VICTOR VALLEY COLLEGE

18422 Bear Valley Road, Victorville, CA 92395

FOLLOW-UP REPORT #2

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

October 12, 2012

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Certification of Follow-Up Report #2

We certify that this Follow-Up Report #2 accurately reflects the nature and substance of the College with respect to the Commission recommendations it has been asked to address, and that there was broad participation in the preparation of this Report.

Signed:
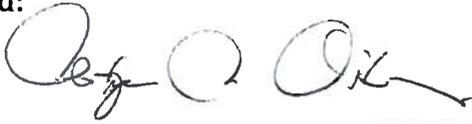
Christopher C. O'Hearn, Ph.D.	10-05-12
Superintendent/President, Victor Valley College	Date
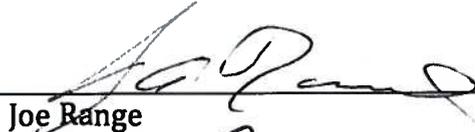
Joe Range	10/5/12
President, Board of Trustees, Victor Valley Community College District	Date

Peter Allan	10/5/12
Interim Executive Vice President, Instruction and Student Services, and Accreditation Liaison Officer, Victor Valley College	Date

Tracy Davis	10/5/12
President, Academic Senate, Victor Valley College	Date

Frederick Board	10/5/12
President, California School Employees Association Chapter 584, Victor Valley College	Date
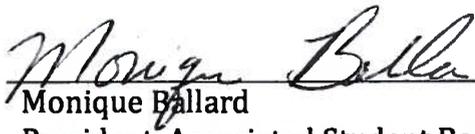
Monique Ballard	10/5/12
President, Associated Student Body, Victor Valley College	Date

Statement on Report Preparation

This Follow-Up Report #2 addresses the eight Team Recommendations noted in the July 2, 2012 letter from the Accrediting Commission for Community and Junior Colleges (ACCJC), in which the probation status for Victor Valley College (the College) was continued.

This second report will show that since the first report (dated March 15, 2012), VVC has resolved all issues identified by the Commission. It was prepared by a steering committee and the Accreditation Liaison Officer (ALO) along with broad participation from all college constituents including full and part time faculty, as well as classified staff and students. The final report was disseminated to the College community on September 26, 2012 and was accepted by the Board of Trustees on October 9, 2012.

Responses to the Commission Action Letter

Team Recommendation 1: Mission and Master Planning

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

Resolution and Analysis

Conclusion from Team Report, 4/19/2012

> *"The College has mostly addressed this recommendation and assuming it follows through with completion of its draft Educational Master Plan, this recommendation is likely to have been fully addressed by fall 2012. The team notes however the minor inconsistencies in planning documents. The College would further improve effectiveness if it addresses this inconsistency."*

Following from the team report, the College focused on (1) completing revisions to the Educational Master Plan; and (2) validating alignment of other master planning documents with the current mission.

Revised Educational Master Plan to Reflect Current Mission

The Educational Master Plan was recently adopted after a revision process that began fall 2011. A rough draft was compiled in the spring term, with campus vetting and draft revisions continuing through October, 2012. Community vetting was accomplished through focus groups conducted in September, 2012 **[R1-1]**. Feedback from those groups was analyzed, and findings were incorporated into the external scan section of the plan. A separate report of community perceptions is being prepared and disseminated. The final revised Educational Master Plan **[R1-2]** reflects the current mission and was adopted by the Board of Trustees at its regular meeting on October 9, 2012 **[R1-3]**.

Alignment of Other Master Planning Documents with Current Mission

In addition to the Educational Master Plan, the following core planning documents have been validated to ensure each reflects the current mission:

- Distance Education Plan **[R1-4]**
- Facilities Master Plan **[R1-5]**
- Technology Plan **[R1-6]**
- Equal Employment Opportunity Plan **[R1-7]**
- Library Technology Plan **[R1-8]**

- Matriculation Plan **[R1-9]**
- Student Equity Plan **[R1-10]**

Evidence and Conclusion

This recommendation is resolved. Board policies and administrative procedures formally cast the mission in a central role in the College's institutional planning and decision making system **[R1-11 through R1-16]**. Following such established policies and procedures, the mission was reviewed by both the Board of Trustees and the College community via established shared governance processes culminating in District adoption of an updated Board Policy 1200, District Vision, Values, Mission and Goals, on August 14, 2012 **[R1-11]**, and of the Educational Master Plan on October 9, 2012 **[R1-2]**—measurable progress on which will be monitored with the College's Institutional Effectiveness Scorecard (see Recommendation 2). Furthermore, core college planning documents have been revised to reflect the current mission **[R1-4 through R1-10]**.

In addition to satisfying this recommendation, the College demonstrates that implementation of planning is commensurate with the Commission's expectation of *sustainable continuous quality improvement* and has detailed its efforts and evidence in Appendix A.

Supporting Evidence/Documentation

R1-1.   Community Focus Groups Documents
R1-2.   Educational Master Plan
R1-3.   Board of Trustees Agenda, October 9, 2012
R1-4.   Distance Education Plan
R1-5.   Facilities Master Plan
R1-6.   Technology Plan
R1-7.   Equal Employment Opportunity Plan
R1-8.   Library Technology Plan
R1-9.   Matriculation Plan
R1-10.   Student Equity Plan
R1-11.   Board Policy 1200 - District Vision, Values, Mission & Goals
R1-12.   Administrative Procedure 1200 - Review of District Vision, Values, Mission & Goals
R1-13.   Board Policy 1202 - Institutional Effectiveness
R1-14.   Administrative Procedure 1202 - Implementing Institutional Effectiveness
R1-15.   Board Policy 3250 – Institutional Planning
R1-16.   Draft, Administrative Procedure 6200 – Budget Development

Team Recommendation 2: Integrated Planning and Continuous Improvement

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

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

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

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

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

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

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

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

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

Resolution and Analysis

Conclusion from Team Report, 4/19/2012

"The College has done an enormous amount of work in designing and refining program review and planning processes both between the 2005 visit and 2011 and in the past year since the 2011 visiting team made this recommendation. At this point, they must move from planning to full implementation. The definition of programs is a good and important step, though it needs refining. The cycle proposed has some flaws but if implemented as currently planned could result in an increase in compliance simply because it is more clear which areas must undergo review. However, that process involves a long, six-year cycle, meaning the first complete program reviews will not be completed until spring of 2014 and the entire list of programs will not have undergone a complete review until spring 2018.

Overall, the visiting team is impressed with the amount of work done on this recommendation, but note that changes must take place before the recommendation can be considered resolved. While the revised process and cycle is an improvement in terms of clarity, if implemented, it will take several years before there is clear evidence that it is working."

Following from the team report, the College focused on (1) establishing measurable goals for institutional effectiveness; (2) evaluating annual program review and planning processes; and (3) finalizing improvements to program review and planning.

Measuring and Improving Progress on District Goals

On August 14, 2012, the Board of Trustees approved revisions to Board Policy 1200, District Vision, Values, Mission, and Goals **[R2-1]**. This document re-affirmed the campus vision, values and mission, and updated College goals to reflect Board priorities established at their retreat on May 21, 2011: Fiscal Stability, Student Success, Accreditation Recommendations, Image. Progress on these updated goals will be monitored via the College's Institutional Effectiveness Scorecard **[R2-2]**. This scorecard will provide the Board of Trustees and all stakeholders with a tool to assess the College's overall institutional effectiveness in terms of monitoring progress toward District goals and the Educational Master Plan, as well assess its performance on mandated accountability measures. The scorecard is being developed by the Office of Institutional Effectiveness in consultation with members of the Standard I Team following a balanced scorecard approach.

Pursuant to shared governance practices **[R2-3]**, the College Council monitors alignment of District goals with planning documents, including the Educational Master Plan, the Technology Plan, the Facilities Master Plan, and the Distance Education Plan.

As noted under Team Recommendation 1, an updated Educational Master Plan has been completed. Community focus groups were convened to discuss the strategic priorities that inform College and program goals **[R2-4 and R2-5]**. The Educational Master Plan was approved by the Board of Trustees on October 9, 2012 **[R2-6]**.

The Educational Master Plan is founded on the College mission, and informed by substantial qualitative and quantitative data on the characteristics of the College and each service area. The program summaries drew largely from the program review documents prepared and updated during the most recent cycle. The recommendations and goals included in this document address College-wide needs identified through data analysis and broad discussion **[R2-7]**.

Evaluating All Programs Throughout the College

All programs throughout the College participate in an annual program review and planning process (aka Program Review Allocations for Institutional Strategies for Excellence "PRAISE" process which culminates in a "PRAISE Report"). The PRAISE process functions to indicate program improvements needed and as the means to request budget augmentations for the coming budget year. The last visiting team, however, noted that several programs failed to submit a PRAISE Report, and many programs that did submit a PRAISE Report were missing information—most notably student learning outcomes assessment.

The College inventoried PRAISE Reports submitted during the 2011-2012 planning cycle and determined that revisions made to the template and to the submission process led to confusion and, hence, a lack of compliance with submission deadlines. The 2011-2012 process required programs to submit reports to a variety of individuals. No clear business process existed, and no single person was responsible for processing the reports to a central location. The newly revised Program Review Handbook clarifies the process for submission, distribution and posting of PRAISE Reports to the College's group workspace (SharePoint) to eliminate this problem in the future. In addition to the updated Program Review Handbook **[R2-8]**, Board Policy and Administrative Procedure 1202 **[R2-9]** and current development of Administrative Procedure 6200 **[R2-10]** represent enhanced documentation of the interrelated processes of program review, planning, and budget development.

All programs have conducted their 2011-2012 program reviews and planning for budget year 2012-2013 and their PRAISE Reports can now be found on SharePoint **[R2-11]**. This is due in large part to the extra steps taken to ease the transition or "bridge" last year's process to the new process. The Instructional and Non-Instructional Program Review Committees jointly developed a program review checklist **[R2-12]** to enable programs to re-submit their PRAISE Reports and prepare for the next PRAISE cycle.

Program personnel used this checklist to review their last program review, complete what was incomplete, ensure that program goals were stated in measurable terms, and to include any SLO assessment documentation not previously submitted. An opportunity to evaluate last year's process was also provided through this "bridging" activity to provide information as to whether changes made to the process by the Program Review Committees are a step in the right direction.

On September 6, 2012, the Academic Senate approved the updated Program Review Handbook **[R2-13]**, which was later approved by College Council on September 12, 2012 **[R2-14]**. Hence, any additional improvements to the process will have to be addressed following a re-evaluation after the next planning cycle commencing in October, 2012 for Budget Year 2013-2014. The updated handbook includes a number of important revisions including a formal list of instructional and non-instructional programs required to submit program reviews **[R2-15]**. While the list will continue to be reviewed, it serves as the first established list of programs subject to program review.

Documented Assessment Results for All Courses, Programs, and the Institution

TracDat©, an information management system acquired since the last follow-up report now serves as a central repository for assessment data at the course, program, and institution levels. This repository has allowed the College to centralize its assessment evidence, and facilitates both data entry of assessment results and distribution of reports for broad-based dialogue **[R2-16]**.

During the 2011-12 planning cycle, revisions to PRAISE templates required student learning outcomes (SLOs) and/or service area outcomes (SAOs). Although some programs reported actual SLO assessment results, most programs only reported SLO definitions and a plan for assessment during the spring, summer, and/or fall 2012 terms. SLO assessment data from spring 2012 is currently located in TracDat©, and will now be readily available for all future program review cycles.

Formal Processes to Evaluate Ongoing Planning and Resource Allocation Processes

As previously stated, both the Academic Senate and College Council approved the updated Program Review Handbook. This handbook delineates a formal procedure to evaluate the effectiveness of ongoing planning and resource allocation processes **[R2-17]**.

In addition, a Program Review Assessment Survey **[R2-18]** was distributed to evaluate last year's program review and planning process. The results from this evaluation will be used to make future improvements, since it was not distributed in time to inform updates to the Program Review Handbook the College just adopted.

Results will be compiled, analyzed, discussed, and utilized by the Program Review Committees as they improve the PRAISE process for future planning cycles **[R2-19 and R2-20]**. As detailed in the updated Program Review Handbook, the charge of the Instructional Program Review Committee specifically includes evaluating the program review and planning process and making recommendations for improvement to the Academic Senate **[R2-21]**.

Updates to the Program Review Handbook reflect improvements identified by the Program Review Committees during extensive evaluative dialogue about the last PRAISE cycle. In particular, the revised handbook includes the following:

- Consideration of the College mission, institutional goals, the Educational Master Plan, and other higher-level plans;

- Clarity and consistency of the template design to inform resource requests in the comprehensive and annual reviews;

- Clarification of the link between improvement goals and resource requests;

- Clarity regarding the relationship between instructional program review and the curriculum review process;

- Incorporation of qualitative and quantitative evidence, including assessment results as measures of student performance and program effectiveness;

- Dialogue on measurable goals for program improvement based on evaluation results;

- Clarity regarding the submission, distribution and archiving procedures;

- Technical review of PRAISE documents for quality and completeness;

- Regular, formal evaluation of the effectiveness of the process, with recommendations for improvement.

Revisions to the Handbook are the product of lengthy, interactive dialogue and collaboration to maximize the likelihood of an increased level of buy-in among all stakeholders with this revised approach. The approved Handbook also reflects a serious consideration of Commission concerns and recommendations that have been addressed and incorporated into the final product. The following are of particular note:

1) ***Clear Identification of Instructional and Non-Instructional Programs:*** In December 2011, the Academic Senate adopted a definition of instructional and non-instructional programs based in part on state Senate definitions **[R2-22]**. The Instructional and Non-Instructional Program Review Committees have since published a revised program list which provides an operational definition of which programs need to complete a program review **[R2-15]**. The specific identification of programs eliminates the confusion regarding whether program reviews should be completed by a department, an individual discipline, or an area that awards a degree or certificate. The Instructional and Non-Instructional Program Review Committees will continue to regularly review, update and recommend refinements to the program list. While the list will continue to be reviewed and likely revised, it serves as a good and important step in identifying areas which must undergo annual review.

2) ***Length of the Program Review Cycle:*** The preliminary draft of the Program Review Handbook indicated that a complete program review will be completed only every six years and that annual updates, with a more limited scope, will be submitted. Additionally, the draft handbook provided an "opt out" provision for programs that completed an external program review. The recently approved Program Review Handbook explicitly addresses both of these concerns. Instructional Programs submit a comprehensive program review every three years with substantial annual updates required that includes that analysis of program data **[R2-23]**. Non-Instructional Programs complete a comprehensive program review annually **[R2-24]**.

3) ***Central Repository of Assessment Evidence:*** Since the last site visit, programs have updated last year's PRAISE Report to include SLO or SAO assessments. TracDat© serves as a central repository for assessment data for both Instructional and Non-Instructional programs. With TracDat©, identifying programs lacking this information is much easier, making future monitoring of PRAISE submissions more accurate and timely.

4) ***Planning as Means for Continuous Improvement:*** Updated program review templates were explicitly designed to align with other planning efforts and to document continuous improvement of student learning and institutional processes. For example, non-instructional programs must annually report (a) progress on any Accreditation recommendations addressed; (b) updates to any Educational Master Plan initiatives; and (c) impacts of program activities on other departments across campus, particularly human resources and technology. As for instructional programs, data from external program reviews may be incorporated into the approved program review template. However, programs are not permitted to "opt out" of the PRAISE process and will be required to complete all portions of template **[R2-8]**.

Integration of Planning with Decision-Making and Budgeting

Overall, the updated Program Review Handbook represents the continuing evolution of the College's program review and planning systems. Programs will be required to submit PRAISE Reports to the respective Program Review Committee (Instructional or Non-Instructional) before it moves to the division level. This additional step in the process allows Committee members to conduct peer technical reviews **[R2-25]** to ensure that all PRAISE Reports are complete and include each required component—a *de facto* quality control mechanism. Moreover, the revised process integrates planning with decision-making and budgeting to ensure that allocations of staff, equipment, resources, and facilities throughout the College are based on identified strategic priorities. A continuous cycle of evaluation and improvement based upon data is, thus, enabled.

Board Policy 1202 **[R2-26]** directly connects the program review process to planning and budget. The language now reads, "It is required that Victor Valley Community College engage in systematic program review as the basis for short term and long term planning and resource allocation processes that support the improvement of institutional and educational effectiveness".

Integration of the Total Cost of Facilities Ownership

The site visit team of April, 2012 noted that "the total cost of ownership is now being considered in planning facilities and other college functions". The College now integrates the principle of total cost of ownership (TCO) in both the short and long term physical resource planning processes: TCO is an identified strategic priority in the Educational Master Plan **[R2-7]**; and a decision-making flow for capital projects has been created by Administrative Services managers that emphasizes TCO considerations for any facilities-related proposals presented **[R2-27]**.

At meetings of the Facilities Committee, members receive updates on facilities projects, discuss current and proposed projects, address related issues as they arise, and make recommendations to the Superintendent/President as appropriate on a form designed for that purpose. For example, in response to a request that originated in a PRAISE report, the Committee recommended the allocation of facilities to the Police Department that provided it with more space and facilitated its compliance with applicable regulations **[R2-28 and R2-29]**.

Administrative Services managers routinely discuss TCO in facilities planning meetings with architects and others. Beginning in March, 2012 Administrative Services managers have provided TCO information as a matter of course for all Committee deliberations involving new or upgraded facilities **[R2-30, R2-31, R2-32, R2-33]**.

Assessment of Physical Resource Planning

The site visit team of April, 2012 noted that "physical resource planning is improving." An assessment of physical resource planning currently involves the campus community. The Facilities Committee is responsible for major planning of physical resources at the College. In January 2012, the Facilities Committee began the task of evaluating the effectiveness of physical resource planning at the College with a workshop on the observable outcomes of effective and ineffective planning. With the help of the accreditation consultant, members developed a self-assessment instrument based in part on information gleaned from that workshop, conducted the self-assessment, and analyzed the results. To gather the input of the campus community, they reviewed results from the sections of the Campus Climate Surveys of 2010 and 2011 applicable to facilities planning. The Committee reported its conclusions and corresponding recommendations to the College Council. Those recommendations include the periodic reassessment of physical resource planning with the continuing involvement of the campus community **[R2-34 and R2-35]**.

Assess the effective use of financial resources with particular regard to meeting the needs of Library materials and technological resources

Funding for library materials was disrupted in 2009-10 when the Chancellor's Office withdrew categorical funds for the Telecommunications Technology Infrastructure Plan (TTIP) and the Instructional Equipment/Library Materials block grant. These funds had been the sole funding source for library databases and periodicals, and provided a majority of the book budget. For the 2010-11 PRAISE process, the library received a base increase in general funds for library materials and database subscriptions to partially backfill the loss of categorical funds. In addition, Perkins funds have been allocated to the library since 2010-11 for materials to support program development, curriculum, and professional accreditation for Career and Technical Education.

The general and Perkins funds allocations to the library remain intact for the 2012-2013 budget year. Additional support has been provided in that the Chancellor's Office initiated a 3-year subscription to a statewide electronic library that will provide temporary access to learning resources. The District has also supported allocation of one-time funds to the library: In 2010-11 college managers donated $10,135 through the VVC Foundation to purchase database subscriptions; and the library was awarded a $5,000 staff development grant in 2011-12 for the purchase of reserve textbooks for student success.

Planning for library technological resources is guided by the "Library Five-Year Information Technology Plan, 2010-2015" **[R-36]** and in spring 2012 the library worked with the Technology and Information Resource Department and Administrative Services to implement the transition to a new server that will provide long-term stability for the Sirsi library automation system.

The general fund budget continues to fund library technology maintenance agreements for automation, student-access computers and the theft-detection system. Library evaluation and planning for budget requirements and expenditures related to library materials and technology is documented in the annual PRAISE report. Through this process the library continues to assess the effectiveness of its library services and materials through evaluation of database usage statistics, circulation and reference statistics, selection of materials that support curriculum and responses to faculty requests.

Materials selection is guided by the library's collection development policy, and a librarian serves on the Curriculum Committee to ensure library resources are adequate to support curriculum and program development. The library completes data surveys for the Chancellor's Office, the Association of College and Research Libraries (ACRL), and National Center for Educational Statistics and uses this data to evaluate our library's collection, services and budgets with similar community college libraries. A user satisfaction survey to measure student and faculty satisfaction with how well print and online resources meet curricular and research needs, the effectiveness of bibliographic instruction, services and hours will be distributed at the end of fall 2012 and the results will be used to determine areas that may need improvement **[R2-37]**.

Evidence and Conclusion

This recommendation is resolved. Institutional planning processes, with PRAISE at the core, integrate planning, resource allocation, and continuous improvement from the program level up to the institutional level in both instructional and non-instructional areas. The revised Program Review Handbook provides additional guidance for participants on the requirements for effective evaluation and planning. Assessment in the PRAISE process focuses primarily on institutional effectiveness and student learning/service area outcomes, with programs engaged in collegial dialogue concerning both.

The College's responses to this recommendation, along with its responses to Recommendation 6 herein, demonstrate institutional characteristics at the level of *sustainable continuous quality improvement* pursuant to the ACCJC Rubric for Evaluating Institutional Effectiveness. A detailed account of this is provided in Appendix A.

Supporting Evidence/Documentation

R2-1.   Board Policy 1200, District Vision, Values, Mission and Goals
R2-2.   VVC Institutional Effectiveness Scorecard
R2-3.   Administrative Procedure 1201, Shared Governance Structure
R2-4.   Community Focus Group Documents
R2-5.   Community Focus Group Schedule
R2-6.   Board of Trustee Agenda, October 9, 2012
R2-7.   Educational Master Plan, 2012
R2-8.   Program Review Handbook
R2-9.   Board Policy and Administrative Procedure 1202, Institutional Effectiveness
R2-10.   Draft, Administrative Procedure 6200, Budget Development
R2-11.   Program Review SharePoint Workspace

R2-12.   Program Review 10+1+1 Checklist
R2-13.   Academic Senate Minutes, September 6, 2012
R2-14.   College Council Agenda, September 12, 2012
R2-15.   Program Review Handbook Appendix E: List of Instructional and Non-Instructional
R2-16.   TracDat Assessment Reports
R2-17.   Program Review Handbook, Evaluation of the P.R.A.I.S.E. process
R2-18.   Program Review Assessment Survey
R2-19.   Program Review Assessment Survey Results
R2-20.   Program Review Committee Minutes September 14, 2012
R2-21.   Instructional Program Review Committee Website
R2-22.   Academic Senate Definitions of Instructional and Non-Instructional Program
R2-23.   Program Review Handbook Appendix I: Instructional Program Annual Update
          Template
R2-24.   Program Review Handbook Appendix D: Non-Instructional Program Review Template
R2-25.   Peer Technical Review Rubrics
R2-26.   Board Policy 1202, Institutional Effectiveness
R2-27.   Decision-Making Flow for Capital Projects
R2-28.   Facilities Committee Minutes, January 13, 2012
R2-29.   Cabinet Recommendation Form - Move Campus Police to HC 1-3
R2-30.   Total Cost of Ownership
R2-31.   Science Programming Meeting No. 1
R2-32.   Nursing Programming Meeting No. 1
R2-33.   Vocational Technology Programming Meeting No. 1
R2-34.   Physical Resources Outcomes Transcript, December 2, 2011
R2-35.   Questions on Physical Resource Planning on Campus Climate Survey
R2-36.   Library Five-Year Technology Plan 2010-2015
R2-37.   PRAISE Report, Library, Budget Year 2012-2013

Team Recommendation 3: Student Learning Outcomes

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

Resolution and Analysis

Conclusion from Team Report, 4/19/2012

"It remains too early to determine with any certainty whether the Victor Valley College will have made sufficient progress by fall 2012 to have achieved proficiency status on the Commissions' student learning outcomes rubric. There has been much progress since the visit in 2011, but it will take substantial effort and dialogue as well as a rapid and successful implementation of the TracDat© software to make this effort work."

Following from the team report, College efforts have accelerated student learning outcomes (SLOs) progress by accomplishing the following:

(1)   Completing development of student learning outcomes (SLOs) for all programs

(2)   Aligning SLOs on Syllabi with Course Outline of Record (COR)

(3)   Demonstrating proficiency

(4)   Using Assessment to Improve Teaching and Learning

(5)   Aligning SLOs with PLOs

(6)   Integrating SLO Assessments into Program Review

(7)   Connecting Assessment to Resource Allocation

(8)   Showing Effectiveness in Producing SLOs

Complete Development of Student Learning Outcomes

Student learning outcomes and authentic assessments are in place for courses, programs, certificates and degrees:

Institutional Learning Outcomes:

I.   Total number of institutional Student Learning Outcomes defined: 4

Courses:

II.   Total number of college courses (active courses in the College catalog, offered on the schedule in some rotation): 902

III.   Number of college courses with defined Student Learning Outcomes: 902

IV.   Percentage of total: 100%

Programs:

V.   Total number of college programs (all certificates and degrees, and other programs defined by the College): 54

VI.   Number of college programs with defined Student Learning Outcomes: 54

VII.   Percentage of total: 100%

Student Learning and Support Activities:

VIII.   Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 34

IX.   Number of student learning and support activities with defined Student Learning Outcomes (Service Area Outcomes): 34

X.   Percentage of total: 100%

The Office of the Dean of Instruction has verified that all instructional courses and programs have student learning outcomes (SLOs) and program learning outcomes (PLOs). SLOs and PLOs are mapped to institutional learning outcomes (ILOs) and general education learning outcomes (GELOs) as applicable. CurricuNET© serves as the software for development and update of curricula and programs, including SLOs and PLOs. Active SLOs, PLOs, ILOs and GELOs are housed in TracDat©. The Vice President of Instruction and Student Services has directed Instructional Deans to cancel any course that does not have student learning outcomes posted on the official course outline of record.

Service area outcomes (SAOs) are also in place for all non-instructional programs and support services. SAOs for non-instructional programs are evaluative measures on PRAISE reports and are also housed in TracDat© **[R3-1]**.

Communicating SLOs to Students on Syllabi and Course Outline of Record (COR)

SLOs on the course syllabus are the same as those found on the approved COR to ensure that students are aware of the goals and purposes of the courses and programs in which they are enrolled. A random sample of Allied Health students surveyed indicated a high level of student awareness of the goals and purposes of courses and programs in which they are enrolled **[R3- 2]**.

Prior to the beginning of each term, each Deans' office sends templates for the course syllabus to faculty that include official SLOs for that course **[R3-3]**. Each faculty member then returns the completed syllabus to his/her respective Deans' office. Staff validate that the SLOs on each completed syllabus are the same as the official SLOs on the COR **[R3-4]**. All approved SLOs were then entered into TracDat©. Each respective Dean's office then initiated corrective action, as necessary, to ensure consistency. The College will continue to apply monitoring and validating procedures at the beginning of every term.

Demonstrate Proficiency

Proficiency Rubric Statement 1:

I.   Courses

   A.   Number of college courses with ongoing assessment of learning outcomes: 700

   B.   Percentage of total: 78%

II.   Programs

   A.   Number of college programs with ongoing assessment of learning outcomes: 54

   B.   Percentage of total: 100%

III.   Student Learning and Support Activities

   A.   Number of student learning and support activities with ongoing assessment of learning / service area outcomes: 34

   B.   Percentage of total: 100%

   C.   Number of institutional learning outcomes with ongoing assessment: 4

The Academic Senate Student Learning Outcomes Assessment Committee (SLOAC) is chaired by the Student Learning Outcomes and Assessment Facilitator (Assessment Facilitator). Under the direction of the Dean of Instruction, the Assessment Facilitator assumes primary responsibility for facilitating progress toward reaching proficiency in instructional course-level SLOs, PLOs, GELOs (approved 4/3/2008; **[R3-5]**) and ILOs—which were finalized by SLOAC in fall 2011**[R3-5]**, which were approved by the College Council on December 7, 2011 **[R3-6]**. In spring 2012, SLOAC developed a strategy for scheduling systematic assessment of GELOs and ILOs **[R3-7]**.

Training efforts related to outcomes assessment have intensified this year **[R3-18]**. Beginning February 24, 2012, training sessions for faculty and managers were conducted. Follow-up training sessions were held in March, April and May. The training sessions were facilitated by noted expert Julie Slark on February 24, 2012 and May 18, 2012 **[R3-8, R3-9, R3-10]**. SLOAC members conducted one-on-one trainings and additional trainings on March 29, April 27, every Friday in May and throughout the summer. Faculty, management, and classified employees learned more about the assessment cycle, the value of conducting SLO assessment, characteristics of sound SLO statements, the three levels of assessment, the variety of assessment methods, and closing the loop. They also worked together to develop action plans for assessment in their own programs. In addition, managers learned strategies for supporting and coaching faculty and staff through the assessment cycle. SLOAC has created and disseminated training and additional material to all full-time and part-time faculty through an ongoing newsletter called the SLO Express **[R3-11]**. Formal evaluations of the workshops were conducted **[R3-12]**.

The College has implemented TracDat© for housing, tracking, and reporting course, program, GE, and institutional SLOs, assessment results, and action plans. This system serves as a central repository for all outcomes-related data that have heretofore resided within individual departments. It includes numerous reports at both detailed and summary levels, facilitates mapping of outcomes across levels, and permits construction of ad hoc queries as well. SLOAC members have begun training others in data entry and reporting. All approved SLOs, PLOs, ILOs, and GELOs are housed in TracDat©; in addition, the College has begun compiling non-instructional SAOs there as well.

Ongoing assessments, review, and discussion within disciplines are evident in TracDat©. To date all information has been uploaded by the SLO/Assessment facilitator and members of the SLOAC committee. However, the College has recently commenced implementation of data entry in TracDat© through its SharePoint portal; this will allow individual users to upload their own assessment data and discussions on a regular basis.

There is widespread institutional dialogue about assessment results and identification of gaps:

- Each instructional and non-instructional program has updated last year's PRAISE report to incorporate SLO assessment data (also located on SharePoint). PRAISE reports identify the SLO/PLO outcomes that have been assessed and the faculty and/or staff members who participated in program improvement discussions. These discussions included analysis of SLO/SAO assessment data as well as conclusions about program improvement **[R3-1]**.

- All four ILOs have been assessed, and will be assessed on an annual basis. Broad-based discussions regarding ILO and GELO assessment data occurred at the first Department Chair **[R3-13]**, Academic Senate **[R3-14]**, and College Council meetings **[R3-15]**.

- In spring, 2012, an additional emphasis was placed on the assessment of the Critical Thinking ILO, selected collaboratively by the VPI/SS, DOI, and the Academic Senate, SLOAC. The results have been shared with the institution. Discussions revealed that the sample can be expanded to include additional students from a wider cross-section of the campus community. The survey serves as a baseline for future data collection. Institutional dialogue has been uploaded into TracDat© **[R3-1]**.

- SLOAC will coordinate and facilitate continuing campus dialogue regarding the use of results.

- On July 18, 2012 a college-wide faculty meeting was held to discuss SLO/PLO/ILO assessments. Seventy-three faculty, staff and administrators were in attendance. **[R3-16]**.

- During the month of August, 15 college-wide workshops were scheduled that allowed faculty within their disciplines to work collaboratively and dialogue on finalizing their assessments and making any necessary changes in courses or their program.

- The Dean of Instruction has maintained a regular workshop schedule to provide support and assistance to faculty and managers **[R3-17, R3-18]**.

Using Assessment to Improve Teaching and Learning

Dialogue about SLOs and other outcome measures is robust within many programs. Faculty have identified SLOs/PLOs and assessment methods, with sample assignments, for all courses and the program as a whole. Documentation of discussions over the past several years demonstrates that faculty members have assessed their curricula based on student performance, and that they have taken substantive steps to improve curricula in light of the assessment results **[R3-1]**. Programs utilized assessment results to update and revise courses, and create program goals and improvements—for example:

- The Automotive Department overhauled their curricula and tuned-up their courses and certificates to conform to state standards.

- The Biology Department eliminated the Biology 100 Honors course in favor of creating Biology 200 level honors courses.

- Child Development has created a portfolio and an e-portfolio for program assessment that will become a model for the College.

- Emergency Medical Services (EMS) updated courses and curriculum to align with state standards. The Department also serves as a model simulation site.

- The Financial Aid Department renovated its website, updated forms, and refined processes.

- Fire Technology has updated courses and program outcomes that align with State Fire Marshall requirements. The Federal Emergency Management Agency recognizes the Fire Technology program as a regional training leader.

- Instructional Technology revised how "Livetime" projects are assessed to more accurately reflect actual response times.

- The Math Department has identified SLOs and assessment methods, with sample assignments, for all its courses and the program as a whole. As a result of ongoing assessment and dialogue, the Math Department created Math 6 to streamline a curricular pathway from Basic Skills Math 6, 7, 8, 9 straight to Math 10. The Department also created a lab for Math 10 and advocated for the creation of a renovated Math Success Center.

- The Office of Instruction secured the purchase of Schedule 25 to enhance the schedule production process.

Mapping Course SLOs with PLOs

The Academic Senate has defined a program as "a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education." Based on that definition, all programs have identified PLOs **[R3-1]**.

The Assessment Facilitator created an SLO/Assessment Handbook **[R3-19]**, offered workshops and additional training through video tutorials and a guided webinar, to walk faculty through the curriculum mapping process **[R3-20]**. Through the use of curricular maps, each program has aligned course level SLOs with PLOs. Curriculum maps for each program are housed in TracDat© **[R3-1]**.

Integrating SLO Assessments into Program Review

The PRAISE process has included SLO assessments and other outcomes for the past 2 cycles. The revised Program Review Handbook makes that relationship more systematic and consistent year to year by requiring the reporting of actual SLO assessment results, documenting dialogue, and plans for improvement **[R3-21]**.

The College has also taken significant steps to update past PRAISE Reports to document learning outcomes assessment. During summer 2012, the Instructional and Non-Instructional Program Review Committees jointly developed a "PRAISE Report Revision Checklist" **[R3-22]** to bridge the template used for planning year 2011-2012 (for budget year 2012-2013) to the new template to be used for budget year 2013-2014. Using this checklist, programs updated last year's PRAISE Report to include documented assessment results*.* All PRAISE Reports have been submitted and are located on SharePoint.

Significant steps have also been taken to integrate student learning outcomes assessment data into future program review processes. Beginning in November, 2011, the Instructional and Non-Instructional Program Review Committees reviewed program review processes from previous years and formed consensus around recommended improvements. The Program Review Handbook was updated, and a Program Review Assessment Survey **[R3-23]** was distributed. The survey was intended to review last year's PRAISE process, and results will be applied to process improvements in the future **[R3-24]**.

In addition to SLO assessment data, the Instructional and Non-Instructional Program Review Committees incorporated enrollment and student achievement data ("Program Review Elements" or PREs), as well as SAO data into the updated Program Review Handbook. Documentation on the process and cycle of SLO assessment, and copies of summative assessment reports, can be found on TracDat©. This repository has facilitated rapid institutionalization of the College's assessment documentation efforts. TracDat© reports provide evidence that comprehensive assessment reports exist and the process for producing such evidence is sustainable over time.

Connecting Assessment to Resource Allocation

Assessment results within each PRAISE Report are reviewed at the Division level by the respective Dean. In collaboration with department chairs, directors coordinators, and staff, Deans develop a Division Summary with prioritized resource allocation requests which is submitted to a Vice President. The Vice President then convenes Deans and/or Directors to review and discuss the prioritized lists. For budget year 2012-2013, priority decisions in the Instruction and Student Services Division were based on assessment data that supported the case for a departmental need.

In the Administrative Services Division, priorities followed specific criteria, which is now being institutionalized through Administrative Procedure 6200 **[R3-25]**. Each Vice President created a prioritized list that was submitted to the Finance/Budget and Planning Committee (FBPC) for further review and funding recommendations **[R3-26]**. Recommendations were then forwarded to Senior Cabinet for discussions and decisions. Programs that did not submit a program review received no augmentation funding.

The newly revised PRAISE process will continue to link SLO/SAO assessment with resource allocation. As described in the newly adopted Program Review Handbook, PRAISE Reports will be reviewed by members of the Instructional and Non-Instructional Program Review Committees following technical review rubrics to ensure assessment data are included **[R3-27]**. Incomplete documents will be returned for revision prior to routing to Deans.

Effectiveness in Producing SLOs

Following a special meeting of the Board of Trustees on July 25, 2012 regarding progress on Accreditation **[R3-28]**, the Vice President of Instruction and Student Services required all faculty to assess their courses and programs **[R3-29]**. On August 17, 2012 the Superintendent/President of the College and the President of the College Faculty Association (VVCFA) signed an addendum to a current Memorandum of Understanding (MOU) that read **[R3-30]**: *"When faculty complete more than the original four hours of SLO assessment training as outlined in B.2 of the SLO MOU dated January 19, 2012, by attending up to four additional summer 2012 and/or fall 2012 SLO assessment workshops, they will be paid $55 per hour. After attending one or more of these workshops, faculty are expected to complete Student Learning Outcome Assessments per A and B in the January 19, 2012, MOU."*

In addition to establishing compensation for SLO-related work through several MOUs, the full-time faculty contract also stipulates that the intent of an evaluation is to assess the performance of a faculty member in carrying out his/her duties and responsibilities based on 4 components:

- Full-time Faculty Self-Evaluation
- Student Evaluation
- Peer Review as part of the Committee Summary
- Evaluation Committee Review and Administration Action

The primary benefit of faculty completing the self-evaluation is the improvement attained by the conscientious and thoughtful examination of accomplishments, plans, goals, strengths and weaknesses. Whenever possible, accomplishments should be documented; for example, faculty may include such items as those listed below:

- Improvement in instruction
- Course revisions
- Improvement in teaching technique and procedure
- Contributions to department and program development

A portion of the adjunct faculty evaluation includes an assessment of the extent to which the faculty member "uses tests and other evaluation means to assist the student to be successful in the class" **[R3-31]**. Assessing courses and programs have given each faculty member the opportunity to evaluate his/her curricula and make the necessary changes to improve instruction and student success. On-going discussions are taking place in negotiations with both full and part-time faculty to discuss the connection between SLO/PLO assessment and evaluation. Of note is the fact that 86% of self-evaluations submitted in the past voluntarily included SLO assessment results to highlight accomplishments and areas to improve.

Evidence and Conclusion

The College has fully resolved this recommendation and has attained Proficiency on the ACCJC Institutional Effectiveness Rubric for Student Learning Outcomes.

Supporting Evidence/Documentation

R3-1.   TracDat SLO Reports Folder
R3-2.   Health Science Student Survey Results
R3-3.   Emails from Deans re SLO Alignment
R3-4.   Sample Syllabi
R3-5.   Institutional Learning Outcomes
R3-6.   College Council Minutes, December 7, 2011
R3-7.   Assessment Schedule Development
R3-8.   SLO Assessment Workshop Invitation, May 18, 2012

R3-9.   SLO Workshop Attendees, May 18, 2012
R3-10. SLO PowerPoint Handout, May 18, 2012
R3-11. The SLO Express Newsletters
R3-12. SLO Training Survey Results
R3-13. Department Chair Meeting Minutes, September 5, 2012
R3-14. Academic Senate Meeting Minutes, September 6, 2012
R3-15. College Council Meeting Agenda, September 12, 2012
R3-16. Campus-Wide Meeting Minutes and Attendees, July 18, 2012
R3-17. Campus-Wide SLO/PLO Workshop Schedule
R3-18. Campus-Wide Workshop Documents
R3-19. VVC Assessment Manual
R3-20. Academic Senate SLO Website
R3-21. Program Review Handbook
R3-22. Program Review 10+1+1 Checklist
R3-23. Program Review Assessment Survey
R3-24. Program Review Assessment Survey Results
R3-25. Draft, Administrative Procedure 6200, Budget Development
R3-26. Finance, Budget, and Planning Committee Minutes, June 6, 2012
R3-27. Peer Technical Review Rubrics
R3-28. Board of Trustees Special Workshop, July 25, 2012
R3-29. Email from VP to Faculty, July 26, 2012
R3-30. VVCCD-VVCCFA Memorandum of Understanding-Addendum
R3-31. Full-time Faculty Self-Evaluation (language from contract)

Team Recommendation 4: Campus Climate

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

Resolution and Analysis

Conclusion from Team Report, 4/19/2012

> *"The College has partially met this recommendation and is on the right track to continued improvement. With ongoing stable leadership, continued refinement of procedures, and expanded participation, we expect the atmosphere on campus to be more positive in the future. Given the high degree of climate problems going back a number of years and the recent instability in leadership, these problems will not be solved overnight. We agree with the comment of one respondent to the 2011 climate survey "Trust takes more time. Consistency is key. I do see improvement however.""*

Following from the team report, the College focused on (1) expanding participation in shared governance activities; and (2) improving campus communications.

Expanding Shared Governance Participation

"Communiques" and "Accreditation Bulletins" **[R4-1]** are regularly disseminated to the campus community as a way of apprising the campus community of general governance matters, as well as progress being made by various operational and shared governance groups on responses to the Accreditation recommendations. One such bulletin [**R4-2**] was dedicated to the "Proclamation for Success," a means for each individual member of the College workforce to demonstrate to the community and the ACCJC that the College embraces continuous quality improvement. Copies of the "Proclamation" were available at various locations around campus for individual signatures in order to enable widespread participation in this public showing of our working together for the greater good.

Additional efforts to expand participation in collaborative dialogue about the future of the College include the Communications Task Force (CTF, detailed in the next section) and Campus Focus Groups on the Educational Master Plan. In addition to administering the protocol used for Community Focus Groups **[R4-3]**, additional discussions were held regarding strategies for improving campus communications. These focus groups not only enabled campus-wide discussions about the strategic priorities guiding the College's efforts over the next 3 to 5 years, it also provided opportunities to gather input for improving communications campus-wide.

Improving Campus Communications

The CTF was formed in summer 2012. This shared governance task force was established by the College Council at the recommendation of PPL, Inc. consultant, Matthew Lee, Ph.D., to help improve campus climate. Specifically, the CTF is charged with the following:

- evaluating the effectiveness of communication as assessed on the most recent campus climate surveys and other means as deemed necessary;

- soliciting campus-wide input on improving campus communications; and

- making formal recommendations on how to improve the effectiveness of telephone, email, and other communications among individuals and groups on campus.

Led by the Marketing and Public Relations Department, with technical assistance from the Office of Institutional Effectiveness and Research, the CTF is comprised of 20 members representing classified employees, management, full-time faculty and adjunct faculty. The group met in small groups to review climate survey results, discuss the current climate, and develop recommendations to improve communication strategies. Additionally, each CTF participant responded to a survey ranking areas of concern, prioritizing task force recommendations developed in small groups, and providing further comment and suggested courses of action. Results from that survey indicated 8 factors affect the College's campus climate:

- The silo effect

- Lack of participation

- Lack of civilities, respect, and trust

- Shared/participatory governance

- Formalized feedback loops

- Campus community

- Employee acknowledgement

- Culture of evidence

Based on CTF discussions, a report was developed **[R4-4]** and submitted to College Council on October 3, 2012 for discussion and action. The College Council took action to move forward on implementing all the recommendations **[R4-5]**.

Evidence and Conclusion

This recommendation is resolved. Cultivating a campus environment of empowerment, innovation, and institutional excellence by creating a culture of respect, civility, dialogue and trust is an ongoing process that is now embedded in the College's shared governance practices. The College's efforts to address this recommendation provide a strong, sustainable foundation by:

- relying on established shared governance structures and processes—rather than on individual personalities—to hold civil, frank, open dialogue about campus climate;

- replacing past informal practices with formal procedures for evaluating, revising, documenting and disseminating institutionalized procedures for decision-making; and

- respecting, encouraging, and expanding participation in shared governance, and other operations as appropriate, among all members of the College workforce.

These strategies, consistently applied and expected as *the new norm* by each member of the College workforce, will hasten the College's transition to a transparent, more trusting and trustworthy, organization.

Supporting Evidence/Documentation

R4-1. Accreditation Bulletins
R4-2. Proclamation for Success
R4-3. Community Focus Groups Protocol
R4-4. Communications Task Force Recommendations
R4-5. College Council Minutes, 10/3/2012

Team Recommendation 5: Distance Education

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

Resolution and Analysis

Conclusions from Team Report, 4/19/2012

> *"The College has done extensive work in creating a Distance Education Plan, but the plan still needs to be approved by the Academic Senate and the College needs to ensure it is fully implemented in the 2012-2013 fiscal year. The College will need to submit a Substantive Change Application to offer Distance/Electronic Delivery of Courses to ACCJC as soon as possible and programs need to be identified which are offered over 50% online.*
>
> *The team concludes that this recommendation has been partially addressed."*

Following from the team report, the College focused on (1) adoption and implementation of the Distance Education Plan; and (2) preparing the Substantive Change Proposal.

Adoption & Implementation of Distance Education Plan

In its efforts to respond to this Recommendation and to ensure accessibility and excellence in its Distance Education (DE) program, the College has concentrated on the development of a comprehensive Distance Education (DE) Plan. The Distance Education Facilitator (a faculty member with .20 FTE reassigned time for this function) convened an ad hoc Distance Education Advisory Task Force (DEATF) in spring 2011, with the primary purpose of developing formal standards and procedures to enhance DE at the College. Membership was comprised of seven faculty members (including the chair of the Academic Senate Distance Education Committee) **[R5-1]**. The interim dean of the Science, Technology, Engineering, and Math (STEM) division was assigned formal oversight of the DE program in fall 2011, and worked collaboratively with DEATF for several months.

After over a dozen drafts, the DEATF developed the DE Plan 2012 **[R5-2]**. The DE Plan states the mission of DE: "In support of the mission of Victory Valley College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education anytime, anywhere." It focuses on improving DE in five areas:

- Management and coordination of both DE and DE technical support
- Institutional and student support
- Course and program quality and development

- Professional development and readiness training for faculty
- Procedures for evaluation and improvement

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

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

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

Institutional standards for infrastructure, support staff, budget, data on the scope and quality of DE, training, and student support services are central to the Plan. In addition, detailed teaching and learning standards specify the adoption of a single course management system for all new courses; comparability with traditional face-to-face courses in course content, outcomes, academic integrity, and student engagement with the material, the instructor, and each other; practices for student notifications, communication, and feedback; and adherence to accessibility, privacy, and security guidelines. Readiness criteria for faculty who have not taught in the DE program before, or have not yet received formal training in online teaching, and include completion of such a training program as approved by the DEC. Training sessions are to be provided at least once each term, using the currently adopted course management system.

Evaluation and improvement of the DE program takes place through review and revision of the DE Plan based on performance data and a program review process for DE. The DE Coordinator is required to prepare an annual report on all DE activities, which includes evaluation findings and the most recent edition of the DE Plan, and is to be presented to the Board of Trustees and posted on the College website.

Finally, the DE Plan sets forth detailed goals and concrete action plans for the next year, and concludes with numerous informative appendices, including administrative procedures on student discipline and use of technology, a guide to best practices in promoting academic integrity in online education, and DE student demographic data compared to those for the College as a whole.

The DE Facilitator presented the DE Plan 2012 to the College Council in January 2012, complete with a summary of how it addresses each of the site visit team's specific criticisms, and requested feedback **[R5-3].** After the feedback received had been incorporated, the plan was approved by College Council in March, 2012 **[R5-4]**.

Preparing Substantive Change Proposal

At the time of their visit, the site visit team of April 19, 2012 noted a lack of authoritative information about the need for a substantive change proposal related to the online/hybrid courses offered by the College. They were concerned that there was no "clear indication as to whether more than 50% of any program exists online." In response to their comment, College staff researched the matter, and found that VVC had in fact submitted a substantive change proposal in April 2004 regarding distance education. However, they were unable to find in the files any response to that proposal. Finally, in October 2011, the Superintendent/President asked Commission staff to send him a copy of the response letter, and they did so. The letter, dated July 13, 2004, reported that the Commission had deferred action, pending receipt of a revised application in which the College needed to identify the specific programs to be offered more than 50 percent through distance education, and provide more information about the application of outcomes to online coursework. This letter was evidently lost amidst turnover in the presidency, and in the absence of centralized coordination of distance education at that time, College staff failed to follow up until after the 2011 visit.

It is clear that the College needed to file a revised substantive change proposal, but because it was on Commission sanction for reasons not directly related to the substantive change, it was delayed to do so without special permission from the Commission. The Accreditation Liaison Officer requested such permission on January 31, 2012. The College was granted permission by the Commission in August 2012 during a telephone conference. Since then, the DE Coordinator along with the DE facilitator and the DEATF have been compiling information to create a new SCP and a draft to be sent to the Commission by October 15, 2012 **[R5-5]**.

Evidence and Conclusion

This recommendation is resolved. The DE Plan has been adopted by the College Council as well as by the Academic Senate. That plan specifies appropriate leadership and standards to ensure ongoing accessibility and quality of DE courses, programs, and services. Under the Plan's provisions, the DE program fully supports the mission of the College, incorporates systematic student support services that facilitate both access and successful student learning, and undergoes evaluation and improvement on a regular basis.

Supporting Evidence/Documentation

R5-1.   Distance Education Advisory Task Force Membership
R5-2.   Distance Education Plan, 2012
R5-3.   College Council Meeting Minutes, January 25, 2012
R5-4.   College Council Meeting Minutes, March 7, 2012
R5-5.   Substantive Change Proposal, October 2012

Team Recommendation 6: Long-Term Fiscal Plans

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

Resolution and Analysis

Conclusions from Team Report, 4/19/2012

> *"The College presented a five year budget plan before mid-year to eliminate structural deficits which included new revenue, reductions of adjunct salaries for summer, shifting technology expenses to redevelopment funds, and using interest earned from the Guaranteed Investment Contract. The College will need to develop a new plan to address the recent cuts to its funding.*
>
> *The College is presenting the newest budget projections to the Board of Trustees, in May 2012, for discussion. Unless cuts or new revenues are identified the unrestricted fund will experience serious structural deficits in future years. The College needs to continue budget discussions throughout the campus community and ensure the campus is aware of the long-term deficit projections.*
>
> *The team concludes that this recommendation has been partially addressed."*

Following from the team report, the College focused on (1) implementing the long-term fiscal plan; (2) evaluating and revising as necessary the budget development process; and (3)continuing campus communications about the state of the budget.

Implementing Long-Term Fiscal Plan

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

Since that original deficit reduction plan, the College has determined that the plan is on course. The plan was again presented to the Board of Trustees as promised in Follow-up Report #1 on June 21, 2012. In addition, 5-year budget and enrollment projections were presented in order to examine the differential effects of the outcome of Proposition 30 at the polls in November **[R6-3]**. Failure of Proposition 30 will trigger a $3 million revenue cut that translates to a reduction of 650 FTES. A systematic means for determining which sections to cut was developed by the Instructional Deans last year as part of the College's enrollment management strategy, which they will use again to address these cuts **[R6-4]**.

Also reported in Follow-Up Report #1 to address the College's structural deficit was the creation of alternative revenue streams—an important aspect of the deficit reduction plan. To that end, the District and the VVC Foundation (VVCF) executed a Memorandum of Understanding that provides for the Foundation to market and manage community and contract education, and to undertake grant-writing, which will result in additional revenue for the College **[R6-5]**. These additional functions of the VVCF have been further integrated in the College's long-term fiscal strategy by including the goals in the Educational Master Plan **[R6-19]**. In this way, monitoring progress and determining fiscal impacts on the College's budget of these additional functions is enabled via established program review and planning processes (detailed herein in responses to Recommendation 2).

Given the serious structural deficit in future years, decisive action was taken on July 10, 2012 when the Board of Trustees adopted Resolution #12-07 **[R6-6]** which authorizes and directs the Superintendent/President to establish a policy goal of balancing the District's budget by Fiscal Year 2015-16 in accordance with Title 5 of the California Code of Regulations. In order provide an objective analysis to the Board of Trustees and the campus community of how best to proceed to implement Resolution #12-07, the College entered into a contract with the Financial Crisis Management Assistance Team (FCMAT) **[R6-7]**. The contract requires FCMAT to provide evaluation and analysis of the College's fiscal, operational, and instructional practices. FCMAT will provide specific recommendations for addressing the College's financial challenges. The FCMAT team visited the College on October 2 and 3, 2012 to study administrative services, and will return later in October to evaluate the instruction and student services division.

The adopted budget for fiscal year 2012-2013 was submitted to the State on September 15, 2012 **[R6-8]** following its presentation to the Board of Trustees and the public at a workshop on September 11, 2012, and discussion of the budget at College Council on September 12, 2012 **[R6-9]**. The adopted budget for 2012-2013 already reflects potential cuts of $3 million that may result from failure of Proposition 30 at the polls in November 2012. Also included in the 2012-2013 budget is $3.1 million towards the College's Other Post-Employment Benefits (OPEB) liability; this investment will enable the fund to earn enough interest (approximately $700k to $800k annually) to cover the annual retirement contribution—a significant savings on the annual operating budget.

An additional strategy in implementing the College's long-term fiscal plan includes defining clear linkages to short-term plans. As detailed in responses to Recommendations 1 and 2 in this report, the Educational Master Plan (EMP) is linked to annual program review and planning documents (PRAISE Reports) in that the annual plans must provide an update on progress being made on any EMP initiatives **[R6-20]**. Additionally, the EMP includes a set of 7 strategic priorities which are cast in the role of informing recommendations developed by the FBPC on annual budget allocation priorities—the operational specifics are being discussed and determined by the FBPC as it drafts a formal administrative procedure (see below).

Evaluating & Improving Budget Development Process

At the August 29, 2012 meeting of the FBPC, committee members evaluated the previous cycle of budget development for the purpose of identifying and improving the process before the next cycle (for budget year 2013-2014) **[R6-10]**. Findings from the evaluation **[R6-11]** were applied to improving the budget development process by incorporating findings into the development of Administrative Procedure 6200, Budget Development (AP 6200) **[R6-12]**. AP 6200 is being developed by the FBPC before consultation and adoption through College Council.

Campus Communications about the State of the Budget

Documenting key campus processes in the form of administrative procedures enables clear communication to the campus community by specifying how program review and planning documents determine budget allocations (detailed in this report in the College's responses to Recommendation 2). In addition to these efforts to systematize processes, the College continues its practices to ensure wide dissemination of budget information:

- The five-year budget summary for the unrestricted general funds is posted on the Administrative Services website, along with the Superintendent/President's budget message, prior to final approval of the State budget **[R6-13]**.

- Fiscal Services website disseminates Annual Financial and Budget Report (CCFS311) and the Report of the District's independent auditors **[R6-14 and R6-15]**.

- The Vice President of Administrative Services (VPAS) also forwards to the FBPC for review and discussion all statewide budget updates the College receives from the Chancellor's Office **[R6-16]**. The FBPC then disseminates that information to the campus community through the Academic Senate and other constituency groups. In some cases of wider or more urgent interest, the VPAS forwards such updates directly to the entire campus community with an analysis for the impact to the College **[R6-17]**.

- Formal discussion of financial data and budget projections occurs regularly in the FBPC, which is reflected in meeting minutes available through the public website **[R6-16]**.

- The FBPC annually reviews and updates its charge, while continuing to embrace its role as a communication conduit for the campus on College budget matters **[R6-10 and R6-18]**.

Evidence and Conclusion

This recommendation is resolved. The College has adopted specific policies that regulate its long-term fiscal strategy to support student learning programs and services. Executive Order #12-07 requires that the long-term fiscal strategy does not include relying on transfers from unrestricted reserves to cover deficits. Furthermore, documentation of formal procedures for linking program review, planning, and budget development greatly improves the quality of campus communications by enabling systematic decision-making about resource allocations that support continued improvement of the College's programs and services. Increasingly more systematic institutional evaluation, planning, and budget development processes over time will translate to more transparent decision-making and will enable long-term sustainability of the College's continuous improvement efforts.

The College's responses to this recommendation along with revisions to program review and planning processes detailed in responses to Recommendation 2 herein, support the conclusion that the College demonstrates institutional characteristics at the level of *sustainable continuous quality improvement* pursuant to the ACCJC Rubric for Evaluating Institutional Effectiveness. A detailed account of this is provided in Appendix A.

Supporting Evidence/Documentation

R6-1.   Finance, Budget & Planning Committee Minutes, 6/1/2011
R6-2.   2011-12 Budget Workshop, 9/13/2011
R6-3.   2012-13 Budget Workshop, 6/21/2012
R6-4.   Enrollment Management Scheduling Matrices
R6-5.   Memorandum of Understanding, VVCCD and VVC Foundation
R6-6.   VVCCD Board Resolution #12-07
R6-7.   FCMAT Contract
R6-8.   College Budget, 2012-2013
R6-9.   College Council Minutes, 9/12/2012
R6-10.   Finance/Budget and Planning Committee Minutes, 8/29/2012
R6-11.   Evaluations of Budget Development Process
R6-12.   Draft, Administrative Procedure 6200, Budget Development
R6-13.   Budget Information on College website
R6-14.   Annual Financial and Budget Report (CCFS311)
R6-15.   District Financial Audit, 2011-2012
R6-16.   Finance/Budget and Planning Committee Homepage
R6-17.   Budget Update Emails
R6-18.   Finance/Budget and Planning Committee Minutes, 2/15/2012
R6-19.   Educational Master Plan [R1-2]
R6-20.   Program Review Handbook [R2-13]

Team Recommendation 7: Leadership and Participation in Governance

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

- Creating a process for succession planning in order to avoid gaps in leadership.

- Assisting all employees and students to grow professionally by developing their leadership skills and encouraging their participation in governance groups.

- Addressing leadership needs in the key campus areas of student services and distance learning. (IV.A, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.5, IV.B.1, IV.B.I.j, IV.B.2, IV.B.2.a)

Resolution and Analysis

Conclusions from Team Report, 4/19/2012

"The College has worked hard to address the recommendation by bringing outside resources on campus, encouraging staff to participate in staff development trainings and by working on succession planning. The key leadership roles of the College are filled and the College is in the process of recruiting for two interim positions currently in the institution.

The team concludes the recommendation has been met."

Evidence and Conclusion

This recommendation is fully resolved as explained in the Site Visit Team Report of April 19, 2012 **[R7-1]**.

Supporting Evidence/Documentation

R7-1.   Visiting Team Report, April 19, 2012

Team Recommendation 8: Board Practices and Evaluation

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

Resolution and Analysis

Conclusions from Team Report, 4/19/2012

> *"The College and Board of Trustees have worked hard clarifying their roles and responsibilities. The Board of Trustees implemented an annual schedule for evaluating its performance and in June 2012 will complete the first cycle of the evaluation process.*
>
> *The team concludes that this recommendation has been partially addressed and should be fully met in June 2012."*

On June 12, 2012, the Board of Trustees conducted a public workshop on micromanaging **[R8-1]**. In addition, the Board of Trustees will conduct a self-evaluation on October 9, 2012 at 5:30pm in open session **[R8-2]**.

Evidence and Conclusion

This recommendation is fully resolved.

Supporting Evidence/Documentation

R8-1.   Board of Trustees Meeting Minutes, June 12, 2012
R8-2.   Board of Trustees Meeting Agenda, October 9, 2012

Appendix A
Institutional Effectiveness in Program Review and Planning

The College demonstrates that implementation of program review and planning is commensurate with the Commission's expectation of "sustainable continuous quality improvement" as follows:

Evidence of Ongoing and Systematic Process Refinement

Over the last 3 annual planning and budget development cycles, changes to the process of linking program review to budget development shows increasingly more participatory dialogue, systemization, and formalization by the Finance/ Budget and Planning Committee (FBPC) **[R1-16]**.

- Planning for budget year 2010-2011 (conducted during 2009-2010 through State due date of 9/15/2010):

- Administrative Procedure 1202 - Implementing Institutional Effectiveness (AP 1202) [R1-14] was adopted on 12/3/2009. Through this document, institutional effectiveness is grounded in evaluation of programs, student learning outcomes assessment, and resources planning.

- Program review dates were added to the budget development timeline (12/9/2009 minutes).

- FBPC continued their oversight of program review and planning processes via campus reminders (2/17/2010 minutes).

- FBPC provided feedback on the May 2010 budget presentation to the Board of Trustees. In particular, the FBPC requested that the Board be specifically asked for direction on possible ways to maintain the recommended 5% minimum fund balance. (4/21/2010 and 5/5/2010 minutes).

- Members of the FBPC were reminded of their role pursuant to the newly established AP 1202 in reviewing program review documents and linking to the budget development cycle (5/26/2010 minutes).

- The FBPC initiated a "budget augmentation process" for the 2010-2011 budget development cycle (6/16/2010 minutes).

- FBPC continued its "budget augmentation process" through the summer term, utilizing a system of categorizing request types (mandatory, ongoing, or one time increases) to facilitate prioritization and decision-making. Discrepancies were identified between what appeared in the planning documents and what appeared on the budget worksheets (7/7/2010 minutes).

- The "budget augmentation process" continued with VPs being contacted to further explain discrepancies in augmentation requests from PRAISE Reports versus budget worksheets. In addition, VPs were allotted more time to address one-time requests with area personnel and ensure that there was consistency across planning documents (PRAISE reports and budget worksheets). Although the 2011-2012 budget was due on September 15th, additional time was allotted given that the "planning and budgeting process had not been tied together until this year" (9/1/2010 minutes).

- Feedback from the "budget augmentation process" was provided by the VP of Instruction and Student Services who presented his recommendations and justifications for one-time augmentation requests to the FBPC (9/15/2010 minutes).

- Planning for budget year 2011-2012 (conducted during 2010-2011 through State due date of 9/15/2011):

- The next cycle of planning commenced with a review of a 2-year budget calendar showing program review dates established in the previous year were already past. New due date of 2/25/2011 was requested and granted for submission of PRAISE Reports and budget worksheets (11/17/2010 minutes).

- As people commenced work on program review and planning, they soon realized that more time was required; hence, the due date was moved to March 19, 2011. Despite this year's delay, it was recommended that the process should technically begin in September of each year, and the formal documentation of this process should reflect this. Implementation in 2011-2012 (for budget year 2012-2013) should be as formally documented (12/1/2010 minutes).

- To further formalize program review and planning processes, the FBPC requested that be the President reaffirm that Planning Review documentation be completed each year based upon the timeline established by the FBPC (12/1/2010 minutes).

- FBPC continued their oversight of program review and planning processes via campus reminders (2/16/2011 minutes).

- Academic Senate implemented revisions to program review (PRAISE) forms which required less information than the previous forms. The rationale provided by the Academic Senate President was "they were trying to get as many completed as possible" (3/2/2011 minutes).

- A subcommittee of the FBPC was formed by volunteers to review this year's PRAISE Reports and budget worksheets. GH explained how the process worked last year to review budget augmentations. It was asked if there would be funds for augmentation given the situation. Peter responded that once the augmentation amount was determined through the PRAISE process, the committee should make a formal request to the Board of Trustees to approve use of GIC funds to fund them. Joe Brady indicated the importance of spending within budget and inquired about establishing a replacement fund. GH stated there has been some infrastructure done with use of RDA funds and the State had allocated funds for instructional equipment, although those funds dried out last year. Jeremiah indicated ASB was trying to increase their funds to help departments purchase certain items. GH is currently seeking legal opinion as to whether bond funds can be used to allocate to equipment. A member of the accreditation team asked if once the sub-committee is established, who would make the decision to fund the augmentations. It was stated that the recommendation is submitted to the Board of Trustees for augmentation.

- Planning for budget year 2012-2013 (conducted during 2011-2012 through State due date of 9/15/2012):

Evidence of Dialogue about Institutional Effectiveness and Distribution of Data & Analysis

- For budget year 2010-2011 (conducted during 2009-2010):

- Data representing Institutional Effectiveness Outcome 3, Responsible Stewardship, were distributed (12/9/2009 minutes)

- Feedback on Institutional Effectiveness Outcome 3, Responsible Stewardship, was requested so edits to Annual Report could be integrated (12/17/2009 minutes)

- Final Annual Report of Institutional Effectiveness was published

- For budget year 2011-2012 (conducted during 2010-2011):

- Analysis of object codes, program review requests versus on-going expenditures was distributed to and discussed by FBPC (7/7/2010 minutes).

- Program improvement proposals from Perkins-funded programs were required to facilitate prioritization of approximately $7,500 available for such initiatives.

- Budget analysis detail was presented to FBPC for discussion (9/29/2010 minutes).

- FTES targets are discussed at FBPC (2/16/2010 minutes) to ensure ongoing discussions about the campus enrollment management strategy and its relevance to the budget.

- Revenue and expense analysis was presented to the FBPC for discussion and feedback on how best to present such information as next year's budget develops (3/3/2010 minutes).

- Analysis of workload reductions based on State-proposed scenarios at the time were presented to the FBPC to facilitate understanding of the State proposals on the College budget ([3/2/2011 minutes](#)).

[Evidence](#) of Ongoing Review and Adaptation of Evaluation and Planning Processes

- Program review processes were evaluated—informally last year, which lead to revisions to the [Program Review Handbook](#).

- Formal evaluation of the previous program review cycle is being conducted through the Program Assessment Survey. Findings will inform improvements to future cycles.

- Formal evaluation of program review and planning processes has been institutionalized via revisions to the Program Review Handbook.

- Budget development process evaluations were gathered and compiled this year regarding last year's implementation.
    - Findings validated revisions made to the program review and planning process via updates to the Program Review Handbook—specifically regarding increased accountability for producing complete PRAISE Reports.
    - Findings also informed improvements to the budget development process that are reflected in Administrative Procedure 6200.

[Evidence](#) of Improving Student Learning as Demonstrable Priority in Planning

- The program review and planning process connects assessment to resource allocation by requiring assessment results in PRAISE Reports, and enabling consideration of those assessments during collaborative division-level prioritization of allocation requests (detailed under Recommendation 3).

- Many examples exist of improving student learning through established assessment, review, and planning processes:
    - The Automotive Department overhauled their curricula and tuned-up their courses and certificates to conform to state standards.
    - The Biology Department eliminated the Biology 100 Honors course in favor of creating Biology 200 level honors courses.
    - Child Development has created a portfolio and an e-portfolio for program assessment that will become a model for the College.
    - Emergency Medical Services (EMS) updated courses and curriculum to align with state standards. The Department also serves as a model simulation site.
    - The Financial Aid Department renovated its website, updated forms, and refined processes.

- o Fire Technology has updated courses and program outcomes that align with State Fire Marshall requirements. The Federal Emergency Management Agency recognizes the Fire Technology program as a regional training leader.

- o Instructional Technology revised how "Livetime" projects are assessed to more accurately reflect actual response times.

- o The Math Department has identified SLOs and assessment methods, with sample assignments, for all its courses and the program as a whole. As a result of ongoing assessment and dialogue, the Math Department created Math 6 to streamline a curricular pathway from Basic Skills Math 6, 7, 8, 9 straight to Math 10. The Department also created a lab for Math 10 and advocated for the creation of a renovated Math Success Center.

- o The Office of Instruction secured the purchase of Schedule 25 to enhance the schedule production process.

- ▪ Program review, planning and budget development processes for non-instructional administrative support areas that do not provide direct services to students still value student learning as a top priority in their planning efforts. As explained in a memo from the Office of Institutional Effectiveness, service area outcomes in the Administrative Services Division were conceived in terms of what those area contribute to students' learning environment **[R3-32]**

There have been many changes to the College's program review, planning, and budget development processes in the years since the 2005 comprehensive evaluation. Notably, recent years are characterized by increasingly more systematization and formalization via documentation. Process guidelines and regulating documents such as administrative procedures and handbooks are developed through broad-based, frank dialogue about what works well and what does not.

Appendix B
Sustaining Continuous Quality Improvement

The College has implemented many changes in recent years as it has responded to actions by the Commission. In order to ensure the systematic adoption of those practices best suited for sustainable effective practice for our overall development as an institution of higher learning, the Accreditation Committee has been tasked with the following:

- identifying barriers to progress on accreditation standards (*How did we get to probation?*);

- critically evaluating past strategies for addressing accreditation recommendations (*What worked well? What did not?*);

- brainstorming and prioritizing long-term solutions (What are some ways we can safeguard our getting to sanction in the future? Which are the most viable?); and

- developing and communicating overarching recommendations for improving institutional effectiveness (What must be done to make sure we monitor and manage our quality to ensure we are not sanctioned in the future?).

The preliminary workplan is shown below:

Table 1 – Preliminary Workplan for Accreditation Committee

Task Name	Duration	Start	Finish	Predecessors	Responsible Person	Resource Names
Conduct systematic evaluation, collaboration, and campus-wide dialogue about improvement	**176 days**	**Wed 10/10/12**	**Wed 6/12/13**		**CEO**	**VPs**
Identify barriers to progress on accreditation standards	**59 days**	**Wed 10/10/12**	**Mon 12/31/12**		**ALO**	**Accreditation Committee**
Develop strategy and workplan	6 days	Wed 10/10/12	Wed 10/17/12		ALO	Standard Team Leads
Brief Accreditation Committee members on workplan and assignments	1 day	Thu 10/18/12	Thu 10/18/12	3	ALO	Accreditation Committee
Ph 1 - Identify root causes for challenges in meeting accreditation standards	6 days	Fri 10/19/12	Fri 10/26/12	4	ALO	Accreditation Committee
Ph 2 - Evaluate what has worked well and what has not in context of root causes	11 days	Sat 10/27/12	Fri 11/9/12	5	ALO	Accreditation Committee

Task Name	Duration	Start	Finish	Predecessors	Responsible Person	Resource Names
Ph 3 - Brainstorm solutions for long-lasting solutions/safeguards against falling short of standards	9 days	Sat 11/10/12	Wed 11/21/12	6	ALO	Accreditation Committee
Ph 4 - Document and disseminate findings	28 days	Thu 11/22/12	Mon 12/31/12	7	ALO	OIE,PIO,Standard Team Leads
Identify and design solutions for overcoming and removing barriers	**117 days**	**Tue 1/1/13**	**Wed 6/12/13**		**CEO**	**VPs**
Conduct campus and community solutions dialogues to educate, inform, and engage	79 days	Wed 1/2/13	Sun 4/21/13	8	ALO	Accreditation Committee
Develop workplan	12 days	Mon 4/22/13	Tue 5/7/13	10	ALO	Standard Team Leads
Report solutions workplans to College Council, 1st Read	1 day	Wed 5/8/13	Wed 5/8/13	11	ALO	Standard Team Leads,CEO Staff
Refine workplan based on feedback	8 days	Thu 5/9/13	Mon 5/20/13	12	ALO	Standard Team Leads
Report solutions workplans to College Council, 2nd Read	1 day	Tue 5/21/13	Tue 5/21/13	13	ALO	CEO Staff,Standard Team Leads
Refine workplan based on feedback	14 days	Wed 5/22/13	Mon 6/10/13	14	ALO	Standard Team Leads
Report solutions workplans to Board of Trustees (information item)	1 day	Tue 6/11/13	Tue 6/11/13	15	ALO	Accreditation Committee
Solutions Kick-Off	1 day	Wed 6/12/13	Wed 6/12/13	16	CEO	VPs

Appendix C
List of Evidence

Recommendation 1

R1-1.   [Community Focus Groups Documents](#)
R1-2.   [Educational Master Plan](#)
R1-3.   [Board of Trustees Agenda, October 9, 2012](#)
R1-4.   [Distance Education Plan](#)
R1-5.   [Facilities Master Plan](#)
R1-6.   [Technology Plan](#)
R1-7.   [Equal Employment Opportunity Plan](#)
R1-8.   [Library Technology Plan](#)
R1-9.   [Matriculation Plan](#)
R1-10.   [Student Equity Plan](#)
R1-11.   [Board Policy 1200 - District Vision, Values, Mission & Goals](#)
R1-12.   [Administrative Procedure 1200 - Review of District Vision, Values, Mission & Goals](#)
R1-13.   [Board Policy 1202 - Institutional Effectiveness](#)
R1-14.   [Administrative Procedure 1202 - Implementing Institutional Effectiveness](#)
R1-15.   [Board Policy 3250 – Institutional Planning](#)
R1-16.   [Draft, Administrative Procedure 6200 – Budget Development](#)

Recommendation 2

R2-1.   Board Policy 1200, District Vision, Values, Mission and Goals
R2-2.   VVC Institutional Effectiveness Scorecard
R2-3.   Administrative Procedure 1201, Shared Governance Structure
R2-4.   Community Focus Group Documents
R2-5.   Community Focus Group Schedule
R2-6.   Board of Trustee Agenda, October 9, 2012
R2-7.   Educational Master Plan, 2012
R2-8.   Program Review Handbook
R2-9.   Board Policy and Administrative Procedure 1202, Institutional Effectiveness
R2-10. Draft, Administrative Procedure 6200, Budget Development
R2-11. Program Review SharePoint Workspace
R2-12. Program Review 10+1+1 Checklist
R2-13. Academic Senate Minutes, September 6, 2012
R2-14. College Council Agenda, September 12, 2012
R2-15. Program Review Handbook Appendix E: List of Instructional and Non-Instructional
R2-16. TracDat Assessment Reports
R2-17. Program Review Handbook, Evaluation of the P.R.A.I.S.E. process
R2-18. Program Review Assessment Survey
R2-19. Program Review Assessment Survey Results
R2-20. Program Review Committee Minutes September 14, 2012
R2-21. Instructional Program Review Committee Website
R2-22. Academic Senate Definitions of Instructional and Non-Instructional Program
R2-23. Program Review Handbook Appendix I: Instructional Program Annual Update
        Template
R2-24. Program Review Handbook Appendix D: Non-Instructional Program Review Template
R2-25. Peer Technical Review Rubrics
R2-26. Board Policy 1202, Institutional Effectiveness
R2-27. Decision-Making Flow for Capital Projects
R2-28. Facilities Committee Minutes, January 13, 2012
R2-29. Cabinet Recommendation Form - Move Campus Police to HC 1-3
R2-30. Total Cost of Ownership
R2-31. Science Programming Meeting No. 1
R2-32. Nursing Programming Meeting No. 1
R2-33. Vocational Technology Programming Meeting No. 1
R2-34. Physical Resources Outcomes Transcript, December 2, 2011
R2-35. Questions on Physical Resource Planning on Campus Climate Survey
R2-36. Library Five-Year Technology Plan 2010-2015
R2-37. PRAISE Report, Library, Budget Year 2012-2013

Recommendation 3

R3-1.   [TracDat SLO Reports Folder](#)
R3-2.   [Health Science Student Survey Results](#)
R3-3.   [Emails from Deans re SLO Alignment](#)
R3-4.   [Sample Syllabi](#)
R3-5.   [Institutional Learning Outcomes](#)
R3-6.   [College Council Minutes, December 7, 2011](#)
R3-7.   [Assessment Schedule Development](#)
R3-8.   [SLO Assessment Workshop Invitation, May 18, 2012](#)
R3-9.   [SLO Workshop Attendees, May 18, 2012](#)
R3-10.   [SLO PowerPoint Handout, May 18, 2012](#)
R3-11.   [The SLO Express Newsletters](#)
R3-12.   [SLO Training Survey Results](#)
R3-13.   [Department Chair Meeting Minutes, September 5, 2012](#)
R3-14.   [Academic Senate Meeting Minutes, September 6, 2012](#)
R3-15.   [College Council Meeting Agenda, September 12, 2012](#)
R3-16.   [Campus-Wide Meeting Minutes and Attendees, July 18, 2012](#)
R3-17.   [Campus-Wide SLO/PLO Workshop Schedule](#)
R3-18.   [Campus-Wide Workshop Documents](#)
R3-19.   [VVC Assessment Manual](#)
R3-20.   [Academic Senate SLO Website](#)
R3-21.   [Program Review Handbook](#)
R3-22.   [Program Review 10+1+1 Checklist](#)
R3-23.   [Program Review Assessment Survey](#)
R3-24.   [Program Review Assessment Survey Results](#)
R3-25.   [Draft, Administrative Procedure 6200, Budget Development](#)
R3-26.   [Finance, Budget, and Planning Committee Minutes, June 6, 2012](#)
R3-27.   [Peer Technical Review Rubrics](#)
R3-28.   [Board of Trustees Special Workshop, July 25, 2012](#)
R3-29.   [Email from VP to Faculty, July 26, 2012](#)
R3-30.   [VVCCD-VVCCFA Memorandum of Understanding-Addendum](#)
R3-31.   [Full-time Faculty Self-Evaluation](#) (language from contract)

Recommendation 4

R4-1.   Accreditation Bulletins
R4-2.   Proclamation for Success
R4-3.   Community Focus Groups Protocol
R4-4.   Communications Task Force Recommendations
R4-5.   College Council Minutes, 10/3/2012

Recommendation 5

R5-1.   Distance Education Advisory Task Force Membership
R5-2.   Distance Education Plan, 2012
R5-3.   College Council Meeting Minutes, January 25, 2012
R5-4.   College Council Meeting Minutes, March 7, 2012
R5-5.   Substantive Change Proposal, October 2012

Recommendation 6

R6-1.   Finance, Budget & Planning Committee Minutes, 6/1/2011
R6-2.   2011-12 Budget Workshop, 9/13/2011
R6-3.   2012-13 Budget Workshop, 6/21/2012
R6-4.   Enrollment Management Scheduling Matrices
R6-5.   Memorandum of Understanding, VVCCD and VVC Foundation
R6-6.   VVCCD Board Resolution #12-07
R6-7.   FCMAT Contract
R6-8.   College Budget, 2012-2013
R6-9.   College Council Minutes, 9/12/2012
R6-10. Finance/Budget and Planning Committee Minutes, 8/29/2012
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R6-13. Budget Information on College website
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R6-15. District Financial Audit, 2011-2012
R6-16. Finance/Budget and Planning Committee Homepage
R6-17. Budget Update Emails
R6-18. Finance/Budget and Planning Committee Minutes, 2/15/2012
R6-19. Educational Master Plan [R1-2]
R6-20. Program Review Handbook [R2-13]

Recommendation 7

R7-1.   Visiting Team Report, April 19, 2012

Recommendation 8

R8-1.   Board of Trustees Meeting Minutes, June 12, 2012
R8-2.   Board of Trustees Meeting Agenda, October 9, 2012