Substantive Change Proposal

For change in courses or programs or mode of delivery that represents a significant departure from current practice: Addition of a program or courses that represent a significant departure from current programs or curriculum

Associate in Science, Aeronautical and Aviation Technology
Certificate, Aviation Airframe Mechanics
Certificate, Aviation Powerplant Mechanics

Victor Valley College
18422 Bear Valley Road
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Submitted June 3, 2011 to the
Accrediting Commission of Junior and Community Colleges
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A. Description of and Rationale for the Change

Following the closure of George Air Force Base in the mid 1980's, the communities of the Victor Valley collaborated on the establishment of a new economic engine for the region. Together, they created Southern California Logistics Airport ("SCLA"), is a 2,500-acre world-class aviation and air cargo facility serving international and domestic needs. The airport accommodates all current-flying commercial and military aircraft with a 24-hour per day tower operation and emergency response capabilities comparable to the world's largest airports.

SCLA offers 24-hour, seven-day-a-week operations with onsite U.S. Customs. It has been designated a Foreign Trade Zone (FTZ #243) and a Local Agency Military Base Recovery Act ("LAMBRA") Zone by the federal government and has attracted aviation industry powerhouses such as General Electric, Pratt & Whitney, Leading Edge, and Boeing to name a few. International airlines and cargo companies including FedEx, Delta, Singapore Airlines, Hawaiian Airlines and more have turned to aviation maintenance providers located at SCLA for aircraft servicing and storage.

The development of this industry in the region, prompted another collaboration which included Victor Valley College in a lead role as local government, private industry and education partnership established the Southern California Logistics Airport School of Aviation Technology ("SCLASAT"). This collaboration became known as the Victor Valley Aviation Education Consortium. Funded through grants, the Victor Valley Aviation Education Consortium ("VVAEC") operated the SCLASAT for two years as a pilot program with substantial success.

Victor Valley Community College District ("VVC") has entered into a Memorandum of Understanding ("MOU") with the South California Logistics Airport Authority ("SCLA") and the Victor Valley Aviation Education Consortium ("VVAEC") for the purpose of training aircraft mechanics (a/k/a, airframe and powerplant "A & P" technicians). Such provision of training is a substantial departure from current practice in terms of requiring Federal Aviation Administration-approved curricula, new faculty, specialized equipment, materials, and facilities located at a nearby logistics airport.

Relationship to VVC Mission

As stated in its MOU, all parties in the partnership resolve that this program is a public benefit which supports regional economic development, meaningful employment of local residents and, therefore, advances the VVC mission, goals, and priorities as established in VVC's Administrative Procedure 1202:

> *"Develop and deliver instructional programs that meet the needs of the communities served, including those relevant to the following career pathways: Allied Health/Emergency Services; Transportation/Distribution/Logistics;* ***Aviation****; Environmental Technology/Sustainability Studies; Teacher Preparation; and Manufacturing"* (emphasis added)

VVC is seeking approval to provide this training program starting Fall 2011 at an off-campus location pursuant to terms of the MOU.

Reasons for the Change

The MOU was entered into by the parties on March 16, 2010 for the purpose of implementing a phase of the pilot program at the Southern California Logistics Airport School of Aviation Technology. This partnership, funded by a grant from the State of California[1], was charged with providing A&P training to 75 students through July 2011. Under that MOU, VVC's role was limited to serving as the local educational agency that administered the grant to an established (non-accredited) training facility; in addition, students enrolled in existing programs at VVC to enhance their professional workplace skills. In evaluating the performance of the school, the partners determined the program must continue to meet regional workforce demands as part of a regionally accredited institution. A new MOU is being developed which casts VVC in the lead role, with SCLA and VVCAE serving in an advisory capacity consistent with VVC's career technical program practices. Funding has been provided by the County Supervisor's Office to seed an endowment to fund program faculty, as a show of support and confidence in VVC's capacity to assume core responsibilities for the aviation program by Fall 2011. Additional grant funds are actively being sought to supplement the general fund dollars VVC will invest to establish the program.

B. Description of Program Offered

Educational Purposes

The purpose of the program is to produce regional workforce members who are skilled and knowledgeable in airframe and powerplant technology. The program will utilize strategies that have been demonstrated as effective in the delivery, scheduling, and sequencing of education and training courses. Program design draws from the Council for Adult and Experiential Learning, Building Skills Strategically Design Model, which has been deemed effective and is approved by the U.S. Department of Labor's Workforce Innovation in Regional Economic Development (WIRED) initiative. This model involves the integration of key components of effective adult learning and skill development in its instructional and support strategies, as well as programmatic practices that uphold ACCJC standards for student learning and support programs in terms of equitable access to college resources, performance assessment, continuous improvement, and quality assurance.

Meeting Commission Policies and Standards

Innovative and conjoined "support strands" will be developed and made available to all students to result in the highest probability for attainment of industry-recognized knowledge and credentials resulting in employment. These support strands will help to accelerate educational

[1] Industries with Statewide Need grant program

and career advancement for individual participants, regardless of their skills at point of entry, by providing comprehensive learning experiences within and outside of the classroom. The support strands are meant to provide a central context for learning (aka contextualized or project-based learning), and to facilitate preparation for employment using a variety of strategies. Development and implementation of the support strands will occur collaboratively with VVC aviation faculty, basic skills faculty, counselors, student support staff, and administrators.

Students will participate in the training program and support strands in cohorts. Each cohort will be assigned a Cohort Coach who will attend classes and serve as a case manager. While the Cohort Coach is there to assist the students academically, his/her primary function is to ensure each student has all the supportive services needs, acting as a mentor and cheerleader who champions them to success. Should a student begin to have difficulty with academics or experience a set-back, the Cohort Coach will respond quickly, getting him/her back on track via connecting the student to relevant available resources at VVC. Cohort Coaches will begin the program with the students and see the cohort through graduation, employment placement, and retention.

In addition to the use of a Cohort Coach, the support strands include "accelerator courses" in science, technology, engineering, and math ("STEM") to address what employers have identified as a gap in STEM-related knowledge. Accelerator courses will be developed in collaboration with general education faculty in the STEM division, and will be taught via contextualized learning strategies by either or both science and aviation faculty.

Understanding the importance of providing real-world employment experiences in preparation for employment, the program through its support strands will encourage students to participate in VVC's Work Readiness Workshops and will provide employer tours made possible through the partnership with SCLA and VVAEC. Through their generosity, students will have the opportunity to visit many different employers in the aviation industry to learn about various opportunities therein—not only in terms of employment but also internships. Through careful coordination with employer partners, special classes will be scheduled to complement internship and transitional job opportunities.

Finally, the program's support strands will reinforce skills learned during training programs for graduates through their voluntary participation in free monthly skills labs based on individual needs. Faculty will be available to provide individualized support for skills mastery, the need for which may have been discovered on the job.

The program will accommodate the needs of working adults by providing flexible and non-semester-based scheduling, alternative class times and locations. Also available to students are VVC's full complement of remedial classes, support classes online, and other student support resources already available.

There is an innovative aspect relative to the use of technology in learning assessment in this program: "instant response" technology in the classroom using student-generated video demonstrations. These have been effectively utilized in VVC's emergency services training program. Students will be provided with the equipment to produce video

instruction/demonstration segments on processes that frequently prove difficult. These videos will be reviewed and approved by faculty, thus ensuring efficacy and value. Videos will be posted on the VVC website for students to use during their course of study. This will allow students to study frequent procedures/techniques at their own pace and during their open hours. Studies have shown the effectiveness of the use of "instant response" in the classroom. Many younger students are more easily engaged with an instant response to questions posed within the classroom. All lecture classrooms will be equipped with the "instant response" equipment.

VVC has provided all FAA-approved courses necessary for students to attain industry-recognized credentials that enable them to compete for employment as aviation mechanics/airframe and power plant technicians. All courses are taught by VVC faculty with extensive experience in adult learning pedagogy. Courses formats include lectures with extensive hands-on lab experiences to teach required skills, and licensure test preparation is provided for successful post-training certification examinations.

C. Description of the Planning Process

Relationship of Change to Institutional Planning Processes and Mission

VVC utilizes an annual program review, planning, and budget development process known as PRAISE (Program Review and Allocations for Institutional Strategies for Excellence). This annual planning process supports VVC's vision, values, mission, and goals established in 2007 by the Board of Trustees. College priorities were identified shortly thereafter and codified in VVC's Administrative Procedure 1202 (Evidence H5) in connection with the college's implementation of institutional effectiveness. Specifically mentioned in those priorities is expansion of several programs, one of which is aviation.

Since 2005, VVC has gradually but systematically developed this program—starting with designing curricula that complied with Part 147 of Federal Aviation Authority (FAA) regulations, requesting a new full-time faculty hire in aviation via VVC's Faculty Senate established procedures, receiving an aircraft generously donated to the program by FedEx, and pursuing a partnership with established entities involved in regional economic development activities administered by the City of Victorville at SCLA.

Program development has experienced some successes and setbacks in the past 4 years. Curricula were approved by the FAA and VVC's Curriculum Committee. A new full-time faculty hire was put forward as a recommendation by VVC's Faculty Senate as a high priority, but fiscal challenges have placed that hire on hold until Board re-evaluation during this summer's Annual Board Retreat. A successful partnership was forged and formally established by MOU as previously described—albeit, with VVC taking a supporting role. Following successful implementation of the project governed by the MOU, VVC has now been given an opportunity to sustain the aviation program consistent with the college mission, institutional planning priorities, regional workforce demands, and ACCJC standards. Gauging our success on how the program is progressing on meeting mission-critical benchmarks will be addressed following VVC's already established evaluation models and processes (see Evidence Item H1).

Assessment of Needs and Resources

The assessment of needs and resources to support the aviation program started in advance of VVC's Board of Trustees recognizing it as a college priority in 2007. This assessment began in 2004 when regional planning processes revealed a need to provide training for A & P technicians to meet demands of an emerging job market due to the development of a multimodal transportation hub at SCLA. While other transportation/logistics-related training needs were discovered, the aviation program proved to be one requiring the most substantive change at that time from VVC's offering of programs and services. With the need for training identified, VVC commenced a process of determining what resources would be required to develop, implement, and sustain an aviation program.

The aviation program at VVC will be supported with one full time faculty coordinator and adjunct faculty as needed to implement classes in the curriculum. The faculty member will be paid using a combination of resources including Perkins, General Fund and Endowment dollars. In addition to these sources, alternative resources will also be sought. To that end, the Victor Valley College Foundation recently received a contribution to provide seed funding for an endowment that will support the operations of this program in perpetuity. At its current level, the endowment will fund approximately 10% of the required funding annually.

The target population for this program will be the same residents served by VVC overall who have a specific interest in aviation technologies. As this program requires a substantial commitment of time, many students may be unemployed and possibly struggling financially. According to the California Employment Development Department (EDD), there are more than 15,000 unemployed persons in the High Desert who may be seeking employment. Unemployment rates are significantly higher in the High Desert compared to other areas: 20.8% in Adelanto; 15.0% in Apple Valley; 17.5% in Hesperia; 15.3% in Victorville—compared to 13.7% in San Bernardino County and 12.3% in California[2].

Further illustrating the need for workforce development in this region is the extreme lows to which local property values have plummeted: The average price of a home in Victorville today is $129,400-down almost 50% from three years ago when this number peaked at $326,300. In one year, property values here have fallen more than 28%.[3] A once robust housing construction industry in the early part of last decade is now in the midst of a severe downturn. The San Bernardino Economic Development Agency estimated that 5,000 to 7,000 jobs were lost in transportation industry alone within the High Desert. Likewise, the closure of a glass factory in the area resulted in a sizeable unemployed population with previous mechanical skills experience.

The local region struggles with an under-prepared workforce marked by higher than average high school dropout rates and lower than average number of individuals entering college. The California Department of Education[4] reports that in 2008-2009, 21.5% of students statewide dropped out of high school; in San Bernardino County, the rate was similar at 21.6%. But in the

[2] http://data.bls.gov/pdq/querytool.jsp?survey=la (as of March 2011)
[3] http://www.zillow.com
[4] http://dq.cde.ca.gov/dataquest

High Desert region, rates are much higher: 29.5% for Victor Valley Union High School District and 21.8% for Hesperia Unified School District. Only one third of all high school graduates in the county enter college directly which ranks lower than 83% of all counties in the state.[5]

Many VVC students are from lower income households, with more than 70% of students needing some type of financial aid. The majority of VVC students earn less than 50% of the county median, which is currently $55,995 per year[6]. One of the resources available at VVC to assist students include scholarships to remove some of the financial barriers that prevent low income and unemployed individuals from persisting in substantial training programs like the aviation program.

In addition to scholarships, VVC's partnerships with local businesses and community organizations—in addition to VVAEC and SCLA, our local Workforce Investment Board, Embry-Riddle Aeronautical University, and various supportive service agencies and employers—have been successful in establishing transitional employment for students enrolled in the SCLA's School of Aviation Technology. The employer partners and county agencies participating in VVAEC will continue to be valuable assets to the program even as VVC takes over. They have a vested interest in the licensing of A & P technicians and will remain active voices in the Advisory Council, thereby ensuring invaluable contributions to the continuous improvement of VVC's aviation program.

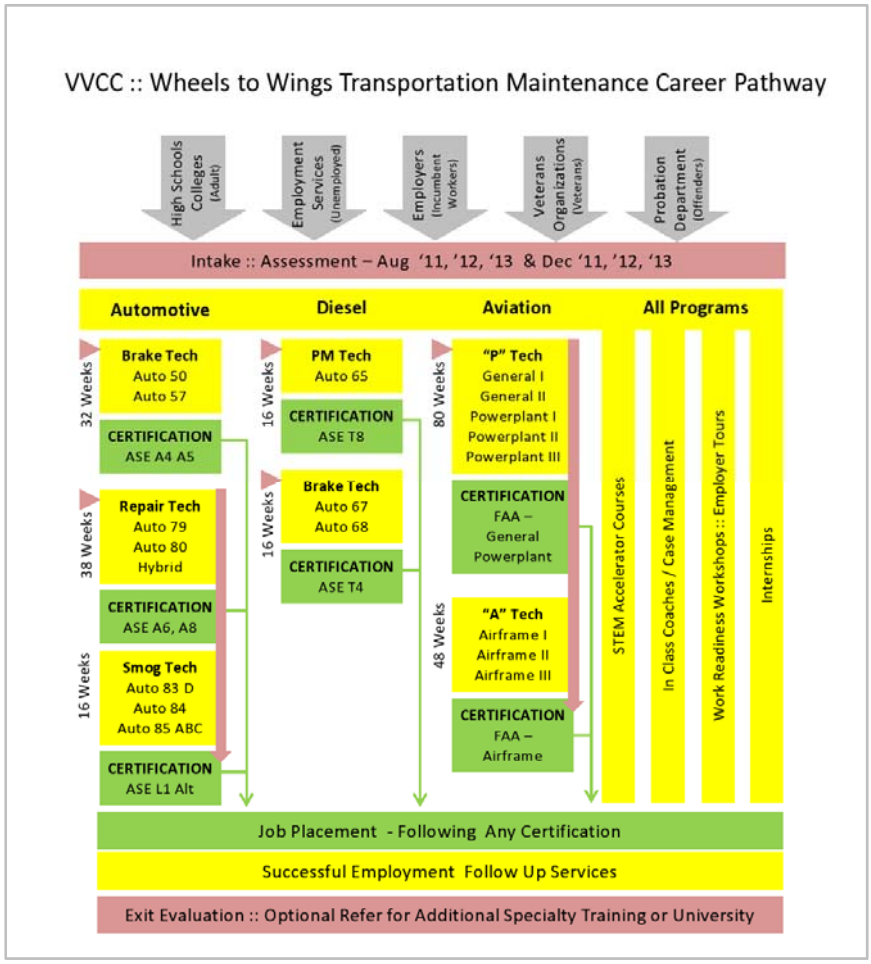
Finally, one of the most valuable resources for the program is the High Desert region itself. The geographical location, its economic base, and community assets currently in place (including VVC's other career technical programs related to transportation/logistics) make for an ideal location for a successful hub for the transportation and warehousing industries. At least 60% of all goods moving into or out of Southern California travel through the High Desert. This includes goods moving by car, truck, and train, as well as by aircraft. A program such as the one being proposed is a natural fit to address the economic and workforce needs, while leveraging the resources extant in the communities served by VVC.

Anticipated Impact on VVC's other Programs and Services

The proposed program's impact on other programs and services at VVC has been thoughtfully considered in the context of other programs related to the growing transportation/logistics industry in VVC's service area. The aviation program will complement VVC's other career technical programs relevant to the transportation industry. Together these programs enhance the preparation of professional service technicians to keep cars, trucks, and airplanes—and the goods and people they carry—moving through and to their varied destinations. Indeed, the proposed program is conceived as part of a "Wheels-to-Wings" career pathway training system that integrates hybrid automotive, diesel, and aviation technologies with support strands (STEM accelerator courses, professional workplace skills training, contextualized learning experiences, and case management; see Figure 1).

[5] http://cpec.ca.gov
[6] http://quickfacts.census.gov

Figure 1. Transportation Careers Pathway



The full complement of career technical programs aimed at the transportation/logistics industry will serve this region's economic and workforce development efforts well by training for future vacancies. Currently, members of skilled labor in the aviation industry are aging and approaching retirement. In addition to the need to replace those vacancies as they arise, new technologies require existing workers to retrain. A leading national job placement firm for the aviation industry[7] reports that the need for FAA licensed A & P Technicians will range from 10,000 to 40,000 annually based on industry growth and the retirement of baby boomers who now hold most positions in the field. The Bureau of Labor Statistics stated that "most job openings for aircraft mechanics through the year 2016 will stem from the need to replace the many mechanics expected to retire over the next decade[8]." In fact, the average age of an A&P mechanic in the United States is 56 years old. Many will retire soon and, especially in the High Desert region, a ready workforce is not available to replace them. The field of aircraft and avionics equipment mechanics and service technicians is expected to grow by 3.5% in the region

[7] http://Avjobs.com
[8] http://www.bls.gov

from 2008-2018[9]. In the Inland Empire specifically, there will be an additional 650 jobs added throughout San Bernardino and Riverside Counties.

A critical resource and major driver in the development of this program is the Southern California Logistics Airport (SCLA), the hub for goods movement from the Ports of Long Beach and Los Angeles, eastward. SCLA is a 2,500-acre world-class aviation and air cargo facility serving international and domestic needs as part of a 3-pronged, master-planned 8,500 acre multimodal transportation hub known as Global Access. SCLA accommodates all current-flying commercial and military aircraft with 24 hour, seven-a-day-week tower operation and emergency response capabilities and onsite U.S. Customs comparable to the world's largest airports. It has been designated a Foreign Trade Zone (FTZ #243) since July 2000, and a Local Agency Military Base Recovery Act (LAMBRA) Zone by the federal government. Despite its conversion from a military base to a public logistics facility, SCLA still hosts military training in urban warfare and is a landing spot for troops traveling to Fort Irwin, a Barstow-area military base.

Another prong in the master-planned Global Access facility is the Southern California Logistics Centre (SCLC), a 2,500-acre commercial and industrial complex totaling 60 million square feet of diverse development. Several employers at SCLA provide maintenance and storage for aircraft and have repeatedly had to import employees to accommodate their workload. The VVC aviation program will produce a skilled workforce in the region to meet the need of those employers; in addition, these employer partners provide an invaluable resource in terms of knowledge capital. Ongoing development of the program will be guided by the active participation of these regional employers as they on serve on VVC's Advisory Council. As noted in this proposal, these employers have a vested interest in this program having requested that they be developed. They will continue to shape them through their regular contribution as Advisory Council participants. These employer partners include:

- US Logistics
- General Electric
- Pacific Aerospace Resources & Technologies
- Commercial Aviation Services
- FedEx
- Boeing
- Northrop Grumman
- Pratt & Whitney

[9] Employment Development Department, 2010

Statement of Intended Benefit

Intended benefits included satisfying the needs of local employers. The occupations for which to train future employees were selected in consultation with employer advisory councils and validated by economic research. Aviation companies asked for licensed A&P Airframe and Powerplant Technicians to help them fulfill the stringent FAA standards for inspection, maintenance and repair of aircraft.

The intended benefits of this program to students are to develop skilled workforce members for the specific occupations listed below. Those students, in turn, will personally benefit by earning the expected wages and industry recognized certificates or degrees also shown below:

- Airframe & Powerplant Aviation Maintenance Technicians (Powerplant Technician and/or Airframe Technician
- Projected annual earnings of $40,000 to $58,000
- Federal Aviation Airframe & Powerplant License

Description of Preparation and Planning for Change

In addition to the past 3 years of gradual development and systematic strategies to establish this program along with key regional partners, VVC is entering into a master planning cycle to re-evaluate current program priorities. As discovered in the accreditation self-study process recently completed in preparation for a March 2011 ACCJC site visit, VVC has experienced many changes both within and outside of the institution.

D. Analysis and Provision of Resources to Ensure Quality

Evidence of Sufficient and Qualified Faculty, Management, and Support Staff

VVC has well-established administrative and organizational structures supporting its career technical education programs, including its transportation/logistics-related programs. The proposed aviation program is part of the Industrial Technologies department, along with automotive, construction, and welding technologies. This department is comprised of 6 full-time faculty, and is coordinated by a faculty chair on 50% release time. The department is supervised by an Academic Dean with 3 full-time clerical support staff. The Academic Dean reports to the Vice President of Instruction and Student Services, who reports directly to the Superintendent/President.

Completing VVC's full complement of training programs relevant to transportation/logistics is the computer information systems department. This department is comprised of 4 full-time faculty, and is coordinated by a faculty chair on 20% release time. The department is supervised by an Academic Dean with 2 full-time clerical support staff. The Academic Dean reports to the

Vice President of Instruction and Student Services, who reports directly to the Superintendent/President.

A pilot program operated by the VVAEC has identified a ready source of qualified faculty who are prepared to teach this program as members of VVC's workforce.

Evidence of Appropriate Equipment and Facilities

Facilities will be those specifically developed and equipped for the purpose of training. These facilities and the equipment contained therein have been approved by the FAA and tested through a grant-funded and privately run pilot program that recently completed training for 44 aviation maintenance technicians. Three classrooms, two instructional labs, and two computer labs are available to the program through the partnership VVC has developed with the City of Victorville and SCLA. Equipment for the program has been acquired by the VVAEC through grants from the County of San Bernardino. A substantial portion of the equipment was acquired through a discount purchase of standard training equipment from Glendale Community College who closed their program several years ago. Additionally, several aircraft have been donated to the VVAEC and the VVC Foundation to provide additional training equipment for students.

Evidence of Fiscal Resources

The program will be supported through a partnership with the City of Victorville and SCLA who have agreed to provide facilities, utilities and maintenance at no cost to VVC. The college will utilize Perkins funding to fulfill supply and equipment budgets at the start of the program, and general fund dollars to support the required faculty. The proposed budget for the program is provided as Evidence Item H2.

Additionally, the Victor Valley College Foundation ("Foundation") has been successful in generating grant funds and private investments to support this program. Recently, the Foundation received seed funding for an endowment to underwrite a portion of faculty cost for the program in perpetuity. As VVC officially launches the training program in Fall 2011, more resources will be sought from local private sector employers, aviation industry corporations and national grant-makers.

Evidence of Plan for Program Performance Monitoring

As previously stated above, gauging our success on how the program is progressing on summative measures will be addressed following VVC's already established evaluation models and processes (see Evidence Item H1). With respect to formative measures of program performance—that is, those related to its implementation as a new program at VVC—a model has been developed based on recommendations found in the "Program Improvement Resource Guide" published by the California Community College Chancellor's Office. The model is currently being used as part of a program improvement proposal process through which program

stakeholders can request Perkins allocations to address any opportunities for improvement (including enhancement or expansion) identified through their program reviews or other reasonable means. A required element of any program requesting Perkins program improvement funds is an action plan whereby measures of success are defined and operationalized (see Evidence Item H3). Proposals are reviewed and evaluated using a rubric to determine how well each demonstrates the following (see Evidence Item H4):

1. Support of the district adopted goals
2. Growth of the programs and industry
3. Quality /core indicators of program
4. Demonstrate need within PRAISE Report[10]
5. Revenue generating program with additional outside resources

Proposals are prioritized according to rubric results and funds are allocated accordingly. Benchmarks or contingencies are established to establish terms for the allocations; those programs not meeting those benchmarks or contingencies lose their funding. For program expansions/establishing new programs, the required timeline is extended beyond the usual 1-year required for annual Perkins requests to 3-years with annual benchmarks.

E. Internal and External Program Approvals

Statement of Internal Approvals

The proposed program has been formally identified as a college planning priority relevant to its institutional effectiveness via Administrative Procedure 1202 (Evidence H5) since 2007. As shown on the course outlines of record (attached as Evidence Item H6), curricula for the proposed program were most recently approved through VVC's curriculum approval process in 2008.

Legal or Other Regulatory Requirements

Program approval was granted by the California Community College Chancellor's Office in 2007 (see Evidence Item H7). In addition, SCLA's School of Aviation Technology was approved by the FAA in 2008 (FAA School #2S1T589K). VVC's assumption of the program will not violate any FAA regulations, nor will it compromise program quality. Instead, as an accredited institution VVC assuming responsibility for the program enhance the program in terms of articulating career pathways to and through baccalaureate granting institutions.

[10] Part of VVC's annual review and planning process

Statement of Board of Trustees Approval

VVC's Board of Trustees has set the general direction for college programs through Board Policy 1200, District Vision, Values, Mission and Goals (Evidence Item H8). In addition to establishing an administrative procedure to fulfill that policy that specifies transpo as a district priority, the Board of Trustees confirmed its approval of this program by several board actions: entering into an MOU (Evidence Item H9). In addition, a new MOU is currently being developed to specify VVC's assumption of the program, and it is anticipated the Board will reconfirm its commitment to the program at its summer retreat.

F. Meeting Eligibility Requirements

Authority

VVC is authorized to operate as an educational institution and award degrees under the auspices of Victor Valley Community College District. Such authority is granted under the California Education Code, and the college has been officially recognized by the California Community College Chancellor's Office since 1961. The College is regulated by a Board of Trustees and is accredited by the Western Association of Schools and Colleges and other specialized accrediting agencies. Authority specific to the VVC aviation program will be established by a Memorandum of Understanding by and between VVC, the Southern California Logistics Airport Authority (SCLA), and the Victor Valley Aviation Education Consortium (VVAEC). Moreover, educational quality of the program will be regulated by the Federal Aviation Administration (FAA School #2S1T589K) in order to offer students certificates and a degree that meets industry standards for gainful employment as an aviation airframe and/or powerplant technician. VVC will maintain primary academic control and authority over the aviation program, ensuring compliance with FAA regulations. SCLA and VVAEC will serve in an advisory capacity consistent with the VVC Career Technical Programs Advisory Council Handbook (see Evidence Item H10).

Mission

VVC's current mission was developed through a campus-wide collegial process and was adopted by the Board of Trustees in 2007 (see Evidence Item 8). The statement as adopted clearly defines our institutional commitment to the achievement of student learning, and the related mission-critical priorities related to our institutional effectiveness pursuant to Administrative Procedure 1202 include the development of an aviation program (see Evidence Item H5).

Governing Board

The Board of Trustees of Victor Valley Community College District is comprised of five elected members in addition to one student trustee. The Board is responsible for maintaining the quality, integrity, and financial stability of VVC through its policy-setting function. Trustees are evaluated, and comply annually with the state's Conflict of Interest Code to demonstrate that

they have no personal financial interest in the institution. As a governing board, the direction and priorities for the college that ensure its institutional effectiveness have been identified by the Board of Trustees and adopted via Administrative Procedure 1201 (see Evidence Item H5)

Chief Executive Officer

VVC's Superintendent/President is appointed by the Board of Trustees and serves as the Chief Executive Officer responsible for oversight of all programs and for the administration and operation of the college—including but not limited to implementation of the Board of Trustees priority to develop an aviation program.

Administrative Capacity

VVC has sufficient number of administrators to supervise the programs and services established in accordance with the VVC mission statement. All administrators are selected using district guidelines and are qualified by education and experience to perform their assigned duties. The administrator in charge of the aviation program is the Dean of Industrial Technologies, Health Sciences, and Public Safety.

Operational Status

VVC enrolls approximately 18,000 full and part-time students in a variety of courses leading to two-year degrees, certificates, and transfer to four-year colleges and universities. Currently, the SCLA School of Aviation Technology (SAT) which VVC will be taking over has operated as an FAA approved training facility (FAA School #2S1T589K). Under the current MOU, 48 students are co-enrolled at the SAT and VVC.

Degrees

Overall, VVC offers 23 degree programs. Students may also earn certificates of achievement and/or proficiency. Certificate and degree opportunities and transfer courses are clearly identified in the VVC catalog. Three awards can be earned in the aviation program: Associate in Science, Aeronautical and Aviation Technology; Certificate, Aviation Airframe Mechanics; and/or Certificate, Aviation Powerplant Mechanics Educational Programs. These programs comply with regulations set forth by the FAA for aviation mechanics training programs. These programs are also consistent with VVC's mission and with recognized fields of study in American higher education. Each award program is sufficient in content and length, and maintains appropriate levels of rigor and quality pursuant to VVC's board-adopted policy on program, curriculum, and course development; more importantly, program components adhere to rigorous standards of the FAA in terms of content, pace, sequence, and assessment of skills/student learning.

Academic Credit

VVC awards academic credits based on Carnegie units, a standard generally accepted practice in degree-granting institutions of higher education. Board-adopted policies on transfer and award of credit are described in the VVC catalog. The VVC aviation program proposed herein will uphold these established standards for academic credit while simultaneously fulfilling requirements of other relevant regulatory agencies (*e.g.*, FAA, Workforce Investment Board, or other grant-making agencies).

Student Learning and Achievement

VVC defines and publishes regularly updated program educational objectives in its catalog, in occupational brochures, and in instructional and departmental planning documents. In addition, student learning outcomes for general education, for some programs, and for all courses have been developed, and course learning outcomes are included in each Course Outline of Record. Student learning and its assessment specific to the aviation program will follow the prescriptive regulations set forth by the FAA for assessment and documentation of skills and knowledge students acquire in each course and phase (segment) of the program. A combination of locally (instructor-) developed and other methods of assessment will be used (see Evidence Item H6).

General Education

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge pursuant to Title 5 of the California Code of Regulations, §55806. The quality and rigor of these courses are consistent with academic standards appropriate to higher education. The general education component of the aviation program conforms to Title 5 §55063 requirements for the Associate Degree and meets the California State University General Education breadth requirements and the University of California Intersegmental General Transfer Curriculum (IGETC) requirements. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

Academic Freedom

VVC has a Board-adopted policy on academic freedom that empowers faculty to exercise their responsibility for academic and professional matters, and to freely examine and test all knowledge appropriate to their subject matter as deemed appropriate by the academic community in general. VVC maintains a collegial climate in which intellectual freedom and independence exist in the service of student learning, regardless of location (on campus, off campus or online).

Faculty

VVC has a core of qualified and experienced full- and part-time faculty to support all of its educational programs. A statement of faculty professional responsibility for curriculum review

and learning assessment is included in a board-adopted policy and accompanying administrative procedures on educational excellence. Faculty members specific to this program have extensive backgrounds not only as instructors but as aviation technologists in private and public sectors (see Evidence Item H11). Each takes prides in integrating hands on experiences learning the content specific to aviation technology with "real world" discussions about how to learn, how to work, and how to contribute meaningfully to society.

Student Services

VVC provides appropriate student services and programs that address the needs of a diverse student population. These services include Counseling, Orientation, Assessment, Financial Aid, Transfer Services, Matriculation, Extended Opportunity Program and Services (EOPS), programs and services for students with disabilities (DSPS), Transfer and Career Centers, Cal-WORKS, course articulation, child care services, outreach, student activities, and services for veterans. The college currently offers a wide variety of services online for all students: application and other A & R services; financial aid forms; assessment; orientation; and counseling. This makes for more convenient access by students at our off-campus sites (like our aviation students) to the often-used services; aviation students in particular have open access to a computer lab at the school site.

Admissions

Admissions requirements are published in the VVC catalog and on the website, and the qualifications for admission are clearly stated—both sources of which will be made available to aviation students. In addition, due to FAA regulations certain additional requirements (*e.g.*, background check) will be adhered to in determining eligibility of students to work in the aviation industry.

Information and Learning Resources

As with online student support services, VVC also provides access to information and learning resources to support student learning. On campus, the library provides a wide range of print material, books, periodicals, newspapers, and access to a comprehensive array of electronic databases. Other learning resources include the Advanced Technology Center and various labs and skill centers across campus that support instruction in writing, mathematics, ESL, foreign languages, and other specific programs. In addition to these on campus resources, aviation students will have access to a wide range of services online from the computer lab at the aviation school and/or from their own homes.

Financial Resources

VVC is funded by local property taxes and State apportionment. A Board-approved budget is developed on an annual basis following college program review processes. Grants from a variety of sources enhance the ability to provide programs and services for students, faculty and staff—the aviation in particular has received many grants and resources from outside sources.

Currently, this program's first year of operation will receive generous support from federal funds VVC receives for the purpose of improving upon career technical education (CTE). Furthermore, several grants have been submitted and are under review to enable more enhancements to this program and other programs on campus with off-site students. As shown in Evidence Item H2, the program's anticipated enrollments will sustain its base costs. Last year's cohort was limited to ensure quality instruction to 50 students; more than 100 students, many from VVC's existing automotive technology program applied. As with some of our other CTE programs, we anticipate a waiting list will have to be established in order to meet the demand.

Financial Accountability

VVC undergoes regular external audits by a firm of certified public accountants, the findings of which are reviewed annually by the Board of Trustees. This includes general funds in addition to categorical- and grant-funded programs such as those used in part to seed the aviation program. Two significant forces for accountability specific to this program are include Title 1C (aka Perkins) and the FAA—both of which place very prescriptive demands on how funds are used and how those activities are planned and reported.

Institutional Planning and Development

While the aviation program was part of VVC's Educational Master Plan of 2007, its further development will be impacted by another educational master planning process scheduled to commence this Fall. In May 2011, the Board of Trustees identified four goal areas on which VVC will focus in the coming years: (1) fiscal stability; (2) student success; (3) responding to accreditation; (4) image. Establishing the aviation program contributes to student success by enabling opportunities to prepare for high demand, high wage, high tech careers. It will also contribute to the VVC image by meeting demonstrated need of the communities we serve. Given that demonstrated need, commitment of resources to date by VVC and by the County of San Bernardino to this program, and recent Board of Trustees actions in support of this program, it is anticipated this program will be reaffirmed through the next educational master planning process for expansion and development.

Public Information

VVC's mission statement is published in the catalog and the website. Both the catalog and website also include critical information for students regarding degrees and curricular offerings, student fees, financial aid, refund policies, student grievance procedures, non-discrimination policy, admissions policies, information about transfer requirements, and academic credentials of faculty, staff and administration. Additional information about organization and leadership, including the names of the members of the Board of Trustees, is published on the VVC website. These documents will be distributed to aviation students along with information about the VVC website and the services available therefrom.

Relations with the Accrediting Commission

The Board of Trustees provides assurance in its policies and actions, and in its validation of this substantive change proposal that VVC adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC).

G. Meeting ACCJC Policies and Standards

The following is a summative assessment of how well VVC meets the standards as a whole and the anticipated impact the proposed aviation program will have on VVC's performance on the standards. In recent years VVC has actively addressed and resolved ACCJC recommendations received in 2005 in preparation for a recent visit in March 2011—all in the midst of significant organizational changes. As a result, while VVC meets all the accreditation standards, several opportunities for improvement were identified in three of the four standards. Expansion of programs in critical career technical pathways like aviation technologies will not adversely impact VVC's capacity to continue to meet the standards. Instead, enhancement of VVC's offerings such as the proposed expansion of its transportation/logistics-related programs into aviation represents an important milestone in institutional planning and development practices.

Standard I: Institutional Effectiveness and Mission

Institutional Mission

VVC's current mission statement was adopted by the Board of Trustees on October 9, 2007 as Board Policy 1200. In accordance with the recently adopted Administrative Procedure 1200, it is appropriate at this time to initiate a formal and collaborative review of the VVC vision, mission, values, goals, and priorities (see Evidence Item H8). The current Educational Master Plan was based on the mission statement of 2003 and was not updated following the adoption of a new mission statement in 2007. However, both the past mission statement and the statement as it currently stands is readily supported by the VVC aviation program proposed herein. Indeed, the developing an aviation program was specifically identified in the last Educational Master Plan.

Improving Institutional Effectiveness

Substantial internal and external changes that occurred subsequent to the adoption of the current Educational Master Plan require the development of a new plan that is consistent with economic conditions within the District, State funding projections, District organization and leadership, and the reviewed and revised statement of the College's mission, vision, values, and goals to be completed by the Board of Trustees in January 2011. While significant progress has been made at the course-level, insufficient documentation exists of student learning outcomes assessment for program, general education, and dialogue and planning for the improvement of learning.

The proposed aviation program is specifically cited by the Board of Trustees as a college priority, and the instructional program as designed integrates several established learning assessment and instructional strategies proven effective in facilitating student learning ("instant response" and contextualized learning techniques).

Standard II: Student Learning Programs and Services

Instructional Programs

There is a need to resolve the conflict about what constitutes faculty responsibility for assessment, specify the expectations for supporting effective assessment practice on the part of faculty and administration, and move quickly to institutionalize assessment data management, sound analysis of that data, and regular, productive dialogue about quality improvement of teaching and learning. There are examples of course-level and program SLO assessment across campus, but no systematic means of documenting the dialogue and action resulting from such assessment activities. Moreover, faculty members have yet to discuss an assessment schedule or to develop and operationalize a college-wide plan for assessment.

It is important to note that the problems identified above relate more to general education subjects, as all career technical education programs have a long history of assessment practice—imposed upon them primarily by professional accreditors and the Federal government in connection with Title IC (Perkins) grant funding. The proposed aviation program by design utilizes learning assessment and instructional strategies designed to provide feedback to students and teachers that will improve learning. In addition, instructional content and assessments must comply with FAA requirements. These required practices, in addition to the locally (instructor-) developed methods, are indeed systematic and have a proven track record in other career technical programs at VVC. Hence, addition of the aviation program to VVC's current offerings will be a positive move in the direction of progressive, effective practices for educational institutions in the 21st century.

Student Support Services.

Pre-term interventions like the "Success Contract" and mid-term progress reports like those used in the special population programs (EOPS/CARE, Puente, for example) offer another layer of learning support that warrant further study to determine whether completion, grade average and persistence do indeed improve. Additionally, the processes themselves also need to be evaluated to determine whether improvements are needed. VVC has made ample progress in improving its business practices for identifying, tracking, notifying, and supporting students through their educational programs—particularly in terms of leveraging technology to maximize processing efficiencies and minimize data entry errors. The addition of the proposed aviation program comes at a time when these processes are more easily expanded–whether for on campus use or remote access—due to reliance on technology. The transition in recent years (not always gradual, but effective) has provided for easier access to services independent of a student's time or place of access.

Library.

The library must continue to meet the learning needs of a growing student population by providing adequate access to high quality information resources and computer technology. As off-campus learning centers are developed, the library must plan to provide seamless access to information resources for off-campus students. Simultaneously we are dealing with challenges related to budget reductions to the online and printed collections and staffing deficiencies resulting from a full-time faculty librarian vacancy. The library will use institutional planning processes for program review to request replacement of the full-time faculty librarian position, a designated library department chair, and general fund budget restoration for library materials. The library will implement an assessment program that will be used to improve student learning, library instruction and services, and the collection. At this time, the impact the addition of the proposed aviation program has on library resources will be mitigated through the use of alternative resources specifically allocated to seed new programs. In addition, specialized resources needed by aviation students are already available at the school site, given it is an established training facility.

Learning Resources.

Student retention and transfer rates need improvement. Learning Support Services and resources should be integrated and deployed based on an Educational Master Plan and student performance data. This will be accommodated by and will follow the initiating of a new Educational Master Planning process during the Board of Trustees' Summer 2011 retreat. As with library resources, the impact the addition of the proposed aviation program has on library resources will be mitigated through the use of alternative resources specifically allocated to seed new programs. Indeed, the proposed aviation program has the additional asset provided through the Victor Valley Aviation Education Consortium and the many employer partners contributing their collective genius about how best to enhance student learning, as well as the comprehensive contextualized learning experiences they will offer for students. Moreover, the computer lab at the school site provides additional resources to students—in particular, certification testing preparation software that enables them to study and perform well on FAA certification exams.

Standard III: Resources

Human Resources.

As mentioned above, VVC must review and update the Educational Master Plan to ensure that planning and decision-making are guided by current community needs and priorities. Once this is accomplished, VVC can recruit for much needed positions and enhance staff development and diversity training. VVC continues to make improvement with its human resources, but is faced with meeting hiring priorities and training staff with increasing budgetary challenges and retirements of experienced faculty and staff. VVC must take steps to streamline processes with fewer staff due to budget constraints and provide appropriate training to ensure that employees are current in their professions. The addition of the proposed aviation program will provide

another competing demand for faculty; however, the program should remain a Board priority and, therefore, will be a hiring priority.

Physical Resources.

VVC's Facilities Master Plan is a living document and will continue to be a work in progress; therefore, these planning documents need to be flexible. Through annual evaluation, these planning tools help to ensure effectiveness and accuracy of the needs of the students, faculty, and staff. To improve efforts to meet the legal requirements for holding regular safety meetings, the Environmental Health and Safety Committee has implemented nine Cal-OSHA mandated programs through its insurance carrier. These two areas of improvement will not be impacted by adding the proposed aviation program to VVC's offerings. Although the program requires specialized facilities, it will be housed at SCLA and maintained by the SCLA Authority at no charge to VVC.

Standard IV: Leadership and Governance

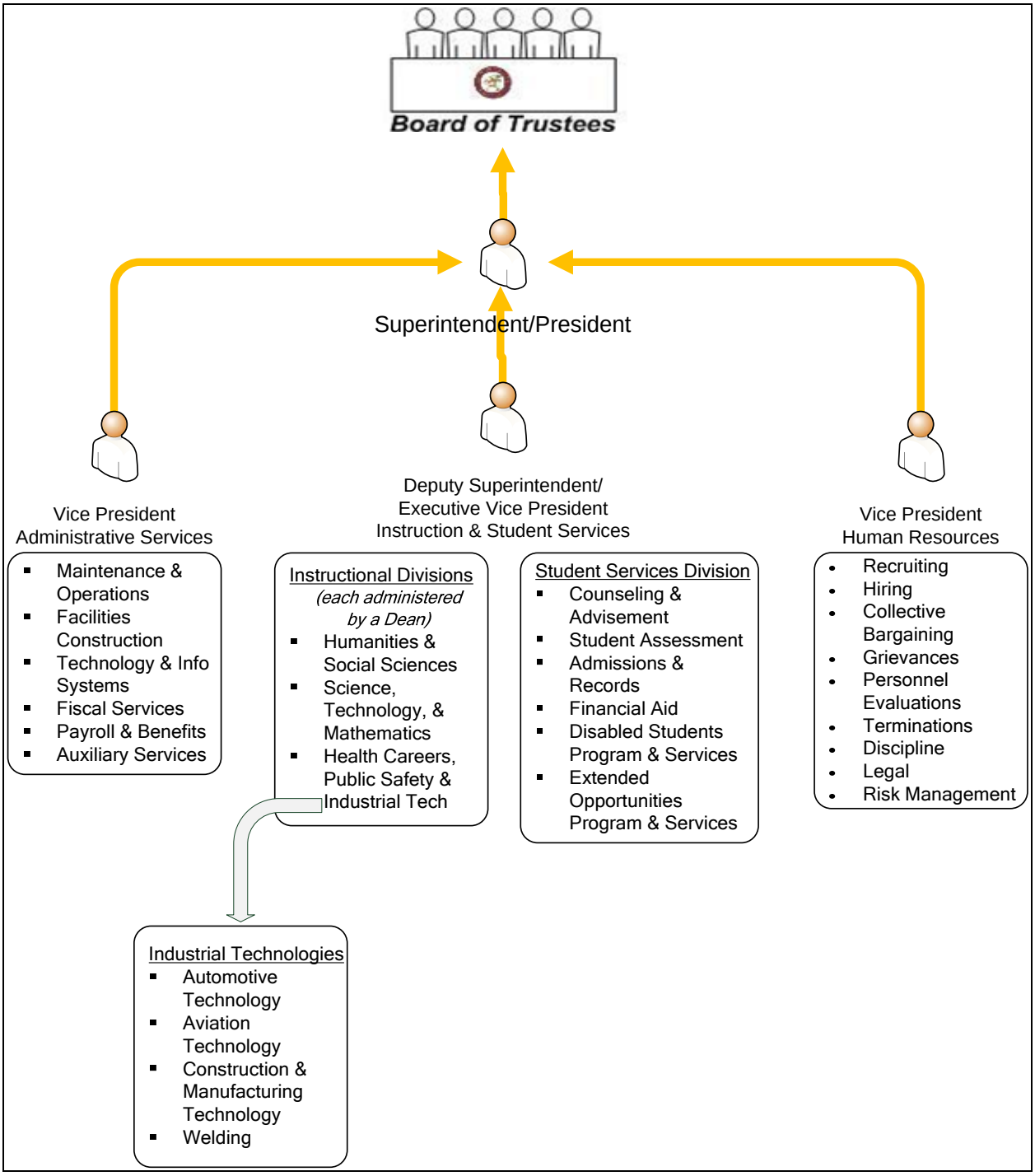
Decision-Making Roles and Processes.

Participative governance structures at VVC were formalized in 2007 and have since been implemented. Recent results from the Campus Climate Survey 2010 indicate a review of established administrative procedures may be needed to make the necessary improvements to both campus climate and in participative governance operations. Other findings in the Campus Climate Survey 2010 indicate improvements must be addressed in participative governance system and its overall institutional effectiveness. This will ensure that decision-making roles and processes are well understood across campus, and that fair and equitable access by all members of the VVC workforce to those processes is safeguarded. The proposed addition of the aviation program will not unduly impact VVC's decision making roles and processes. Ensuring representation of the aviation program in participative governance process will be the responsibility of the Dean over the program or his/her designee.

Board and Administrative Organization.

The District has a 5-member Board of Trustees elected at large. Each member serves for 4-year staggered terms. Board and Administrative Organization will not be impacted negatively by addition of the proposed aviation program as current structures in place will ease integration of the aviation program into current operations. A graphic depiction of the organizational structure focused on the aviation program is shown on the next page as Figure 2.

Figure 2. Organizational Structure Relative to Aviation Program



H. Other Information: Supporting Evidence

Item H1 – Program Evaluation Plan

Overview

The aviation program evaluation plan will assess efficiency and effectiveness using key indicators consistent with federal requirements (Title IC, a/k/a "Perkins"), state accountability measures (Accountability Report for Community Colleges, a/k/a "ARCC"), and VVC program review and institutional outcome measures. Data may include but are not limited to:

- Total participants served;
- Total number of participants beginning education/training activities;
- Total number of participants completing education/training activities;
- Total number of participants who complete education/training activities that receive a credential;
- For participants who complete education/training activities that receive a credential, identify the type(s) of credential to be received and the total number of credentials to be received for each type identified;
- Total number of credentials received for all participants. This outcome refers to participants who complete education/training activities that receive a credential, and any additional credentials received;
- Total number of participants who complete education/training activities and who enter unsubsidized employment. This outcome category includes individuals who are employed when they begin education/training activities and enter a new position of employment after completion education/training activities, even if the new position is with the same employer, as long as the individuals use the same competency or competencies they acquired through education/training activities in their new position;
- Total number of participants who complete education/training activities and who are placed into unsubsidized employment who are employed in the first and second quarters following initial placement;
- Total number of participants who complete education/training activities and who enter training-related unsubsidized employment. This outcome includes individuals who are employed when they begin education/training and enter a new position of employment after completion of education/training activities, even if the new position is with the same employer, as long as the individuals use the competency or competencies they acquired

through education/training in the industry or occupation on which the grant-funded education/training focused.

- Total number of participants who complete education/training activities and who enroll in further education on the same career pathway.

Summary of Goals and Schedule for Evaluation Activities

Evaluation at VVC: The overarching evaluation goal for program reviews conducted at VVC is to articulate program activities in order to understand the reasons driving those activities, making sure the allocation of time, effort, and material resources are having the impacts intended—such as;

1. program outreach and marketing efforts have increased numbers of student prospects;

2. instructional program has prepared students for certification and employment in terms of knowledge acquired and skills developed;

3. support strand strategies (including cohort coaches, work readiness workshops, stem accelerator courses and job placement activities) have contributed positively to student retention in courses, persistence through and completion of the program, and successful job placement;

4. access to the program and its services are equitable so that disadvantaged populations are not unduly disproportionately impacted (pursuant to matriculation regulations); and

5. program activities are having their intended impacts in as efficient a manner as possible.

Workforce Development Goals: Program goals to be evaluated in order to satisfy requirements of funding received from San Bernardino County include the following:

- To expand the region's existing transportation maintenance training infrastructure by offering an aviation program in the High Desert.

- To train and certify 180 workers in the first 2 years to serve the needs of the partnering employers as well as the industry within commuting distance.

- To address barriers to workforce training for underemployed workers by partnering with other entities to recruit and train such workers to enter jobs in aviation maintenance.

- To work closely with the partners to leverage other state and federal funds to develop training for emerging workers through establishing formal relationships and programs with the San Bernardino Workforce Investment Board Employment Resource.

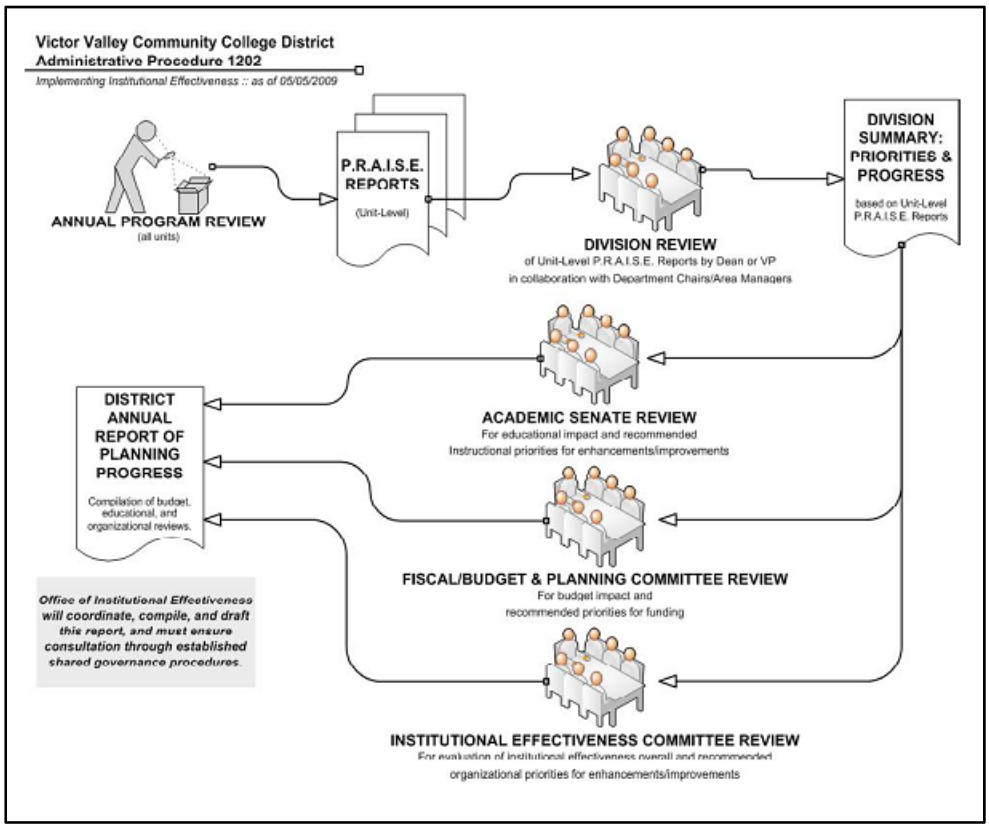
State and Federal Goals: The following summary shows the indicators that are mandated and monitored for community colleges by the entity shown (State or Federal).

State of California Accountability Indicators (a/k/a "ARCC")	**Core Indicators for Federal Career Technical Education Funds (Title IC a/k/a "Perkins")**
Student Progress and Achievement Rate: Degree, Certificate, Transfer	Career Technical Education Funds (Title IC a/k/a "Perkins")
Percent of Students Who Earned at Least 30 units	Technical Skills Attainment
Persistence Rate	Credential, Certificate, or Degree Earned
Student Progress and Achievement Rate: Vocational/Occupational/Workforce Development (Credit Course Completion Rate)	Student Retention or Transfer
Pre-Collegiate Improvement: Basic Skills and ESL (Successful Course Completion Rate)	Student Placement (military, transfer, or employment)
Improvement Rates for ESL and Basic Skills	Nontraditional Student Participation
Career Development and College Preparation Progress and Achievement Rate	Nontraditional Student Completion

Evaluation Timeline

The timeline of the evaluation for this program will follow established institutional practices. VVC conducts program reviews on an annual basis as part of their planning and budget development cycle. As a career technical program, the proposed aviation program will additionally participate in planning for Perkins allocations in order to develop a comprehensive budget (unrestricted and restricted funds). The VVC annual cycle of evaluation and planning is depicted in Figure 2. The cycle begins in the Fall with program review, followed by planning in early Spring, and budget development by late Spring. Career technical programs have additional procedures to address Perkins allocations along with their planning and budget development process.

Figure 3. Program Review, Planning, and Institutional Effectiveness Workflow



Category / Item		2011-2012 Need	2011-2012 % Unrestricted	2011-2012 % Other Sources	2012-2013 Need	2012-2013 % Unrestricted	2012-2013 % Other Sources	2013-2014 Need	2013-2014 % Unrestricted	2013-2014 % Other Sources	Notes
Salaries											
Program Administrator	Full time	$0			$0			$0			
Instructor	Full time	$0			$0			$80,000	50%	50%	
Instructor	Part time	$63,600	0%	100%	$64,872	50%	50%	$66,169	75%	25%	
Classified Support	Full time	$0			$0			$40,000	50%	50%	
Classified Support	Part time	$10,000	0%	100%	$10,500	50%	50%	$11,025	75%	25%	
Total Salaries		**$73,600**			**$64,872**			**$146,169**			
Other Personnel											
Curriculum Development	(4) 5hr/wk x 18 wks x $40	$14,400	0%	100%	$7,200	50%	50%	$0			
Cohort Coach	(1) 5hr/wk x 18 wks x $15	$3,600			$3,780			$3,969			
Professional Development		$3,000	100%	0%	$3,000	100%	0%	$3,000	100%	0%	
Total Other Personnel		**$21,000**			**$13,980**			**$6,969**			
Facilities											
Hangar rental @ SCLA		$120,000	0%	100%	$120,000	0%	100%	$120,000	0%	100%	*Cost born by SCLA*
Total Facilities		**$120,000**			**$120,000**			**$120,000**			
Equipment & Technology											
Computer Hardware		$0			$10,000	50%	50%	$0	75%	25%	
Software and Maintenance		$5,000	0%	100%	$5,100	50%	50%	$5,202	75%	25%	
Total Equipment & Technology		**$5,000**			**$15,100**			**$5,202**			
Supplies											
Instructional Supplies		$1,000	0%	100%	$1,000	50%	50%	$1,000	75%	25%	
Lab Maintenance Supplies		$10,000	0%	100%	$10,200	50%	50%	$10,404	75%	25%	
Total Supplies		**$11,000**			**$11,200**			**$11,404**			
	Total Costs for Program	**$230,600**			**$225,152**			**$289,744**			
	Actual Annual Cost to VVC	**$110,600**			**$105,152**			**$169,744**			*Less cost for facilities*

Projected Revenue from Apportionment

	Enrollment	Units	FTES	Apport Rate	Apport $
Fall Term	50	14.0	24.0	$4,500	$108,000
Spring Term	50	14.0	24.0	$4,500	$108,000
Summer Term	50	7.0	12.0	$4,500	$54,000
Total Revenue from Apportionment for Academic Year					**$270,000**

Item H3 – Program Improvement Proposal – Action Plan Template

PROGRAM IMPROVEMENT PROPOSAL
AND REQUEST FOR FUNDS
FOR FISCAL YEAR 2010-2011

Program (a/k/a Department or Service Area):

STEP-1: Identify program GOAL and related KEY PERFORMANCE INDICATORS. *What is it the program will accomplish through the activities and/or strategies described in this proposal? What will immediate, intermediate, and long-term impacts be on student learning and program performance?*

Once a goal and related key performance indicators are defined, prioritize them by importance as Student Learning Outcomes. Consider indicators of participation, achievement, completion, employment or transfer.

Goal Statement: As a result of the implementation of the strategies and activities described below, the program will...

Priority	Key Performance Indicator (KPI)

STEP-2: Analyze program in terms of Student Outcomes. *What are students learning and achieving now? How does that connect to overall program outcomes? How does that compare to other programs on campus or at other campuses?*

Look for differences in the data indicating program strengths, weaknesses, gaps. Where possible, leverage strengths to ameliorate weaknesses or fill gaps.

a) Compare with Student Outcomes in OTHER PROGRAMS

	KPI 1	KPI 2	KPI 3	KPI 4	KPI 5	KPI 6
This Program						
Program X						
Program Y						
Program Z						

b) Compare TRENDS within the program over time, and with GOALS

	KPI 1	KPI 2	KPI 3	KPI 4	KPI 5	KPI 6
Current Year						
Prior Year						
FAUPL Target						
Goal Target						

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PROGRAM IMPROVEMENT PROPOSAL
AND REQUEST FOR FUNDS
FOR FISCAL YEAR 2010-2011

Program (a/k/a Department or Service Area):

c) Compare SPECIAL POPULATIONS vs. ALL STUDENTS outcomes

	KPI 1	KPI 2	KPI 3	KPI 4	KPI 5	KPI 6
All students						
Non-traditional						
Disabled						
Displaced homemakers						
Limited English						
Economic Disadvantaged						
Single parents						

STEP-3: Identify ROOT CAUSES for discovered program weaknesses, gaps. *What evidence exists to explain or account for program weaknesses or gaps? Which causal explanations can reasonably be addressed using existing resources and the augmentations requested in this proposal, given the timeline allotted?*

List possible root causes for each weakness, gap discovered. Select those within control of the program. Prioritize among those from most to least critical/potential for impact.

Causes of Program Weaknesses or Gaps	Is a solution within our control?	Priority ranking for those within our control

STEP-4: Select PROGRAM IMPROVEMENT STRATEGIES for the higher priority program weaknesses, gaps. *For the prioritized solutions to the weaknesses or gaps, what strategies or specific activities are you proposing, and how will those impact the KPIs and goal described above?* Consider Effective Practices models from colleagues or other colleges. Define which strategies or activities for which you are requesting funds and detail below.

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Program (a/k/a Department or Service Area):

#1 Targeted weakness or gap:				
#	**What?**	**When?**	**How much?**	**Who?**
1				
2				
3				

What KPIs will be measured? (up to 3)			
What is the actual level now of each KPI? (baseline)			
What level of each KPI will indicate "success?" (target)			

If the pilot implementation is successful, what would be needed to implement on a larger scale AND to ensure it is sustainable?

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PROGRAM IMPROVEMENT PROPOSAL
AND REQUEST FOR FUNDS
FOR FISCAL YEAR 2010-2011

Program (a/k/a Department or Service Area): ***Radiological Technology***

STEP-1: Identify program GOAL and related KEY PERFORMANCE INDICATORS. *What is it the program will accomplish through the activities and/or strategies described in this proposal? What will immediate, intermediate, and long-term impacts be on student learning and program performance?*

Once a goal and related key performance indicators are defined, prioritize them by importance as Student Learning Outcomes. Consider indicators of participation, achievement, completion, employment or transfer.

Goal Statement: As a result of the implementation of the strategies and activities described below, the program will ***improve its performance on skill attainment (Core 1) and job placement (Core 4)*** .

Priority	Key Performance Indicator (KPI)
1	*Increase of at least 4 percentage points on Core 1 (from 72% to 76%) after 2 years from start of activities*
2	*Increase of at least 2 percentage points on Core 4 (from 52% to 54%) after 2 years from start of activities*

STEP-2: Analyze program in terms of Student Outcomes. *What are students learning and achieving now? How does that connect to overall program outcomes? How does that compare to other programs on campus or at other campuses?*

Look for differences in the data indicating program strengths, weaknesses, gaps. Where possible, leverage strengths to ameliorate weaknesses or fill gaps.

a) Compare with Student Outcomes in OTHER PROGRAMS

	KPI 1 (skill attainment)	KPI 2 (job placement)	KPI 3 (course success rates)	KPI 4	KPI 5	KPI 6
This Program	*72%*	*52%*	*70%*	*N/A*	*N/A*	*N/A*
Crafton Hills	*88%*	*92%*	*88%*	*N/A*	*N/A*	*N/A*
Chaffey	*95%*	*86%*	*89%*	*N/A*	*N/A*	*N/A*
Riverside	*84%*	*90%*	*85%*	*N/A*	*N/A*	*N/A*

PROGRAM IMPROVEMENT PROPOSAL
AND REQUEST FOR FUNDS
FOR FISCAL YEAR 2010-2011

Program (a/k/a Department or Service Area): ***Radiological Technology***

b) Compare TRENDS within the program over time, and with GOALS

	KPI 1 (skill attainment)	KPI 2 (job placement)	KPI 3 (course success rates)	KPI 4	KPI 5	KPI 6
Current Year	*72%*	*52%*	*70%*	*N/A*	*N/A*	*N/A*
Prior Year	*76%*	*68%*	*72%*	*N/A*	*N/A*	*N/A*
FAUPL Target	*80%*	*73%*	*N/A*	*N/A*	*N/A*	*N/A*
Goal Target	*74%*	*54%*	*72%*	*N/A*	*N/A*	*N/A*

c) Compare SPECIAL POPULATIONS vs. ALL STUDENTS outcomes

	KPI 1 (skill attainment)	KPI 2 (job placement)	KPI 3 (course success rates)	KPI 4	KPI 5	KPI 6
All students	*72%*	*52%*	*70%*	*N/A*	*N/A*	*N/A*
Non-traditional	*81%*	*70%*	*75%*	*N/A*	*N/A*	*N/A*
Disabled	*No students*	*No students*	*No students*	*N/A*	*N/A*	*N/A*
Displaced homemakers	*No students*	*No students*	*No students*	*N/A*	*N/A*	*N/A*
Limited English	*No students*	*No students*	*68%*	*N/A*	*N/A*	*N/A*
Economic Disadvantaged	*65%*	*40%*	*73%*	*N/A*	*N/A*	*N/A*
Single parents	*70%*	*50%*	*72%*	*N/A*	*N/A*	*N/A*

STEP-3: Identify ROOT CAUSES for discovered program weaknesses, gaps. *What evidence exists to explain or account for program weaknesses or gaps? Which causal explanations can reasonably be addressed using existing resources and the augmentations requested in this proposal, given the timeline allotted?*

List possible root causes for each weakness, gap discovered. Select those within control of the program. Prioritize among those from most to least critical/potential for impact.

Causes of Program Weaknesses or Gaps	Is a solution within our control?	Priority ranking for those within our control
Gateway course success rates examined over time found differences across instructors—with students from some instructors performing better in	***Yes***	***#1***

PROGRAM IMPROVEMENT PROPOSAL
AND REQUEST FOR FUNDS
FOR FISCAL YEAR 2010-2011

Program (a/k/a Department or Service Area): ***Radiological Technology***

subsequent courses than others		
Relations with local employers have deteriorated with changes in administration; fewer bridges to employers for internships or field experiences means fewer opportunities for students to network	***Yes***	***#2***
Fewer local jobs available in recent times as area employers are reducing staff; majority of positions are down-the-hill	***No***	***N/A***

STEP-4: Select PROGRAM IMPROVEMENT STRATEGIES for the higher priority program weaknesses, gaps. *For the prioritized solutions to the weaknesses or gaps, what strategies or specific activities are you proposing, and how will those impact the KPIs and goal described above?* Consider Effective Practices models from colleagues or other colleges. Define which strategies or activities for which you are requesting funds and detail below.

Strategy/Activity:

1. We will conduct norming sessions with faculty to ensure course objectives, content, and grading are consistent.

2. We will actively outreach to employers in the area, requesting their participation in an Advisory Council for the program.

Link to KPIs:

Strategy 1 to KPI 1 – Skill Attainment: Establishing and adhering to norms or standard (baseline) expectations for student performance among faculty will enable more consistency in teaching content most relevant to subsequent success in other courses in the sequence (that is, we should see increases in KPI 1).

Strategy 2 to KPI 2 – Job Placement: Establishing or strengthening relations with employers—creating formal ways for them to provide their expertise in the development of our career technical programs—will enable relevant and timely feedback about specific improvements to the program, including creating opportunities for field experiences or internships for advanced students. In turn, more opportunities for possible employment for our student can be created (that is, we should see increases in KPI 2).

PROGRAM IMPROVEMENT PROPOSAL
AND REQUEST FOR FUNDS
FOR FISCAL YEAR 2010-2011

Program (a/k/a Department or Service Area): ***Radiological Technology***

#1 Targeted weakness or gap: ***Gateway course success rates examined over time found differences across instructors—with students from some instructors performing better in subsequent courses than others***				
#	**What?**	**When?**	**How much?**	**Who?**
1-1	We will conduct norming sessions with faculty to ensure course objectives, content, and grading are consistent.	AY 2010-2011 (monthly)	$1872 (3 PT faculty x 12 hours @ $52)	• Program Coordinator • 3 PT faculty • Dean

What KPIs will be measured? (up to 3)	KPI 1 = Skill attainment per Core Indicator 1		
What is the actual level now of each KPI? (baseline)	72%		
What level of each KPI will indicate "success?" (target)	+2% (74%)		

If the pilot implementation is successful, what would be needed to implement on a larger scale AND to ensure it is sustainable? Documentation of the processes used to convene faculty and conduct norming sessions, communicating that to other programs as relevant, and institutionalizing the practices deemed effective.

Rev 7/1/2010: Page 4 of 5

PROGRAM IMPROVEMENT PROPOSAL
AND REQUEST FOR FUNDS
FOR FISCAL YEAR 2010-2011

Program (a/k/a Department or Service Area): ***Radiological Technology***

#2 Targeted weakness or gap: ***Relations with local employers have deteriorated with changes in administration; fewer bridges to employers for internships or field experiences means fewer opportunities for students to network***				
#	**What?**	**When?**	**How much?**	**Who?**
2-1	We will actively outreach to employers in the area, requesting their participation in an Advisory Council for the program.	AY 2010-2011 (monthly)	$200 (hospitality for meetings)	• Program Coordinator • Dean
2-2	We will record, discuss, and translate into action as appropriate feedback received from our Advisory Council	AY 2010-2011	-0- (existing time & effort)	• Dean

What KPIs will be measured? (up to 3)	KPI 2 = Job placement per Core Indicator 4	KPI 3 = Course success rates for all courses in sequence	
What is the actual level now of each KPI? (baseline)	52%	70%	
What level of each KPI will indicate "success?" (target)	+2% (54%)	+2% (72%)	

If the pilot implementation is successful, what would be needed to implement on a larger scale AND to ensure it is sustainable? Documentation of the processes used: (1) to convene faculty and conduct norming sessions; (2) to assemble and conduct Advisory Council meetings, and integrate that input with improvement planning.

Rev 7/1/2010: Page 5 of 5

Evaluation Criteria	Point Value 6	5	4	3	2	1	0
1. Support of the district adopted goals (see below; check all that apply)	Proposal clearly links to district-adopted goals and explicitly details that link.			Proposal clearly links to district-adopted goals and but does not explain that link.			Proposal does not link to district-adopted goals.
2. Growth of the programs and industry	Reliable data support high demand for jobs in the industry to which program contributes.			Reliable data indicate stable demand for jobs in the industry to which program contributes.			Reliable data support no demand for jobs in the industry to which program contributes.
3. Quality /core indicators of program	Proposal specifically identifies and targets core indicators as well as SLOs to be improved through funding for implemention.			Proposal identifies but does not specify core indicators or SLOs to be improved through funding for implemention.			Proposal does not identify core indicators nor SLOs to be improved through funding for implemention.
4. Demonstrate need within Praise Report	PRAISE report(s) are current (through 2010-2011) and have consistently demonstrated need.			PRAISE report(s) are not current (through 2010-2011) but have consistently demonstrated need.			No PRAISE report(s) have been received at any time in the past 3 years.
5. Revenue generating program of additional outside resources	Proposal specifically describes alternative revenue sources and/or is currently receiving alternative funding (other non-GF or Title IC)			Potential exists for alternative revenue sources and the talent/expertise currently exists to exploit such opportunities.			No opportunities exist to generate additional revenue sources other than GF or Title IC.

Compliance Criteria: Proposal must adhere to Section 135 of Title IC (see below) in terms of permissive use categories. Check all that apply and record total number.

District Adopted Goals per BP 1200 (check all that apply):

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

Permissive use categories per Section 135 (check all that apply):

Professional development (including stipends)
Instructional equipment purchase/replacement
Facility rental/lease (off-campus location)
Curriculum development
Program marketing and outreach
Instructional materials purchase/replacement (including software)
Project administration
Programs/services for special populations
Consultants or other contracted services

Item H5 – VVC Administrative Procedure 1202

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE

THE DISTRICT CHAPTER 1

IMPLEMENTING INSTITUTIONAL EFFECTIVENESS AP 1202

District processes for ensuring institutional effectiveness are grounded in sound review and planning efforts. The process begins with a community and campus discussion of the vision, values, mission, and goals of the college to ensure that meeting the needs of the community remain central. The Board of Trustees adopts these items and thereby sets the overall direction of the college. The Superintendent/President is empowered to work cooperatively with the campus community to determine the priorities and strategic action plans necessary to fully implement the direction set by the Board. The Superintendent/President is additionally responsible for ensuring that the college's progress is evaluated using performance indicators which are annually shared with the Board and the community at large. This process of *closing the loop* is critical to ensure that progress is systematically assessed on a regular basis, and that the opportunity for modification of all levels of planning and operations is facilitated. In this way, plans must be feasible, adequately supported with resources, and effectively implemented to achieve the intended results.

District planning processes are derived from the following core components of the college's organizational identity:

Vision
Victor Valley Community College uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

Values
As a student-centered learning organization, we will uphold the following core values:

Excellence – providing superior service and educational opportunities
Integrity – guiding the college's actions with an internally consistent framework of principles
Accessibility – facilitating access to the college's programs from other locations
Diversity – valuing different points of view and contributions of all
Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal

Second Reading and edits by Faculty Senate, 12/03/2009
College Council approved, 2nd reading 09/16/2009
College Council approved, 1st reading 06/03/2009
Reviewed By Fiscal/Budget & Planning Committee, 06/03/2009
Edited By Institutional Effectiveness Committee, 06/02/2009
Edited By Faculty Senate, 05/22/2009
First Reading By Faculty Senate, 05/14/2009
Edited By Institutional Effectiveness Committee, 05/01/2009
Edited By Institutional Effectiveness Committee, 11/18/2008
Reviewed by President's Cabinet, 11/18/2008
Drafted By College Council, 10/04/2007

Innovation- providing creative approaches to problem solving and growth

Mission

The mission of Victor Valley Community College is to:

Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.

Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.

Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.

Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.

Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

Goals

The goals of Victor Valley Community College are to:

- create sustainability and environmental stewardship for our colleagues, our students, and our community.
- become an agile learning organization consistent with the needs of students and the communities that the college serves.
- offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers.
- increase the number of students served through recruitment, persistence, and retention strategies.

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE

THE DISTRICT CHAPTER 1

IMPLEMENTING INSTITUTIONAL EFFECTIVENESS AP 1202

Priorities

Based upon our goals, the following priorities have been established to ensure systematic appropriation of college resources that is integrated with and aligned to administrative planning, institution-wide evaluation, and our ongoing improvement as a comprehensive California community college:

1. Incorporate the principles and practices of sustainability in all its applications across programs and service areas of the college.

2. Reflect the sociocultural diversity of the communities served.

3. Enhance strategies for student recruitment, retention, persistence, and success towards educational goals.

4. Infuse the educational experience of all students with innovation, creativity, and effective integration of new instructional technologies.

5. Improve the basic skills of students, defined to include all the fundamental tools for learning—pre-collegiate through transfer.

6. Develop and deliver instructional programs that meet the needs of the communities served, including those relevant to the following career pathways: Allied Health/Emergency Services; Transportation/Distribution/Logistics; Aviation; Environmental Technology/Sustainability Studies; Teacher Preparation; and Manufacturing.

The priorities listed above guide all institutionalized processes of evaluation, planning, budget development, and decision making.

Evaluation of Institutional Effectiveness

Institutional effectiveness at Victor Valley Community College is evaluated through an annual cycle that includes unit and division program reviews, institutional-level data and analysis, and

Drafted By College Council, 10/04/2007
Edited By Institutional Effectiveness Committee, 11/18/2008
Reviewed by President's Cabinet, 11/18/2008
Edited By Institutional Effectiveness Committee, 05/01/2009
First Reading By Faculty Senate, 05/14/2009
Edited By Faculty Senate, 05/22/2009
Edited By Institutional Effectiveness Committee, 06/02/2009
Reviewed By Fiscal/Budget & Planning Committee, 06/03/2009

the assessment of student learning (see Diagram 1 below). Four key factors define institutional effectiveness and guide its measurement and improvement at Victor Valley Community College.

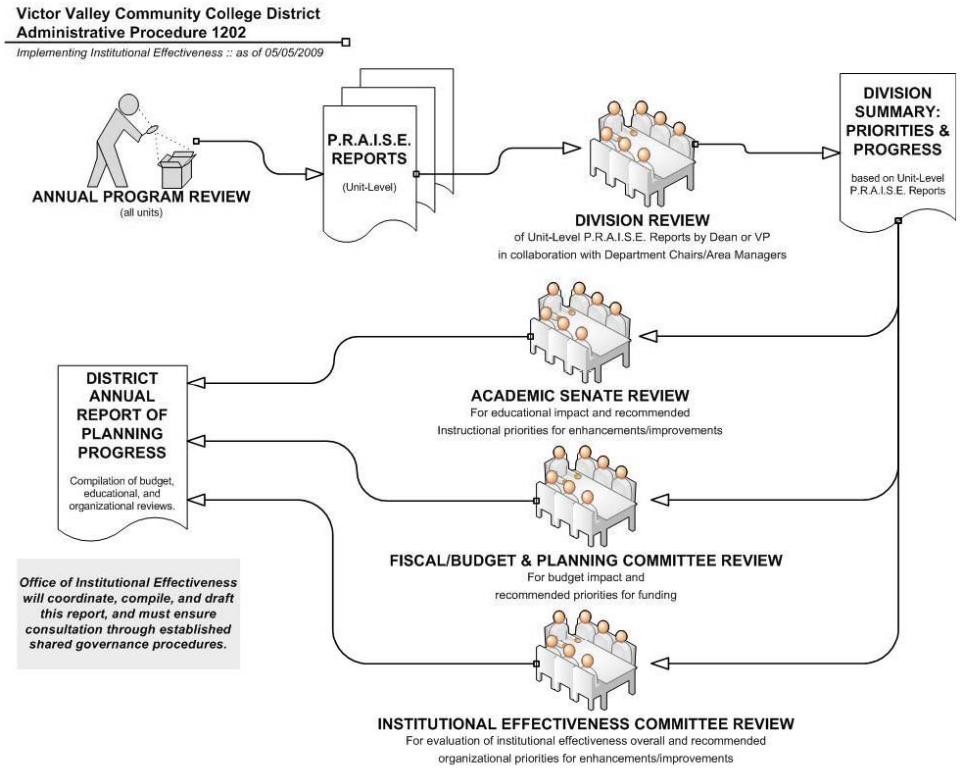
- Student Success
- Access to Programs and Services
- Responsible Resource Management
- Standards of Excellence

Institutional effectiveness outcomes for each of these four factors are shown in Appendix A. Some of this information is gathered though District annual program review and planning processes, which are governed by Board Policy 3250 and related administrative procedures. Other sources of information will also be used in order to compile an annual report of the District's institutional effectiveness.

The Annual Report is a comprehensive assessment of institutional effectiveness that incorporates unit and division program reviews, shared governance committee and Faculty Senate recommendations, and institutional data on student success and access, resource management, and program and service improvement. The Office of Institutional Effectiveness compiles one Annual Report for public dissemination that highlights District accomplishments and areas of focus for the coming year. A second and more comprehensive and detailed Annual Report is prepared as a resource for internal planning and quality improvement purposes. Both reports are presented to the District Board and will be made available, respectively, to the community at large and the District workforce by the start of the next academic year.

Drafted By College Council, 10/04/2007
Edited By Institutional Effectiveness Committee, 11/18/2008
Reviewed by President's Cabinet, 11/18/2008
Edited By Institutional Effectiveness Committee, 05/01/2009
First Reading By Faculty Senate, 05/14/2009
Edited By Faculty Senate, 05/22/2009
Edited By Institutional Effectiveness Committee, 06/02/2009
Reviewed By Fiscal/Budget & Planning Committee, 06/03/2009

Diagram 1 – Annual Program Review and Institutional Strategies for Excellence (PRAISE) Process



VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE

THE DISTRICT CHAPTER 1

IMPLEMENTING INSTITUTIONAL EFFECTIVENESS AP 1202

Appendix A – Institutional Effectiveness Outcomes

Conceptual Model of Effectiveness

Monitoring progress on the achievement of institutional goals and priorities requires systematic measurement of the four key Institutional Effectiveness Outcomes described below. Each Outcome defines a standard by which to identify opportunities for improvement and track success in achieving improvement in institutional effectiveness over time.

Institutional Effectiveness Outcome 1 - Student Success: Victor Valley Community College's courses, programs, and support services advance student success (District Goals 3, 4, 6; Priorities 3, 5)

Institutional Effectiveness Outcome 2 – Access to Programs and Services: Victor Valley Community College's programs and services are equitably available and accessible to all members of its diverse student body (District Goals 2, 4-6; Priorities 2-6).

Institutional Effectiveness Outcome 3 – Responsible Resource Management: In the spirit of good stewardship, resources at Victor Valley Community College are managed efficiently and effectively to support student educational success (District Goals 1, 2; Priorities 1, 5, 6).

Institutional Effectiveness Outcome 4 – Standards of Excellence: Programs and services at Victor Valley Community College demonstrate continuous improvement in quality and the achievement of district standards of educational and organizational excellence (All District Goals and Priorities; a core organizational value).

Second reading and edits by Faculty Senate, 12/03/2009
College Council approved, 2nd reading 09/16/2009
College Council approved, 1st reading 06/03/2009
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Edited by Faculty Senate, 05/22/2009
First reading by Faculty Senate, 05/14/2009
Edited by Institutional Effectiveness Committee, 05/01/2009
Edited by Institutional Effectiveness Committee, 11/18/2008
Reviewed by President's Cabinet, 11/18/2008
Drafted by College Council, 10/04/2007

Item H6 – Aviation Course Outlines of Record

Sent as separate file.

Item H7 – CCCCO Approval of Aviation Program

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
HTTP://WWW.CCCCO.EDU

May 17, 2007

Marianne Tortorici
Assistant Superintendent
Victor Valley College
18422 Bear Valley Rd.
Victorville, CA 92392-9699

Dear Dr. Tortorici:

The Chancellor's Office hereby approves Victor Valley College's degree and certificate programs in Aviation Maintenance Technology. They are entered into the Inventory of Approved and Projected Programs as follows:

- Associate in Science degree in **Aviation Maintenance Technology** under T.O.P. code 0950.00, with unique program identification number **17585**.
- **Aviation Maintenance Technology: Aviation Airframe** under T.O.P. code 0950.10, with unique program identification number **17586**.
- **Aviation Maintenance Technology: Aviation Powerplant** under T.O.P. code 0950.20, with unique program identification number **17587.**

The California Postsecondary Education Commission (CPEC) has authorized the Chancellor's Office to proceed to final approval, without its review, on many new community college programs, except programs of certain types that are of special interest to CPEC. These programs are not a type that has been reserved for individual CPEC review and concurrence. Therefore, our approval is effective with this letter.

Good luck with these new programs. If there are any questions about our action, please contact Stephanie Low, Specialist in Academic Planning, at (916) 322-6888, fax (916) 445-6268, or e-mail to lows@cccco.edu.

Sincerely,

LeBaron Woodyard
Dean, Instructional Programs and Services

cc: Nick Parisi, Vocational Education
Stephanie Low
Carole Bogue-Feinour

Item H8 – Board Policy & Administrative Procedure 1200

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
BOARD POLICIES

The District Chapter 1

District Vision, Values, Mission & Goals **1200**

VISION
Victor Valley Community College District uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

VALUES
As a student-centered learning organization, we will uphold the following core values:

Excellence – providing superior service and educational *learning* opportunities
Integrity – guiding the college's actions with an internally consistent framework of principles
Accessibility – facilitating access to the college's programs from other locations
Diversity – valuing different points of view and contributions of all
Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal
Innovation- providing creative approaches to *learning* problem solving and growth

MISSION
The mission of Victor Valley Community College is to:

Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful *learning* environment for all.
Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing *student learning* and community needs.
Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

GOALS
The goals of Victor Valley Community College are to:

- create sustainability and environmental stewardship for our colleagues, our students, and our community.
- become an agile learning organization consistent with the needs of students and the communities that the college serves.
- offer educational programs that lead to meaningful and measurable student *learning and success* through seamless transfer opportunities to colleges, universities, and careers.

2

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE

THE DISTRICT CHAPTER 1

Review of District Vision, Values, Mission & Goals **1200**

References: ACCJC Accreditation Standard IA-3
VVCCD Board Policy 1202 and Administrative Procedure 1202
VVCCD Board Policy 3250 and Administrative Procedure 3250

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. In order to ensure that programs and services are aligned with the purposes of the institution, as well as designed and organized to serve immediate and long range community needs, a formal procedure is established for the regular review and revision of the district vision, values, mission, and goals. This procedure calls for an annual review of the mission statement and planning priorities by College Council and a periodic review and substantive revision of the vision, values, mission, and goals by the Board of Trustees at least once every five years.

Annual Shared Governance Review of the Mission Statement and Planning Priorities

The agenda for the first meeting of the College Council at the start of every academic year will include review of the district mission and planning priorities. The purposes of this review are as follows:

1. to confirm the relevance of the mission and priorities to the communities served; and

2. to establish a shared understanding across the institution of the vision, values, mission, goals, and priorities and of their role in the upcoming cycle of program review and planning.

Upon finding that minor revisions to the mission and/or priorities are advisable, College Council will recommend that the Superintendent/President establish a task force that is charged with the following:

1. Conducting a thorough evaluation of the existing mission statement and planning priorities in light of quantitative and qualitative data representing the current economic conditions and needs in the communities served.

2. Revising the mission statement and/or planning priorities in order to align the college more effectively with economic demands and community needs. Planning priorities must

Approved by College Council, 2nd reading 12/08/2010
Second Reading Approved by Academic Senate 12/2/2010
Submitted to College Council, 1st reading 10/10/2010
Incorporated edits by faculty 11/9/2010
Submitted to Academic Senate, 1st reading 11/4/2010
Drafted by Office of Institutional Effectiveness 10/21/2001

be stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed.

3. Submitting revised statements and justifications for the recommended changes to College Council for discussion and refinement.

4. Managing the revision, review, and approval pursuant to established governance procedures of the relevant sections of BP 1200 and AP 1202.

Upon completion of its annual review of the mission and priorities, College Council will report the results to the Board of Trustees. If minor changes to the mission are recommended, the Superintendent/President will recommend and advocate their approval by the Board of Trustees through adoption of a revised Board Policy 1200.

Periodic Board of Trustees Review of the Vision, Values, Mission, and Goals

Pursuant to Board Policy 3250, the Board of Trustees reviews and updates the general institutional mission and goals annually. This review will occur on receipt of the results of the annual College Council review described above.

In addition, a Board of Trustees review of the district vision, values, mission and goals occurs systematically in connection with long-range master planning efforts at least every five years. The Superintendent/President is responsible for providing a recommendation to the Board of Trustees as to the need for review.

Any revision of the district mission and goals will initiate a comprehensive master planning effort pursuant to relevant established board policies and administrative procedures. Revised goals must be stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed. Changes to the mission and goals will result in changes to Board Policy 1200, Administrative Procedure 1200, Administrative Procedure 1202, and all related strategic planning and resource allocation processes. The Superintendent/President will ensure that all related policies, procedures, and processes are updated promptly to reflect changes approved by the Board of Trustees to the institutional vision, values, mission, and goals.

Approved by College Council, 2nd reading 12/08/2010
Second Reading by Academic Senate 12/2/2010
Submitted to College Council, 1st reading 10/10/2010
Incorporated edits by faculty 11/9/2010
Submitted to Academic Senate, 1st reading 11/4/2010
Drafted by Office of Institutional Effectiveness 10/21/2001

Item H9 – Memorandum of Understanding, VVC, SCLA and VVAEC

MEMORANDUM OF UNDERSTANDING
AMONG THE VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
THE SOUTHERN CALIFORNIA LOGISTICS AIRPORT AUTHORITY
AND THE VICTOR VALLEY AVIATION EDUCATION CONSORTIUM
FOR THE USE OF GRANT FUNDS TO SUPPORT TRAINING IN AVIATION TECHNOLOGY

This Memorandum of Understanding ("MOU") is made and entered into this 10th day of March, 2010, by and among the VICTOR VALLEY COMMUNITY COLLEGE DISTRICT, a California Community College ("COLLEGE"), the SOUTHERN CALIFORNIA LOGISTICS AIRPORT AUTHORITY ("AUTHORITY"), and the VICTOR VALLEY AVIATION EDUCATION CONSORTIUM ("CONSORTIUM"), who are referred to herein collectively as the "Parties".

RECITALS

WHEREAS, the COLLEGE, the AUTHORITY, and the CONSORTIUM are mutually concerned about workforce training to support the needs of employers at Southern California Logistics Airport; and,

WHEREAS, the COLLEGE applied for and was awarded a grant in the amount of $837,500 by the State of California for training of automotive, diesel and aircraft mechanics; and,

WHEREAS, training of aircraft mechanics is provided in the High Desert region by the CONSORTIUM though its Southern California Logistics Airport School of Aviation Technology; and,

WHEREAS, the AUTHORITY serves as the fiscal agent for the CONSORTIUM and its Southern California Logistics Airport School of Aviation Technology; and,

WHEREAS, a portion of the total grant awarded to the COLLEGE is intended for continued training of 50 current students and 25 new students in aircraft maintenance; and

WHEREAS, the grant includes supportive and job placement services that will be administered by the COLLEGE to benefit current and additional students enrolled in the School of Aviation Technology by the CONSORTIUM; and,

WHEREAS, the AUTHORITY and the CONSORTIUM wish to participate in the mechanics training project funded by the grant secured by the COLLEGE,

NOW, THEREFORE, for valuable consideration expressed herein, the receipt of which is hereby acknowledged, the Parties agree as follows:

1. **Purpose**

   a. This MOU sets forth the mutual understanding by and among the Parties for the purpose of training aircraft mechanics and the use of grant funds allocated by the State of California for the workforce training plan defined by the COLLEGE in response to the State of California Employment Development Department Industries with Statewide Need Solicitation for Proposals.

b. The Parties agree that the training of aircraft mechanics, otherwise referred to as Airframe and Powerplant Technicians, is a substantial public benefit which supports regional economic development and meaningful employment of local residents.

2. **Responsibilities of the AUTHORITY and the CONSORTIUM**

To fulfill its obligations to this MOU, the AUTHORITY and the CONSORTIUM will:

a. Provide documentation of complete certification of the General, Airframe and Powerplant training program by the Federal Aviation Administration and maintain the certification and viability of the mechanics training program through the completion of all required elements of this MOU.

b. Complete the training program already in progress for a minimum of 50 current students (hereinafter referred to as "continuing students") within the aircraft maintenance program to include FAA Approved General, Airframe and Powerplant curriculum by December 2010.

c. Enroll a minimum of 25 High Desert residents as new students (hereinafter referred to as "new students") in aircraft mechanics training program on or before April 2010 with at least 23 of the new students successfully completing the FAA Approved General and Powerplant portions of the curriculum by March 2011. Enroll all of the successful new students in the FAA Approved Airframe curriculum after completing the General and Powerplant written, oral and practical tests at no additional cost to the COLLEGE or the new students.

d. Obtain FAA Licenses as either or both Airframe and/or Powerplant Technicians for a minimum of 68, or 90%, of the continuing and new students by May 2011.

e. Ensure that all students participate in soft skills / career readiness training approved by the COLLEGE while enrolled in the aircraft mechanic training program.

f. Secure gainful employment for at least 50, or 67%, of the continuing and new students in a job utilizing their new skills by May 2011 and confirm employment status for each student six months after placement.

g. Work with COLLEGE to provide at least six monthly skill reinforcement training opportunities to promote sustained employment by these continuing and new students at no additional charge to the COLLEGE or the students.

h. Provide access for tours of the school and facilitate tours of employers as reasonably requested by the COLLEGE for students enrolled in the automobile and diesel mechanics training programs.

i. Provide access to information such as enrollment practices, curriculum, success rates, and fiscal accounting of grant funds as may be reasonably requested by the COLLEGE to fulfill reporting requirements of funding agency. This may include an independent audit of grant expenditures which, if required, will be performed at the CONSORTIUM'S expense.

j. Participate in meetings and provide information as reasonably requested by the COLLEGE to facilitate communication and implementation of the grant project.

k. Faithfully and positively represent the interests of the COLLEGE to all audiences.

l. Consult with the COLLEGE prior to taking action, including entering into agreements that may affect the "continuing students" and/or "new students" defined in section 2 (b and c) of this MOU or in relation to the use of grant funds defined in section 4 of this MOU.

3. **Responsibilities of the COLLEGE**

To fulfill its obligations in this MOU, the COLLEGE will:

a. Enter into a contract, receive funds from, administer expenses and submit reports as required by the State of California for the training of mechanics under the Industries with Statewide Need grant.

b. Provide funding as described within the original grant proposal and contained herein to be administered by the AUTHORITY for use by the CONSORTIUM to complete the training of aircraft mechanics.

c. Provide support to the CONSORTIUM for delivery of soft skills training, job search and placement support for students as required.

d. Participate in meetings and provide information as reasonably requested by the CONSORTIUM and the AUTHORITY to facilitate communication and implementation of the grant project.

e. Faithfully and positively present the interests of the AUTHORITY and the CONSORTIUM to all audiences.

f. Consult with the CONSORTIUM and AUTHORITY prior to taking action, including entering into agreements that may affect the "continuing students" and/or "new students" defined in section 2 (b and c) of this MOU or in relation to the use of grant funds defined in section 4 of this MOU.

4. **Fiscal Provisions**

a. To the extent permitted by the laws of the State of California and the provisions contained within the contract between the COLLEGE and the State of California which will govern this training program, the Parties intend for the program to have sufficient funding to ensure successful completion.

b. The Parties agree that the cost to provide the FAA Certified General, Airframe and Powerplant training as described above will not exceed $312,500 in total and distributed as follows

i. Exactly $300,000 funding full cost of participation for students enrolled as a result of this grant project, including but not limited to all required tuition, books, fees, supplies, tools, uniforms and certification testing; and

ii. Up to $12,500 to be used by the Authority for the purchase of additional equipment required to accommodate the training as described.

c. The Parties agree that this amount is sufficient to complete the FAA Certified General, Airframe and Powerplant training program as described and that should any additional funding be required to fulfill this obligation, it will be provided by the CONSORTIUM.

d. The COLLEGE will release funding to the AUTHORITY in installments, based on the grant budget plan, payable within 30 days of receiving funds from the State of California for this grant program.

e. The Parties further agree that this funding is contingent upon release of grant funds by the State of California. In the event that the State of California withdraws funding, cancels the grant, or the grant funding is eliminated, the Parties agree that they will attempt to seek alternative revenue sources in good faith. However, in the event alternative revenue sources are not found, then the Parties do not have any liability to each pursuant to this MOU.

5. **Cooperation and Indemnification**

a. The Parties agree to work in cooperation to accomplish the mutual objectives of this grant program.

b. Each Party hereto shall indemnify, protect, defend and hold harmless the other Parties hereto, and their respective officers, directors, agents, servants and employees from and against any and all losses, liabilities, costs, claims, expenses and damages ("Losses") incurred or suffered by the indemnified Party resulting from a failure by the indemnifying Party to perform its obligations under or comply with the terms of this MOU (including, but not limited to, the delivery of required training), or resulting from the negligence of the indemnifying Party or its officers, employees, agents and representatives, except to the extent such Losses arise from the indemnified Party's fraud, gross negligence or willful misconduct. Such indemnity shall include, without limitation, reasonable attorney fees and costs incurred by the Party entitled to indemnification pursuant to this paragraph.

c. The CONSORTIUM agrees to return funds to the COLLEGE as may be required by the State of California in the event the CONSORTIUM is unable to fulfill any part of the required training. In this event, CONSORTIUM also agrees to authorize the Authority to refund said funds that are held in the AUTHORITY'S trust on behalf of the CONSORTIUM.

6. **Compliance with Applicable Statutes, Ordinance, and Regulations.**

a. The Parties shall comply with all applicable federal, state and local laws and regulations.

b. In providing the required training, the COLLEGE, the AUTHORITY and the CONSORTIUM shall comply with all applicable federal, state, and county statues, ordinances and regulations.

7. **Term of this MOU.**

The term of this MOU shall commence on the date first written above and shall continue in full force and effect for the earlier of December 2011 or the documented completion of all obligations of the AUTHORITY and the CONSORTIUM under section 2 of this MOU or cancellation of this program by State of California.

8. **Non-assignability**.
This MOU shall not be assigned by any party without first obtaining the express written consent of the other Parties.

9. **Notices.**

Any and all notices or other communications required or permitted by this MOU or by law to be served on or given to either party shall be in writing and shall be deemed duly served and given when personally delivered to the party to whom directed or, in lieu of such personal services, when deposited in the United States mail, postage pre-paid to:

COLLEGE:
Victor Valley Community College District
Superintendent / President
18422 Bear Valley Rd.
Victorville, CA 92395
(760) 245 4271 ext. 2150

AUTHORITY:
Southern California Logistics Airport Authority
Keith C. Metzler, Director
14343 Civic Drive
Victorville, CA. 92392
760-955-5032

CONSORTIUM:
Victor Valley Aviation Education Consortium
John Hardell, President of the VVAEC Board
18000 Phantom
Victorville, CA. 92394
760-530-5202

10. **Authority to Execute.**

The persons executing this MOU on behalf of the Parties warrant and represent that they have the authority to execute this MOU on behalf of each respective Party and

further warrant and represent that they have the authority to bind each respective Party to the performance of its obligation hereunder.

11. **Governing Law.**

This MOU shall be governed by and construed in accordance with the laws of the State of California. The venue shall be in the County of San Bernardino.

12. **Relationship of the Parties.**

a. Nothing contained in this MOU shall be construed as creating a joint venture, partnership or any similar arrangement between the Parties. None of the Parties to this MOU shall be deemed to be a representative, an agent or an employee of any of the other Parties. Unless otherwise expressly specified in this MOU, no Party shall have the authority or right to assume or create an obligation of any kind or nature, express or implied, on behalf of, or in the name of any of the other Parties, nor bind any of the other Parties in any respect, without the specified prior written authorization of that Party.

b. None of the employees of any Party to this MOU shall be considered an employee of any of the other Parties, nor shall such employees be entitled to any of the benefits which pertain to employees of any of the other Parties. Each Party shall be responsible for all salaries, payments, insurance and benefits for all of its officers, agents, representatives and employees in performing services pursuant to this MOU.

c. The Parties agree that this MOU is made solely for the benefit of the Parties, and no third person or entity shall be deemed to have any rights or remedies hereunder, except as provided in this MOU.

13. **Amendments.**

No change, amendment, or modification of this MOU shall be valid or binding upon the Parties unless such change, amendment, or modification is in writing and duly executed by all Parties.

14. **Waiver.**

The Parties shall not be deemed to have waived any provision of the MOU unless such waiver is in writing and signed by all Party.

15. **Entire Agreement.**

This MOU constitutes the entire agreement between the Parties with respect to the matters herein and shall supersede and replace any and all other prior understandings, correspondence and agreements, oral or written, between the Parties.

16. **Effective Date.**

The effective date of this MOU shall be the date first written in the first paragraph of this MOU as the date made and entered by and between the Parties.

17. **Execution in Counterparts.**

This MOU may be signed by the different Parties hereto in counterparts, each of which shall be an original but all of which together shall constitute one and the same MOU.

18. **Subject Headings**

The subject heading of the paragraphs in this MOU are included solely for the purposes of convenience and references and shall not be deemed to explain, modify, limit, amplify or aid in the meaning, construction or interpretation of any provision of this MOU.

19. **No Interpretation Against Drafting**.

This MOU has been negotiated at arm's length between the Parties hereto. Accordingly, any rule or law (including California Civil Code §1635 et seq.) or legal decisions that would require interpretation of any ambiguities in this MOU against the party that has drafted the applicable provisions, is not applicable and is waived. The provisions of this MOU shall be interpreted in a reasonable manner to effect the purpose of the Parties.

IN WITNESS WHEREOF, the Parties have executed this MOU as of the date first above written.

COLLEGE

Victor Valley Community College District

By: Robert M. Silverman Date: 3/16/10
Name: Robert M. Silverman, PhD
Its: Superintendent / President

AUTHORITY

Southern California Logistics Airport Authority

By: Terry E. Caldwell Date: 3-24-10
Name: Terry E. Caldwell
Its: Chairman of the Board

CONSORTIUM

Victor Valley Aviation Education Consortium

By: _____ Date: 4/19/10

Name: John Hardell

Its: President, VVAEC Board

APPROVED AS TO FORM:

_____

Andre de Bortnowsky

City Attorney

3.10.10 Final MOU

Item H10 – VVC CTE Program Advisory Councils Handbook

Sent as separate file.

Item H11 – Aviation Program Staff Resumés

Sent as separate file.