc
R2-23 Library Five-Year Technology Plan 2010-2015.pdf
R2-25 VVCCD_District_Goals_2011_ver4.docx
R2-26 What can I do Final 120118.docx
R2-27 2012 PRAISE Construction and Manufacturing Technology Complete Report.pdf
R2-28 Finance-Budget Cmte. Minutes 5.18.11.pd
R2-29 Finance-Budget Cmte. Minutes 06.01.11.pdf
R2-30 Finance-Budget Cmte. Minutes 08.03.11.pdf
R2-31 Finance-Budget Cmte. Minutes 08.04.11.pdf
R2-32 Finance-Budget Cmte. Minutes 08.24.11.pdf
R2-33 Meeting Summary 02-06-12.pdf
R2-35 10-26-11 - Minutes.pdf
R2-36 11-02-11 Minutes.pdf
R2-37 11-07-11 Minutes.pdf
R2-38 11-14-11 Minutes.pdf
R2-39 11-28-11 Minutes.pdf
R2-40 EMP Chapter 1 draft.doc
R2-41 EMP Chapter 2 draft.doc
R2-42 EMP Chapter 3 draft.doc
R2-43 EMP Chapter 4 draft.doc
R2-45 PRAISE_workflow_BY2012-2013.pdf
R2-47 College Council minutes 2-22-12
R2-48 Noninstr PRAISE Comm Approved 120222.docx
R2-49 Ad-Hoc Committee on Data Integrity February 10 2011 final2.docx
R2-51 Total Cost of Ownership rev.docx
R2-52 Science Programming Meeting No. 1 Jim2.doc
R2-53 Nursing Programming Meeting No. 1 Jim2.doc
R2-54 Vocational Technology Programming Meeting No. 1 Jim2.doc
R2-55 Flex 110909 announcement email.pdf
R2-56 Flex 110909 agenda rev email.pdf
R2-57 Flex 110909 2nd announcement email.pdf
R2-58 Victor Valley College Flex Day September 9th.docx
R2-59 Flex 110909 thanks.pdf
R2-60 2012 PRAISE Construction and Manufacturing Technology Complete Report.pdf
R2-61 PRAISE - English.pdf
R2-62 PRAISE_math_2011-2012.docx
R2-63 AP 3250-InstitutionalPlanningSystems_asof10212010.pdf
R2-64 5-year plan.PDF
R2-65 Faculty feedback on tech improvements.pdf
R2-66 Summary 120221.docx
R2-67 Invitation for examples of Resp to the Challenge 120216.pdf
R2-68 Accreditation Update 11.pdf
R2-69 PRAISE_StudentSupport_Admissions and Records_2009-2010_Ver7.pdf
R2-70 2011-12_BudgetDev_Worksheet_6200-A-R.xlsx
R2-71 Draft minutes 2-3-2012.docx
R2-72 TechComm Agenda 2-22-2012.docx

R2-73 Request for appointees 120223.pdf
R2-74 Request for appointees Reminder 120301.pdf
R3-11 Copy of Programs - list only 120302.xlsx
R4-02 CCS_comparison_2010_2011 rev 120209 SG.pdf
R4-44 Minutes 2-10-12.doc
R7-09 Coll Council section of AP1201 120118 revised.docx
R8-01 BOT_Minutes_05-21-11.pdf

Team Recommendation 4
R1-05 CC_Minutes_11-30-11
R1-10 February 08, 2012 CC Final Minutes.docx
R2-11 EMP Progress January 2012.pdf
R4-01 CCS_comparison_2010_2011 rev 120209 IE.pdf
R4-02 CCS_comparison_2010_2011 rev 120209 SG.pdf
R4-03 CCS-2011_SurveySummary_quantitative_02132012.pdf
R4-04 Accreditation Update 1.pdf
R4-05 Accreditation Update 2.pdf
R4-06 Accreditation Update 3.pdf
R4-07 Accreditation Update 4.pdf
R4-08 Accreditation Update 5.pdf
R4-09 Accreditation Update 6.pdf
R4-10 Accreditation Update 7.pdf
R4-11 Accreditation Update 8.pdf
R4-12 Accreditation Update 9.pdf
R4-13 Finance-Budget Cmte Minutes 11.02.11.pdf
R4-14 Committees-MOU.rtf
R4-15 Senate ad hoc process team 111123.docx
R4-16 Holiday invitation 111206.docx
R4-17 Pres Forum 111208 Invitation.docx
R4-18 Pres Forum Thanks 111213.pdf
R4-19 2012 holiday flyer.pdf
R4-20 Winter committee meetings.pdf
R4-21 Winter committee meetings update.pdf
R4-22 Interview findings on climate 111031.docx
R4-23 Spring 2012 welcome email.pdf
R4-24 Classroom visitation.pdf
R4-25 RPSTC classes announcement.pdf
R4-26 Climate recs 111031.docx
R4-27 CC Functions and Membership 111129.doc
R4-29 Classroom visitation response 1.pdf
R4-30 Classroom visitation response 2.pdf
R4-31 Classroom visitation response 3.pdf
R4-32 Committee SharePoint training.pdf
R4-33 Finance-Budget Cmte. Minutes 02.01.12.docx
R4-34 Finance-Budget Cmte. Minutes 02.15.12.docx
R4-36 RPSTC Grand Opening.pdf

R4-37 staff development 02212012.docx
R4-38 Continuing Improvement and Outcomes through the Development of the Marketing Department rev.docx
R4-39 Staff Development Grants email 120226.pdf
R4-40 STAFF DEVELOPMENT CAMPUS GRANT APP.doc
R4-41 Regional Public Safety Training Center Dedication VIP S.T.D. Letter 1-17-12.pdf
R4-42 SS Comm 02.16.12 minutes.docx
R4-43 Finance-Budget Cmte. Agenda 02.15.12.pdf
R4-44 Minutes 2-10-12.doc
R4-45 CTA_Agreement_2010_revised_6910.pdf
R4-46 IA-Lab Tech Support email to Board 120305.pdf
R4-47 IA-Lab Tech Support email 120305.pdf
R4-48 IA-Lab Tech Support Response 1 120305.pdf
R4-49 IA-Lab Tech Support Response 2 120306.pdf
R4-50 IA-Lab Tech Support Response 3 120305.pdf
R4-51 IA-Lab Tech Support Response 4 120306.pdf
R4-52 2011_Nov_18th_Math_Department_Meeting_Minutes.pdf
R4-53 2012_Feb_24th_Math_Department_Meeting_Minutes.pdf
R4-54 Kinesiology meeting notes - Dec 9 2011.docx
R4-55 Kinesiology Meeting Notes - Feb 13, 2012.docx
R5-03 VVC-DE Plan-Final 3A 120222.rtf
R5-04 CC Minutes 120125.pdf
R7-09 Coll Council section of AP1201 120118 revised.docx
R7-14 Charge Review email 120213.pdf

Team Recommendation 5
R5-01 Dist Ed Adv TF Membership.docx
R5-03 VVC-DE Plan-Final 3A 120222.rtf
R5-04 CC Minutes 120125.pdf
R5-05 DE Plan Summary.pdf
R5-06 DEAC-4-21-11.rtf
R5-07 DEAC-min-9-1-11.rtf
R5-08 DEAC-9-15-11.rtf
R5-09 DEAC-9-29-11.rtf
R5-10 DEAC-10-06-11.rtf
R5-11 DEAC-10-20-11.rtf
R5-12 DEAC-11-03-11.rtf
R5-13 DEAC-11-10-11.rtf
R5-14 DEAC-11-17-11.rtf
R5-15 DEAC-1-12-12.rtf
R5-16 DEAC-1-19-12.rtf
R5-17 Substantive Change Revision request 120131.pdf

Team Recommendation 6
R4-33 Finance-Budget Cmte. Minutes 02.01.12.docx
R4-34 Finance-Budget Cmte. Minutes 02.15.12.docx

R6-01 Finance-Budget Cmte. Minutes 06.01.11.pdf
R6-02 2011-12 Budget Workshop for 9.13.11 BOT1.ppt
R6-03 FINAL BUDGET 2011 2012.pdf
R6-04 2011-2012 Budget Letter.pdf
R6-05 311 Financial Report 2010-2011.pdf
R6-06 Annual Financial Report 2012.pdf
R6-07 Facilities Comm Minutes 10-07-11.doc
R6-10 Finance-Budget Cmte. Minutes 09.07.11.pdf
R6-11 Finance-Budget Cmte. Minutes 09.21.11.pdf
R6-12 Finance-Budget Cmte. Minutes 5.18.11.pdf
R6-13 Finance-Budget Cmte. Agenda 02.01.12.doc
R6-14 MOU-Grants-Contracts-FINAL.docx
R6-15 Approved actions for Rec 6 120201.docx
R6-16 Fiscal Update email 120228.pdf
R6-17 Budget Reduction Message-2.doc
R6-18 release-february 2012 surprise.pdf
R6-19 Dan Troy Bud Report.docx
R6-20 CCLC Release on $149M midyear budget cuts.pdf

Team Recommendation 7
R1-10 February 08, 2012 CC Final Minutes.docx
R5-03 VVC-DE Plan-Final 3A 120222.rtf
R5-04 CC Minutes 120125.pdf
R7-01 BP 2432 Supt Succession.pdf
R7-02 Succession Planning Survey and Leadership Trng.pdf
R7-03 BP 2431 Supt Selection.pdf
R7-04 Leadership development.PDF
R7-05 ACCCA Scholarship email.pdf
R7-06 ACCCA invitation.docx
R7-07 Roses in Concrete event.pdf
R7-08 AP 1201 Shared Gov Proc.pdf
R7-09 Coll Council section of AP1201 120118 revised.docx
R7-10 Committee Member Responsibilities.docx
R7-11 Governance Workshop Agenda.docx
R7-12 Title 5 Sections Related to Students in Participatory Governance.docx
R7-13 Subcomm on Comms Summary 120124.docx
R7-14 Charge Review email 120213.pdf
R7-15 Stu Svcs Division Summary 2011-12 Final Draft 02 14 12.pdf
R7-16 Org_Chart_Synergy3 0 as of 12-12-11.pdf
R7-17 Regino exp email 110803.docx
R7-18 SS-DE Personnel Action Forms.pdf
R7-19 Board Policy Implementation Workshop Agenda.docx
R7-20 Committee on Leadership Dev-Succession Planning Agenda.docx
R7-21 Shared Governance Master List 2011-2012 01-18-12 Unduplicated members.docx

Team Recommendation 8

[R8-01 BOT_Minutes_05-21-11.pdf](#)
[R8-02 Special Mtg Agenda and Packet 110928.PDF](#)
[R8-03 CCLC ETW Roster2012.pdf](#)
[R8-04 CCLC ETW Prgm2012.pdf](#)
[R8-05 CCLC Board Workshop Report.PDF](#)
[R8-07 Board Workshop on Micromanagement Draft 030512.docx](#)
[R8-08 BP 2745 Self-evaluation.pdf](#)
[R8-09 BOT_Minutes_08-09-11.pdf](#)
[R8-10 AGB Ten Responsibilities of Board rev2.doc](#)
[R8-11 Preventing Board Micromgmt BF06win (2).pdf](#)

Commission Recommendation 1

[CR1-01 BP 2715 Code of Ethics-Standards of Practice.pdf](#)
[R8-02 Special Mtg Agenda and Packet 110928.PDF](#)

Update on Team Recommendation 3

[R2-10 ProgramReviewHandbook_Draft6 with changes_Committee.doc](#)
[R2-33 Meeting Summary 02-06-12.pdf](#)
[R3-01 SLOACMinutes_03_2_2012.pdf](#)
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[R3-06 Institutional Learning Outcomes_VVC.docx](#)
[R3-07 DTB-SLO.rtf](#)
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[R3-14 Math Curriculum Map 120214.pdf](#)
[R3-15 Math 105 Assessment Plan 120214.pdf](#)
[R3-16 Math 105 Assessment Report 120214.pdf](#)
[R3-17 Julie Slark assessment workshop invitation.pdf](#)
[R3-18 Management SLO Assessment Trng Email 120222.pdf](#)
[R3-19 SLO Training 120224 Sign In Sheet.xlsx](#)
[R3-20 Assessment Workshop for Faculty 120224.PDF](#)
[R3-21 Assessment Workshop for Managers 120224.PDF](#)
[R3-22 December 07, 2011 CC Minutes.docx](#)
[R3-23 English 101 Grading workshop minutes Feb 24 2012.docx](#)
[R3-24 English 101 Grading Workshop Part-timers--Feb 24 2012.docx](#)
[R3-25 English outcomes email 120227.pdf](#)
[R3-26 2012_Feb_24th_Math_Department_Meeting_Minutes.pdf](#)
[R3-27 Minutes for Music program meeting Jan 2012.docx](#)
[R3-28 Soc Sci outcomes email 120227.pdf](#)
[R3-29 Outcome Statements 1201.doc](#)
[R3-30 Email on Syllabi consistency 120201.pdf](#)
[R7-15 Stu Svcs Division Summary 2011-12 Final Draft 02 14 12.pdf](#)