Victor Valley College
Institutional Self-Evaluation Report
In Support of Reaffirmation of Accreditation

Submitted by

Victor Valley College
18422 Bear Valley Road
Victorville, CA 92395

Submitted to

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

January 4, 2017

Certification of Institutional Self-Evaluation

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Roger Wagner, Superintendent/President
Victor Valley College
18422 Bear Valley Road
Victorville, CA 92395

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

By signature below, each certifies there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Roger Wagner, Superintendent/President	12/20/2016 (Date)
Brandon Wood, President, Board of Trustees	12-20-16 (Date)
Peter Maphumulo, Accreditation Liaison Office/Executive Vice President	12/20/2016 (Date)
Marco Aguayo, President Associated Student Body	12/20/16 (Date)
Jessica Gibbs, President, Academic Senate	1/3/17 (Date)
Margaret Kagy, President, Classified School Employees Association	Arlene Wadsley for Margaret Kagy 1/4/17 (Date)

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Introduction

The College – Past and Present

Victor Valley College was established by authority of the voters in 1960 with the first classes offered in 1961. The College's main campus is located 90 miles north of Los Angeles in the High Desert of Southern California and covers a geographic service area of approximately 2,200 square miles. The College also has the Regional Public Safety Training Center located at 19190 Navajo Road, Apple Valley, CA 92307—approximately 15 miles northeast of the main campus near the intersection of Johnson and Navajo Roads. The facility consolidates three college programs related to public safety training and career development: the Emergency Medical Services (EMS), Fire Science/Firefighting, and Administration of Justice. In addition, the facility includes a prop yard consisting of various fire training props and a Community Emergency Response Team (CERT) training area.

Communities served by the District include Adelanto, Apple Valley, Helendale, Hesperia, Spring Valley Lake, Lucerne, Oro Grande, Phelan, Piñon Hills, Victorville, and Wrightwood. In the beginning, the College had one feeder high school and served a population of roughly 70,000 residents. The region was formerly described as semi-rural but over the last 20 years has been transformed into an industrial/commercial and retail center for a burgeoning population. According to local economists, this unprecedented growth is a result of the region's proximity to major markets, inexpensive cost of land, affordable housing, access to major transportation arteries, and the relative low cost of living.

Meeting the 21st Century

Since 1961, the College has progressed far beyond its humble beginnings to become a major institution of higher learning offering a complex schedule of educational opportunities to meet the changing needs of this growing region. Today the College has 20 feeder high schools and diploma-granting institutions and serves a population base of nearly 400,000 people. This translates into approximately 14,000 students per semester and an annual FTES of approximately 9,500.

To demonstrate these changing times, the College now offers courses such as aviation technology; solar panel installation; maintenance, and repair; hybrid car maintenance and repair; GPS studies; and land restoration. In addition, new programs are in development, such as an engineering degree, and the enhancement of existing programs to conform to statewide associate degrees for transferring to a four-year college.

Partnering for Innovation

Participation in innovative partnerships has enabled the College to expand programs, offer new training opportunities, and increase revenues that, in part, replace funds lost due to reductions in State appropriations. For example, the College has formed partnerships with local hospitals resulting in an increase in the number of nursing students able to enroll in the College's program. Internships with one of the local cities have created additional training opportunities for

automotive students, and grants received through State and County agencies have expanded workforce development programs that eventuate in immediate employment opportunities for students. The College has also increased outside sources of revenue through lease agreements with local and regional entities.

- Pathway Activities: During year one, 25% of participating schools will utilize connective technology to participate in the pathway experience (i.e. virtual field trip, employer interview, employer mentoring experience, etc.).

In addition to expanding career technical education opportunities, the College has partnered with Hesperia High School to establish an early college-type program. In the fall of 2014, 53 students enrolled in college-level general education courses enabling them to earn college credits while also satisfying high school A-to-G college-ready requirements. Recent legislation supporting such duel enrollment of college-ready pathways provide an opportunity the College can readily exploit given the success with this early college project at Hesperia High School.

Building for the Future

A wider transformation has taken place at the College since 2008 because of the passage of the first local bond measure to be approved by the voters since its initial capital bond was passed in the early 60s. In November 2008, the voters approved a bond measure, Measure JJ, dedicated to the elimination of past debt, the upgrade of College infrastructure, the purchase of land for a future campus site on the west side of the Victor Valley, and funding for the construction of the Regional Public Safety Training Center on the east side--designated a Gold LEED (Leadership in Energy and Environmental Design) facility by the United States Green Building Council. Additionally, the bond funded several solar power generating projects: a one megawatt solar power generating plant that supplies more than a third of the College's energy needs and parking lot covers on the main campus as well as the Regional Public Safety Training Center.

Modernization of the Music building, completion of the Dr. Prem Reddy Health and Sciences Building, and breaking ground on the new Vocational Complex on the lower campus are the most recent capital construction projects supported by Measure JJ—all of which enable student access to a safe and modern physical plant that enhances their learning environment.

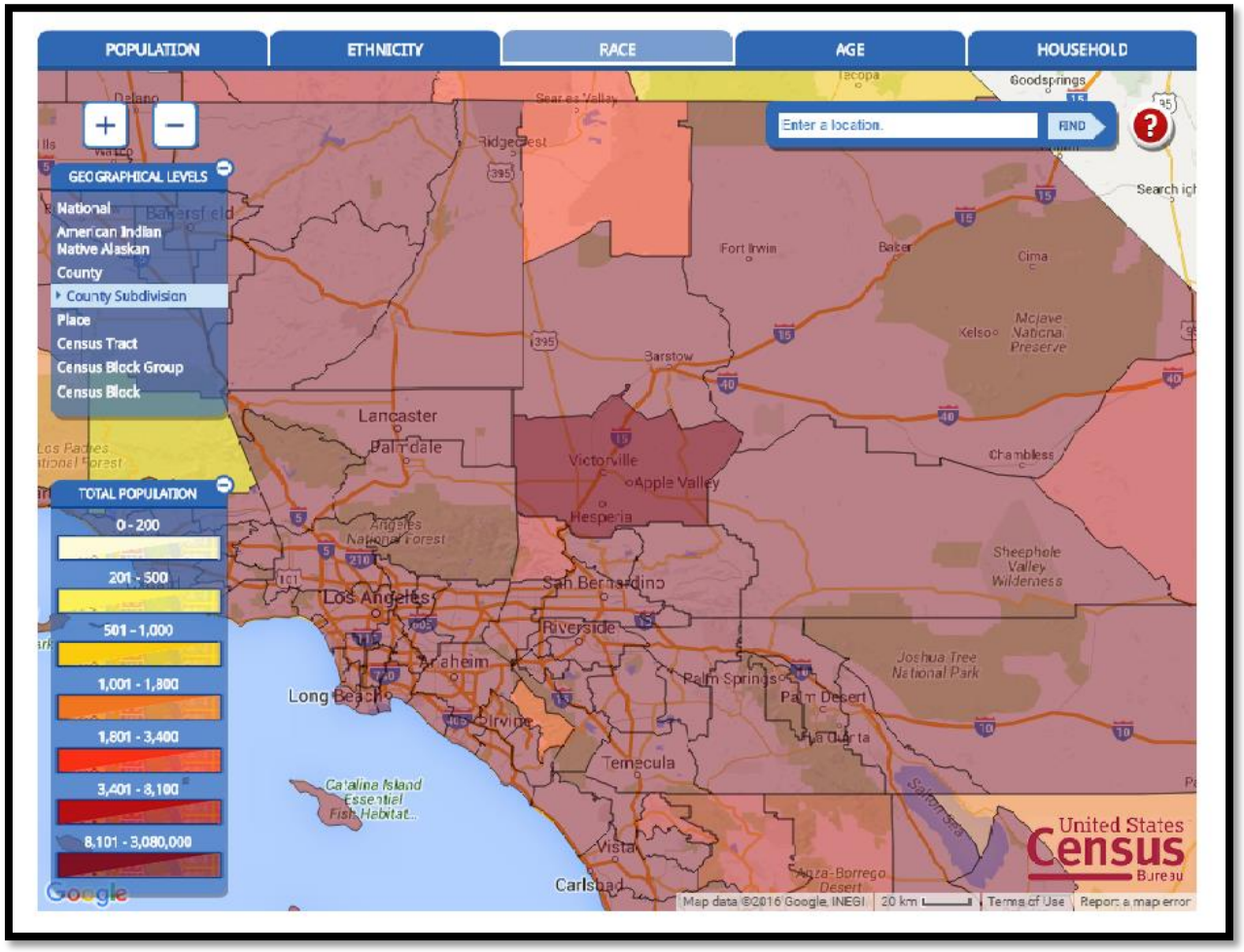
For more than 50 years, tens of thousands of residents from the High Desert and beyond have journeyed to the College and have gone on to achieve remarkable success. From their ranks are civic leaders, business people, service industry personnel, medical providers, first responders, and people of all walks of life who are contributors to the health and welfare of the community. These successful students represent the best evidence of the realization of the College mission.

Student Achievement Data and Institution-Set Standards

Service Area

Victor Valley College is located 90 miles northeast of Los Angeles in the high desert region of Southern California. The area served by the College covers approximately 1,700 square miles and borders several other community college districts as shown in Figure 1: Barstow, Copper Mountain, San Bernardino, Chaffey, and Antelope Valley.

Figure 1. College Service Area



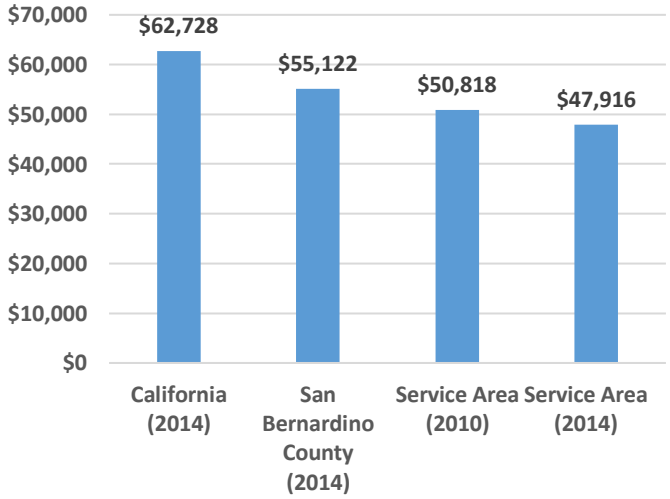
In 2000, the population in the service area was 258,006 (See Table 1). Over the last fourteen years it has increased by 50.7% to 388,720. This growth was tempered by the last recession resulting in less than 1% growth overall in the last four years. Some outlying areas such as Wrightwood and Phelan had population decreases of 6.0% and 14.8%, respectively. In 2014, the incorporated areas within the service area (Adelanto, Apple Valley, Hesperia, and Victorville) accounted for 89.2% of the population (denoted in grey).

Table 1. Service Area by Zip Code

Service Area	2000 Population	2010 Population	2014 Population (Est.)	Difference (2010-14)
Mt. Baldy (91759)	484	476	369	-29.0%
Landers (92285)	2,125	2,632	2,731	3.6%
Adelanto (92301)	18,972	32,725	32,667	-0.2%
Apple Valley (92307, 92308)	60,108	77,467	78,157	0.9%
Helendale (92342)	4,846	6,379	6,303	-1.2%
Hesperia (92344, 92345)	68,521	99,484	102,441	2.9%
Lucerne Valley (92356)	5,309	6,455	6,293	-2.6%
Oro Grande (92368)	972	1,113	1,064	-4.6%
Phelan (92371)	12,449	16,763	14,729	-13.8%
Pinon Hills (92372)	3,996	6,220	5,929	-4.9%
Victorville (92392, 92393, 92395)	75,724	130,495	133,421	2.2%
Wrightwood (92397)	4,500	4,894	4,616	-6.0%
	258,006	**385,103**	**388,720**	**0.9%**

The College service area's median household income is below the state and county as depicted in Figure 2. Although the economy has improved, the median household income is struggling to rebound and in fact has decreased by 6.1% since 2010. However, building permits have increased in all of the incorporated areas and the unemployment rate has decreased to between 6% and 9%, depending on the incorporated area, which is a downward trend from 16% in 2009.

Figure 2. Service Area Median Income Compared



According to leading economists, in order to increase median household income, quality jobs must be available for an educated workforce. Compared to the county, the College service area has a higher percentage of people who graduated from high school or have some college experience. However, the percentage point difference for those with a Bachelor's degree or graduate degree in the service area is -5.0 and -2.1, respectively.

Table 2. College Service Area by Educational Level

*Educational Level	California (2014)	San Bernardino County (2014)	Service Area (2010)	Service Area (2014)	% Point Difference County vs. Service Area (2014)
Less than 9th grade	10.0%	9.6%	7.6%	7.6%	-2.0
9th to 12th grade, no diploma	7.9%	11.8%	13.0%	12.5%	0.7
High school graduate (includes equivalency)	20.9%	26.7%	31.4%	30.8%	4.1
Some college, no degree	21.7%	24.9%	26.7%	28.2%	3.3
Associate's degree	7.8%	8.0%	8.6%	9.1%	1.1
Bachelor's degree	20.0%	12.1%	8.5%	7.1%	-5.0
Graduate or professional degree	11.8%	6.8%	4.2%	4.7%	-2.1

*Population 25 years and older

In comparison to the service area (-6.5), yet Hispanics (5.2) and African Americans (2.2) are overrepresented (See Table 3).

Table 3. College Service Area by Race/Ethnicity

	2012 Population	2013 Population	2014 Population	VVC (Fall 2014)	% Point Difference (Pop vs. College)
African American	10.7%	10.8%	10.2%	12.4%	2.2
American Indian/Alaskan Native	0.5%	0.5%	0.5%	0.3%	-0.2
Asian	2.9%	2.8%	2.9%	1.2%	-1.7
Hispanic	41.2%	41.9%	43.3%	48.5%	5.2
Other Non-White	0.2%	0.1%	0.1%	0.3%	0.2
Pacific Islander	0.1%	0.2%	0.2%	0.3%	0.1
White	42.6%	41.8%	40.9%	30.7%	-10.2
Multiple Races	1.9%	1.8%	2.0%	4.8%	2.8

Note: Total not 100% as some students do not report race/ethnicity (uncollected)

Although it is understandable that College would over-represent the younger population, programs must be developed with those 34 years and older in mind as well (See Table 4). The poor economy has meant a loss in jobs and a decline in median household income, and this underrepresented population is now seeking community colleges for re-training and skill improvement.

able 4. College Service Area by Age Group

	2012 Population	2013 Population	2014 Population	College (Fall 2014)	% Point Difference (Pop vs. College)
< 20	34.2%	33.7%	33.0%	32.0%	-1.0
20 - 24	7.2%	7.2%	7.4%	32.6%	25.2
25 - 34	12.8%	13.1%	13.2%	19.6%	6.4
35 - 44	12.7%	12.5%	12.3%	8.7%	-3.6
45 - 59	18.6%	18.7%	18.6%	6.2%	-12.4
> 59	14.6%	14.9%	15.6%	0.9%	-14.7

Occupational Outlook in Service Area

The College's service area is beginning to rebound from years of recession where the unemployment rates were over 20% in some areas (See Table 5). Although most unemployment rates for the incorporated areas are above the county, decreases of more than 10 percentage points have occurred in just the last three years.

Table 5. Labor Force and Unemployment

	2012			2015			
Area Name	**Labor Force**	**Employed**	**UR**	**Labor Force**	**Employed**	**UR**	**Change (2012-2015)**
San Bernardino County	855,400	741,100	13.4%	928,000	877,000	5.5%	-7.9
Adelanto city	6,900	5,500	20.4%	9,200	8,300	9.3%	-11.1
Apple Valley town	26,000	22,200	14.6%	28,000	26,300	5.9%	-8.7
Hesperia city	30,500	25,300	17.1%	34,800	32,200	7.5%	-9.6
Victorville city	29,900	25,100	16.0%	24,800	23,400	5.6%	-10.4

UR = Unemployment Rate

The College endeavors to offer programs of study that reflect labor demands in the community. As shown in Table 6, labor force numbers have increased in areas such as transportation, construction, and health services.

Table 6, San Bernardino County Labor Force by Industry

SS-NAICS	Title	2010	2015	Change
00-000010	Civilian Labor Force	893,600	925,700	3.5%
00-000040	Civilian Unemployment Rate	13.7%	6.7%	-7.0
01-000000	Total, All Industries	612,700	693,900	11.7%
10-000000	Mining and Logging	600	1,100	45.5%
20-000000	Construction	24,100	31,300	23.0%
30-000000	Manufacturing	46,400	54,000	14.1%
40-000000	Trade, Transportation & Utilities	150,500	181,700	17.2%
50-000000	Information	4,000	4,900	18.4%
55-000000	Financial Activities	21,400	22,200	3.6%
60-000000	Professional & Business Services	70,600	80,200	12.0%
65-000000	Educational & Health Services	89,900	109,400	17.8%
70-000000	Leisure & Hospitality	55,300	67,200	17.7%
80-000000	Other Services	19,700	22,200	11.3%
90-000000	Government	130,200	119,700	-8.8%

The College is responding to labor market demand with College students earning awards in 13 of the 50 jobs with the most openings in Riverside and San Bernardino Counties (See Table 7). A high number of awards can be viewed for occupational titles such as: management analysts (81), general and operations managers (81), registered nurses (62), and automotive service technicians and mechanics (60). Although some of these titles require a bachelor's degree, the first two years of study can be completed at the College.

Similarly, Table 8 details awards earned by college students in 15 of the 50 fastest growing jobs in Riverside and San Bernardino Counties. Occupational titles such as health specialties teachers (28), construction managers (64), management analysts (64), and cost estimators (64) are being addressed through the College's academic programs.

In addition to its well-established career-technical programs, the College's latest program developments have focused on future prospects in green industry sectors. Through general funding efforts as well as outside funding sources, the College now offers training for the following: solar technicians, hybrid mechanics, aviation mechanics, and waste water technicians.

Table 7. College Program Awards By Most Job Openings

SOC Code	Occupational Title	Total Job Openings 2012-2022	VVC Awards (2014-15)	2014 Wages	Education and Training Levels		
				Median Annual	Entry Level Education	Work Experience	On-the-Job Training
47-2061	Construction Laborers	8,510	1	$38,899	Doc	None	ST OJT
29-1141	Registered Nurses	8,300	62	$88,181	Assoc	None	None
11-1021	General and Operations Managers	7,670	81	$90,991	BA/BS	<5 years	None
37-3011	Landscaping and Grounds- keeping Workers	7,280	25	$22,491	Doc	None	ST OJT
47-2031	Carpenters	5,600	1	$52,489	HS	None	APP
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,430	17	$35,643	HS	None	ST OJT
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	5,040	4	$27,378	HS	<5 years	None
33-9032	Security Guards	4,120	46	$22,098	HS	None	ST OJT
39-9011	Childcare Workers	3,660	43	$21,886	HS	None	ST OJT
49-3023	Automotive Service Technicians and Mechanics	3,570	60	$35,806	HS	None	LT OJT
31-9092	Medical Assistants	2,900	5	$27,045	PS/Cert	None	None
13-1111	Management Analysts	2,550	81	$76,009	BA/BS	<5 years	None
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	2,530	3	$68,771	HS	≥5 years	None

- Uses chancellor approved degrees/certs as well as low unit certificates
- Counts are duplicated and in some cases occupational titles can include more than one degree or certificate
- Occupational Titles include 13 out of 50
- VVC contributes in many ways--many certificates and degrees lead to management jobs and are not listed here even though the basic knowledge can be gained through the program

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Table 8. College Awards By Fastest Growing Jobs

SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Annual Average Percent Change	VVC Awards (2014-15)	2014 Wages	Education and Training Levels		
						Median Annual	Entry Level Education	Work Experience	On-the-Job Training
47-2171	Reinforcing Iron and Rebar Workers	480	800	6.7%	1	$71,250	7	None	APP
47-4031	Fence Erectors	570	930	6.3%	1	$37,998	7	None	MT OJT
13-1051	Cost Estimators	2,100	3,350	6.0%	64	$62,296	3	None	None
47-2041	Carpet Installers	780	1,220	5.6%	1	$27,464	8	None	ST OJT
47-2082	Tapers	750	1,130	5.1%	1	$40,336	8	None	MT OJT
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	4,280	6,350	4.8%	1	$68,771	7	≥5 years	None
47-2061	Construction Laborers	12,310	18,180	4.8%	1	$38,899	8	None	ST OJT
47-2161	Plasterers and Stucco Masons	1,070	1,570	4.7%	1	$36,045	8	None	LT OJT
47-2031	Carpenters	9,610	14,030	4.6%	1	$52,489	7	None	APP
47-2221	Structural Iron and Steel Workers	630	880	4.0%	1	$81,086	7	None	APP
13-1111	Management Analysts	4,690	6,520	3.9%	64	$76,009	3	<5 years	None
41-9021	Real Estate Brokers	1,130	1,550	3.7%	7	N/A	7	<5 years	None
25-1071	Health Specialties Teachers, Postsecondary	1,880	2,570	3.7%	28	$84,225	1	<5 years	None
41-9022	Real Estate Sales Agents	1,670	2,280	3.7%	11	$51,904	7	None	LT OJT
11-9021	Construction Managers	4,040	5,380	3.3%	64	$103,767	3	None	MT OJT

-Only includes chancellor approved degrees/certs

-Counts are duplicated and in some cases occupational titles can include more than one degree or certificate

-Occupational Titles include 15 out of 50

-VVC contributes in many ways -many certificates and degrees lead to management jobs and are not listed here even though the basic knowledge can be gained through the program

Student Preparedness

Table 9. Math Placement by Gender (Arithmetic Test)

	1 level below college	2 (stem) or 1 (non-stem) level below college	3 or more levels below college	College level	Total
Female	3%	12%	42%	1%	58%
Male	4%	12%	24%	1%	41%
Unknown	0%	0%	0%	0%	0%
Total	7%	24%	66%	2%	100%

Table 10. Math Placement by Age (Arithmetic Test)

	1 level below college	2 (stem) or 1 (non-stem) level below college	3 or more levels below college	College level	Total
< 18	1%	2%	4%	0%	7%
18 & 19	3%	8%	19%	1%	30%
20 to 24	3%	9%	21%	1%	34%
25 to 29	0%	2%	9%	0%	12%
30 to 34	0%	1%	4%	0%	6%
35 to 39	0%	1%	3%	0%	4%
40 to 49	0%	1%	3%	0%	4%
50+	0%	0%	2%	0%	3%
Total	7%	24%	65%	2%	100%

Table 11. English Placement by Gender

	1 level below college	2 levels below college	3 or more levels below college	College level	Total
Female	29%	15%	4%	10%	58%
Male	21%	9%	3%	9%	42%
Unknown	0%	0%	0%	0%	0%
Total	50%	24%	7%	19%	100%

Table 12. English Placement by Age

	1 level below college	2 levels below college	3 or more levels below college	College level	Total
< 18	4%	1%	0%	2%	7%
18 & 19	16%	7%	2%	5%	30%
20 to 24	17%	8%	2%	6%	34%
25 to 29	5%	4%	1%	2%	12%
30 to 34	3%	1%	1%	1%	6%
35 to 39	2%	1%	0%	1%	4%
40 to 49	2%	1%	0%	1%	4%
50+	1%	1%	0%	1%	3%
Total	50%	24%	7%	19%	100%

Student Demographics

The tables below summarize the student demographics over the past four fall terms: Overall Headcount, Educational Goal, and Unit Load. Disaggregation by instructional modality is also available online as indicated below.

Gender, Age, Ethnicity, and Educational Goals

Table 13. Headcount by Instructional Modality

MODALITY	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
Face-to-Face	10,645	87.8%	10,181	87.7%	9,965	85.8%	10,183	86.9%
Online	3,567	29.4%	3,448	29.7%	3,688	31.7%	3,764	32.1%
Hybrid	1,300	10.7%	1,289	11.1%	1,557	13.4%	1,225	10.5%
Overall Total	**12,121**	100.0%	**11,608**	100.0%	**11,620**	100.0%	**11,721**	100.0%

Table 14. Overall Headcount by Gender

GENDER	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
Female	6,783	56.0%	6,561	56.5%	6,596	56.8%	6,785	57.9%
Male	5,296	43.7%	5,021	43.3%	4,994	43.0%	4,913	41.9%
Unknown	42	0.3%	26	0.2%	30	0.3%	23	0.2%
Grand Total	**12,121**	**100.0%**	**11,608**	**100.0%**	**11,620**	**100.0%**	**11,721**	**100.0%**

Counts by Gender by Instructional Modality also available on the College website.

Table 15. Overall Headcount by Age Group

AGE GROUP	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
< 18	594	4.9%	576	5.0%	627	5.4%	611	5.2%
18-20	4,378	36.1%	4,233	36.5%	4,330	37.3%	4,471	38.1%
21-25	2,982	24.6%	2,874	24.8%	2,914	25.1%	2,901	24.8%
26-30	1,300	10.7%	1,241	10.7%	1,250	10.8%	1,303	11.1%
31-40	1,475	12.2%	1,398	12.0%	1,357	11.7%	1,351	11.5%
41-50	892	7.4%	794	6.8%	693	6.0%	632	5.4%
51-60	392	3.2%	402	3.5%	364	3.1%	352	3.0%
Greater than 60	105	0.9%	90	0.8%	85	0.7%	100	0.9%
Unknown	3	0.0%		0.0%		0.0%		0.0%
Grand Total	**12,121**	**100.0%**	**11,608**	**100.0%**	**11,620**	**100.0%**	**11,721**	**100.0%**

Counts by Age by Instructional Modality also available on the College website.

Table 16. Overall Headcount by Ethnicity

ETHNICITY	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
African-American	1,473	12.2%	1,412	12.2%	1,426	12.3%	1,477	12.6%
Am Indian/AK Native	55	0.5%	31	0.3%	37	0.3%	30	0.3%
Asian	152	1.3%	162	1.4%	136	1.2%	158	1.3%
Filipino	114	0.9%	118	1.0%	101	0.9%	108	0.9%
Hispanic	5,324	43.9%	5,427	46.8%	5,663	48.7%	5,925	50.6%
Other Non-White	16	0.1%	10	0.1%	6	0.1%	4	0.0%
Pacific Islander	34	0.3%	38	0.3%	29	0.2%	34	0.3%
White	4,238	35.0%	3,787	32.6%	3,548	30.5%	3,329	28.4%
Multiple Races	524	4.3%	500	4.3%	586	5.0%	600	5.1%
Uncollected	191	1.6%	123	1.1%	88	0.8%	56	0.5%
Grand Total	**12,121**	**100.0%**	**11,608**	**100.0%**	**11,620**	**100.0%**	**11,721**	**100.0%**

Counts by Ethnic Group by Instructional Modality also available on the College website.

Table 17. Overall Headcount by Educational Goal

EDUCATIONAL GOAL	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
(NO LONGER USED)	150	1.2%	163	1.4%	148	1.3%	111	0.9%
4YR STUDENT TAKING COURSES TO MEET 4YR COLLEGE REQ	311	2.6%	324	2.8%	327	2.8%	335	2.9%
ACQUIRE JOB SKILLS	778	6.4%	721	6.2%	665	5.7%	618	5.3%
ASSOCIATES DEGREE AND TRANSFER TO 4YR	4,469	36.9%	4,528	39.0%	4,719	40.6%	4,992	42.6%
ASSOCIATES DEGREE WITHOUT TRANSFER	1,289	10.6%	1,191	10.3%	1,217	10.5%	1,199	10.2%
COMPLETE CREDITS FOR HS DIPLOMA/GED	986	8.1%	864	7.4%	751	6.5%	627	5.3%
DISCOVER/CAREER INTERESTS, PLANS, GOALS	249	2.1%	225	1.9%	220	1.9%	235	2.0%
EDUCATIONAL DEVELOPMENT	200	1.7%	198	1.7%	188	1.6%	188	1.6%
IMPROVE BASIC SKILLS	205	1.7%	215	1.9%	179	1.5%	197	1.7%
MAINTAIN CERTIFICATE/LICENSE	209	1.7%	181	1.6%	216	1.9%	169	1.4%
MOVE FROM NONCREDIT TO CREDIT COURSEWORK	8	0.1%	5	0.0%	6	0.1%	3	0.0%
TRANSFER TO 4YR NO ASSOCIATES DEGREE	685	5.7%	664	5.7%	660	5.7%	754	6.4%
UNCOLLECTED	249	2.1%	152	1.3%	103	0.9%	57	0.5%
UNDECIDED	1,800	14.9%	1,640	14.1%	1,722	14.8%	1,726	14.7%
UPDATE JOB SKILLS	246	2.0%	227	2.0%	197	1.7%	183	1.6%
VOCATIONAL CERT	287	2.4%	310	2.7%	302	2.6%	327	2.8%
Grand Total	**12,121**	**100.0%**	**11,608**	**100.0%**	**11,620**	**100.0%**	**11,721**	**100.0%**

Also available on the College website:

- Educational Goal by Instructional Modality
- Educational Goal by Instructional Modality and Gender
- Educational Goal by Instructional Modality and Age Group
- Educational Goal by Instructional Modality and Ethnic Group

Unit Load

Table 18. Headcount by Unit Load

UNIT LOAD	2012FA		2013FA		2014FA		2015FA	
	Head count	%	Head count	%	Head count	%	Head count	%
Full-time	4,417	36.4%	4,300	37.0%	4,274	36.8%	4,111	35.1%
Part-time	7,704	63.6%	7,308	63.0%	7,346	63.2%	7,610	64.9%
Grand Total	**12,121**	**100.0%**	**11,608**	**100.0%**	**11,620**	**100.0%**	**11,721**	**100.0%**

Counts by Unit Load by Instructional Modality also available on the College website.

Table 19. Unit Load by Gender

UNIT LOAD	GENDER	2012FA		2013FA		2014FA		2015FA	
		Head count	%	Head count	%	Head count	%	Head count	%
Full-time	Female	2,378	19.6%	2,307	19.9%	2,374	20.4%	2,293	19.6%
	Male	2,030	16.7%	1,984	17.1%	1,893	16.3%	1,812	15.5%
	Unknown	9	0.1%	9	0.1%	7	0.1%	6	0.1%
Full-time Total		**4,417**	**36.4%**	**4,300**	**37.0%**	**4,274**	**36.8%**	**4,111**	**35.1%**
Part-time	Female	4,405	36.3%	4,254	36.6%	4,222	36.3%	4,492	38.3%
	Male	3,266	26.9%	3,037	26.2%	3,101	26.7%	3,101	26.5%
	Unknown	33	0.3%	17	0.1%	23	0.2%	17	0.1%
Part-time Total		**7,704**	**63.6%**	**7,308**	**63.0%**	**7,346**	**63.2%**	**7,610**	**64.9%**
Grand Total		**12,121**	**100.0%**	**11,608**	**100.0%**	**11,620**	**100.0%**	**11,721**	**100.0%**

Counts by Unit Load by Instructional Modality and Gender also available on the College website.

Table 20. Unit Load by Age

UNIT LOAD	AGE GROUP	2012FA		2013FA		2014FA		2015FA	
		Head count	%	Head count	%	Head count	%	Head count	%
Full-time	< 18	192	1.6%	204	1.8%	213	1.8%	206	1.8%
	18-20	2,161	17.8%	2,163	18.6%	2,163	18.6%	2,137	18.2%
	21-25	913	7.5%	917	7.9%	899	7.7%	859	7.3%
	26-30	363	3.0%	318	2.7%	366	3.1%	357	3.0%
	31-40	403	3.3%	362	3.1%	364	3.1%	310	2.6%
	41-50	257	2.1%	218	1.9%	175	1.5%	144	1.2%
	51-60	107	0.9%	99	0.9%	82	0.7%	79	0.7%
	Greater than 60	20	0.2%	19	0.2%	12	0.1%	19	0.2%
	Unknown	1	0.0%		0.0%		0.0%		0.0%
Full-time Total		**4,417**	**36.4%**	**4,300**	**37.0%**	**4,274**	**36.8%**	**4,111**	**35.1%**
Part-time	< 18	402	3.3%	372	3.2%	414	3.6%	405	3.5%
	18-20	2,217	18.3%	2,070	17.8%	2,167	18.6%	2,334	19.9%
	21-25	2,069	17.1%	1,957	16.9%	2,015	17.3%	2,042	17.4%
	26-30	937	7.7%	923	8.0%	884	7.6%	946	8.1%
	31-40	1,072	8.8%	1,036	8.9%	993	8.5%	1,041	8.9%
	41-50	635	5.2%	576	5.0%	518	4.5%	488	4.2%
	51-60	285	2.4%	303	2.6%	282	2.4%	273	2.3%
	Greater than 60	85	0.7%	71	0.6%	73	0.6%	81	0.7%
	Unknown	2	0.0%		0.0%		0.0%		0.0%
Part-time Total		**7,704**	**63.6%**	**7,308**	**63.0%**	**7,346**	**63.2%**	**7,610**	**64.9%**
Grand Total		**12,121**	**100.0 %**	**11,608**	**100.0 %**	**11,620**	**100.0 %**	**11,721**	**100.0 %**

Counts by Unit Load by Instructional Modality and Age also available on the College website.

Table 21. Unit Load by Ethnicity

UNIT LOAD	ETHNICITY	2012FA		2013FA		2014FA		2015FA	
		Head count	%	Head count	%	Head count	%	Head count	%
Full-time	African-American	523	4.3%	485	4.2%	531	4.6%	501	4.3%
	American Indian / Alaskan Native	23	0.2%	11	0.1%	13	0.1%	13	0.1%
	Asian	56	0.5%	56	0.5%	58	0.5%	63	0.5%
	Filipino	40	0.3%	33	0.3%	35	0.3%	36	0.3%
	Hispanic	2,025	16.7%	2,107	18.2%	2,159	18.6%	2,156	18.4%
	Other Non-White	2	0.0%	1	0.0%	2	0.0%	1	0.0%
	Pacific Islander	15	0.1%	16	0.1%	7	0.1%	15	0.1%
	White	1,448	11.9%	1,358	11.7%	1,229	10.6%	1,085	9.3%
	Multiple Races	220	1.8%	195	1.7%	223	1.9%	225	1.9%
	Uncollected	65	0.5%	38	0.3%	17	0.1%	16	0.1%
Full-time Total		**4,417**	**36.4%**	**4,300**	**37.0%**	**4,274**	**36.8%**	**4,111**	**35.1%**
Part-time	African-American	950	7.8%	927	8.0%	895	7.7%	976	8.3%
	American Indian / Alaskan Native	32	0.3%	20	0.2%	24	0.2%	17	0.1%
	Asian	96	0.8%	106	0.9%	78	0.7%	95	0.8%
	Filipino	74	0.6%	85	0.7%	66	0.6%	72	0.6%
	Hispanic	3,299	27.2%	3,320	28.6%	3,504	30.2%	3,769	32.2%
	Other Non-White	14	0.1%	9	0.1%	4	0.0%	3	0.0%
	Pacific Islander	19	0.2%	22	0.2%	22	0.2%	19	0.2%
	White	2,790	23.0%	2,429	20.9%	2,319	20.0%	2,244	19.1%
	Multiple Races	304	2.5%	305	2.6%	363	3.1%	375	3.2%
	Uncollected	126	1.0%	85	0.7%	71	0.6%	40	0.3%
Part-time Total		**7,704**	**63.6%**	**7,308**	**63.0%**	**7,346**	**63.2%**	**7,610**	**64.9%**
Grand Total		**12,121**	**100.0%**	**11,608**	**100.0%**	**11,620**	**100.0%**	**11,721**	**100.0%**

Counts by Unit Load by Instructional Modality and Ethnicity also available on the College website.

Student Achievement and Institution-Set Targets

The tables that follow summarize the performance of a cohort of students known in the California community colleges as the "Student Success Scorecard" cohort. They include first-time students who earned a minimum of 6 units and attempted any Math or English in their first three years of college attendance. Table 22 shows a completion rate (also known as a "student progress and achievement rate" or SPAR), which includes students who either earned a degree/certificate, transferred to a four-year institution, or achieved "transfer prepared" status within six years. Declines over the last three years have compelled the College to focus on its equity and support efforts—particularly for males, students under 40 years of age, and African-American students. The institution-set standard (ISS) or 1-year target is 38.0% (Please note cell

counts fewer than 10 students are suppressed).

Table 22. 2016 Student Success Scorecard - Completion Rate - Overall

ISS/1-Yr Target = 38.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	2,106	39.9%	2,282	36.6%	2,212	34.6%	-5.3
Female	1,222	41.3%	1,278	39.3%	1,190	37.3%	-4.0
Male	834	38.0%	961	33.3%	999	31.6%	-6.4
< 20 years old	1,684	42.8%	1,726	39.1%	1,616	38.4%	-4.4
20 to 24 years old	165	23.6%	221	26.7%	278	18.3%	-5.3
25 to 39 years old	157	31.2%	216	30.6%	183	26.2%	-5.0
40+ years old	100	31.0%	119	30.3%	134	32.8%	1.8
African American	229	32.8%	266	29.7%	229	25.8%	-7.0
Am Indian/AK Native	21	28.6%	17	23.5%	14	28.6%	0.0
Asian	53	60.4%	30	40.0%	36	55.6%	-4.8
Filipino	36	55.6%	30	46.7%	21	52.4%	-3.2
Hispanic	714	36.3%	858	31.0%	908	32.5%	-3.8
Pacific Islander	27	33.3%	16	25.0%	Suppress	50.0%	NA
White	841	42.8%	859	42.5%	778	37.4%	-5.4

Persistence rates are shown in Table 23 over three years for the same cohort of students defined above. Persistence rate is defined as the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in their first three consecutive primary semesters anywhere in the CCC. Recent gains show progress is being made through the College's increased equity and support efforts.

Table 23. 2016 Student Success Scorecard - Persistence Rate - Overall

	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	2,106	60.1%	2,282	63.2%	2,212	63.9%	3.8
Female	1,222	62.2%	1,278	65.4%	1,190	65.7%	3.5
Male	834	57.3%	961	60.6%	999	61.7%	4.4
< 20 years old	1,684	59.9%	1,726	63.4%	1,616	64.0%	4.1
20 to 24 years old	165	53.3%	221	57.0%	278	56.8%	3.5
25 to 39 years old	157	63.1%	216	65.3%	183	66.1%	3.0
40+ years old	100	70.0%	119	68.1%	134	73.9%	3.9
African American	229	59.4%	266	57.5%	229	70.3%	10.9
Am Indian/AK Native	21	57.1%	17	52.9%	14	35.7%	-21.4
Asian	53	71.7%	30	63.3%	36	69.4%	-2.3
Filipino	36	61.1%	30	80.0%	21	66.7%	5.6
Hispanic	714	56.9%	858	62.1%	908	61.5%	4.6
Pacific Islander	27	48.1%	16	43.8%	Suppress	66.7%	NA
White	841	61.8%	859	67.3%	778	64.1%	2.3

Further disaggregation of persistence by instructional modality and demographics is also available on the website:

- Persistence by Instructional Modality
- Persistence by Instructional Modality and Gender
- Persistence by Instructional Modality and Age Group
- Persistence by Instructional Modality and Ethnic Group

The Student Success Scorecard cohort tracks students over 6 years and depicts those who earned at least 30 units in the California Community Colleges (See Table 24). While Asians and students 40 years and older post noteworthy increases, overall there is a mixed trend that indicates a need for the College to consider strategies aimed at getting students to and through the 30 unit milestone.

Table 24. 2016 Student Success Scorecard - Earned At Least 30 Units - Overall

	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	2,106	59.7%	2,282	57.3%	2,212	58.6%	-1.1
Female	1,222	61.1%	1,278	59.9%	1,190	62.0%	0.9
Male	834	58.0%	961	53.8%	999	54.5%	-3.5
< 20 years old	1,684	62.4%	1,726	59.8%	1,616	61.1%	-1.3
20 to 24 years old	165	43.0%	221	43.9%	278	42.8%	-0.2
25 to 39 years old	157	52.2%	216	51.4%	183	54.6%	2.4
40+ years old	100	54.0%	119	57.1%	134	65.7%	11.7
African American	229	50.2%	266	42.5%	229	47.6%	-2.6
Am Indian/AK Native	21	47.6%	17	35.3%	14	42.9%	-4.7
Asian	53	67.9%	30	76.7%	36	75.0%	7.1
Filipino	36	66.7%	30	60.0%	21	61.9%	-4.8
Hispanic	714	59.9%	858	58.7%	908	59.5%	-0.4
Pacific Islander	27	48.1%	16	43.8%	Suppress	66.7%	NA
White	841	61.8%	859	61.2%	778	60.3%	-1.5

The following tables (See Tables 25-27) provide data on the Student Success Scorecard cohort who remediate successfully. That is, the percentage of credit students who within six years persisted from a non-transferable course in math, English or ESL to college level math, English, or ESL. In the case of ESL, a student is also considered "successful" if he or she persists into a college level English course from a non-transferable ESL course. Results for English remediation for students 20 to 24 years old and Hispanic students reveal moderate increases of 9.4 and 4.5, respectively.

Table 25. 2016 Student Success Scorecard - Remedial Progress Rate - English

ISS/1-Yr Target = 41.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	2,287	38.9%	2,421	39.6%	2,554	41.0%	2.1
Female	1,375	42.2%	1,408	43.8%	1,488	44.5%	2.3
Male	861	34.0%	949	34.0%	1,042	36.0%	2.0
< 20 years old	1,424	43.3%	1,469	43.1%	1,365	46.4%	3.1
20 to 24 years old	353	24.9%	400	32.0%	545	34.3%	9.4
25 to 39 years old	344	38.1%	401	36.7%	444	33.8%	-4.3
40+ years old	166	31.9%	151	33.8%	197	38.1%	6.2
African American	329	24.3%	350	25.4%	392	23.7%	-0.6
Am Indian/AK Native	23	30.4%	19	36.8%	15	26.7%	-3.7
Asian	44	61.4%	37	48.6%	31	64.5%	3.1
Filipino	31	58.1%	40	50.0%	23	43.5%	-14.6
Hispanic	803	37.5%	940	39.3%	1,075	42.0%	4.5
Pacific Islander	24	50.0%	20	25.0%	16	31.3%	-18.7
White	855	43.5%	818	44.7%	799	46.7%	3.2

The math remediation rate shows a steady 3-year trend with gains of 12.3 percentage points for students 40 years and older, 5.7 for 25 to 29 year olds, and 5.9 for African American students.

Table 26. 2016 Student Success Scorecard - Remedial Progress Rate - Math

ISS/1-Yr Target = 43.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	2,014	40.1%	2,250	42.0%	2,412	39.4%	-0.7
Female	1,236	40.9%	1,306	44.4%	1,411	41.5%	0.6
Male	733	39.0%	908	38.3%	970	36.6%	-2.4
< 20 years old	1,145	47.3%	1,197	46.8%	1,194	45.6%	-1.7
20 to 24 years old	337	33.2%	447	33.6%	525	29.5%	-3.7
25 to 39 years old	380	31.3%	449	40.8%	476	37.0%	5.7
40+ years old	152	22.4%	157	33.1%	216	34.7%	12.3
African American	202	25.7%	258	36.4%	244	31.6%	5.9
Am Indian/AK Native	23	43.5%	21	52.4%	12	41.7%	-1.8
Asian	36	58.3%	29	51.7%	36	41.7%	-16.6
Filipino	32	43.8%	30	56.7%	27	44.4%	0.6
Hispanic	645	40.3%	797	41.0%	954	41.9%	1.6
Pacific Islander	16	50.0%	15	13.3%	13	23.1%	-26.9
White	885	41.8%	922	43.9%	887	38.7%	-3.1

Table 27. 2016 Student Success Scorecard - Remedial Progress Rate - ESL

ISS/1-Yr Target = 10.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	143	6.3%	157	8.3%	150	11.3%	5.0
Female	106	8.5%	112	8.9%	108	12.0%	3.5
Male	32	0.0%	39	5.1%	40	10.0%	10.0
< 20 years old	10	30.0%	Suppress	57.1%	16	37.5%	7.5
20 to 24 years old	14	7.1%	21	9.5%	22	18.2%	11.1
25 to 39 years old	47	10.6%	62	4.8%	44	6.8%	-3.8
40+ years old	72	0.0%	67	6.0%	68	5.9%	5.9
African American	N/A	N/A	Suppress	0.0%	12	16.7%	NA
Am Indian/AK Native	N/A	N/A	N/A	N/A	N/A	N/A	NA
Asian	31	9.7%	14	14.3%	17	11.8%	2.1
Filipino	N/A	N/A	Suppress	0.0%	N/A	N/A	NA
Hispanic	97	4.1%	112	7.1%	105	10.5%	6.4
Pacific Islander	N/A	N/A	Suppress	0.0%	N/A	N/A	NA
White	11	18.2%	16	12.5%	Suppress	25.0%	NA

Career Technical Education (CTE) completion rates (See Table 28) are defined as the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in three years in a single related CTE-discipline, and earned a degree or certificate, transferred to a four-year institution, or were considered "Transfer Prepared."

Table 28. 2016 Student Success Scorecard - Career Technical Education Completion Rate

ISS/1-Yr Target = 41.0%	2007-08		2008-09		2009-10		Change
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
All	1,224	38.9%	1,428	39.4%	1,351	37.0%	-1.9
Female	517	48.2%	600	50.2%	594	46.8%	-1.4
Male	674	31.3%	794	31.6%	739	29.0%	-2.3
< 20 years old	384	40.4%	443	45.6%	416	41.6%	1.2
20 to 24 years old	268	44.8%	276	38.4%	311	39.9%	-4.9
25 to 39 years old	389	35.5%	500	37.2%	387	33.1%	-2.4
40+ years old	183	34.4%	208	32.7%	233	31.3%	-3.1
African American	136	37.5%	171	35.1%	170	30.0%	-7.5
Am Indian/AK Native	11	45.5%	13	69.2%	11	45.5%	0.0
Asian	31	51.6%	26	65.4%	20	40.0%	-11.6
Filipino	23	65.2%	19	63.2%	13	61.5%	-3.7
Hispanic	371	35.3%	483	37.5%	445	35.3%	0.0
Pacific Islander	10	30.0%	Suppress	11.1%	Suppress	25.0%	NA
White	547	38.8%	584	39.6%	568	38.4%	-0.4

Tables that follow (See Tables 29-30) show the number of degrees and certificates (18+ units) awarded over the last three years.

Table 29. Demographics for Student Earning Associate Degrees

Student Population (Fall 2015)			2012-13		2013-14		2014-15		Change (12-13 vs. 14-15)
Gender		**%**	**N**	**%**	**N**	**%**	**N**	**%**	
Female	6,679	58.0	727	67.5	625	64.6	577	64.5	-3.0
Male	4,818	41.8	350	32.5	342	35.4	318	35.5	3.0
Uncollected	26	0.2	0	0.0	0	0.0	0	0.0	0.0
Race/Ethnicity									
African American	1,462	12.7	80	7.4	47	4.9	56	6.3	-1.2
American Indian/Alaskan Native	31	0.3	12	1.1	13	1.3	4	0.4	-0.7
Asian	154	1.3	40	3.7	44	4.6	26	2.9	-0.8
Hispanic	5,795	50.3	404	37.5	366	37.8	379	42.3	4.8
Pacific Islander	139	1.2	4	0.4	1	0.1	2	0.2	-0.1
White	3,295	28.6	458	42.5	433	44.8	372	41.6	-1.0
Multiple Races	588	5.1	20	1.9	32	3.3	39	4.4	2.5
Unknown/Other	59	0.5	59	5.5	31	3.2	17	1.9	-3.6
Age									
<18	584	5.1	2	0.2	3	0.3	2	0.2	0.0
18-20	4,317	37.5	82	7.6	63	6.5	88	9.8	2.2
21-25	2,889	25.1	513	47.6	466	48.2	401	44.8	-2.8
26-30	1,300	11.3	192	17.8	173	17.9	129	14.4	-3.4
31-40	1,349	11.7	169	15.7	147	15.2	172	19.2	3.5
41-50	631	5.5	94	8.7	75	7.8	79	8.8	0.1
51-60	353	3.1	24	2.2	34	3.5	19	2.1	-0.1
>60	100	0.9	1	0.1	6	0.6	5	0.6	0.5
Uncollected	0	0.0	0	0.0	0	0.0	0	0.0	0.0
TOTAL	**11,523**	**100.0**	**1,077**	**100.0**	**967**	**100.0**	**895**	**100.0**	**-20.3%**

Table 30. Demographics for Students Earning Certificate

Student Population (Fall 2015)			2012-13		2013-14		2014-15		Change (12-13 vs. 14-15)
Gender		**%**							
Female	6,679	58.0	143	61.1	148	48.4	101	68.7	7.6
Male	4,818	41.8	91	38.9	158	51.6	46	31.3	-7.6
Uncollected	26	0.2	0	0.0	0	0.0	0	0.0	0.0
Race/Ethnicity									
African American	1,462	12.7	18	7.7	25	8.2	7	4.8	-2.9
American Indian/Alaskan Native	31	0.3	4	1.7	4	1.3	1	0.7	-1.0
Asian	154	1.3	13	5.6	10	3.3	11	7.5	1.9
Hispanic	5,795	50.3	65	27.8	109	35.6	57	38.8	11.0
Pacific Islander	139	1.2	1	0.4	0	0.0	0	0.0	-0.4
White	3,295	28.6	115	49.1	137	44.8	64	43.5	-5.6
Multiple Races	588	5.1	5	2.1	11	3.6	4	2.7	0.6
Unknown/Other	59	0.5	13	5.6	10	3.3	3	2.0	-3.5
Age									
<18	584	5.1	0	0.0	0	0.0	0	0.0	0.0
18-20	4,317	37.5	1	0.4	9	2.9	2	1.4	0.9
21-25	2,889	25.1	69	29.5	80	26.1	40	27.2	-2.3
26-30	1,300	11.3	51	21.8	64	20.9	23	15.6	-6.1
31-40	1,349	11.7	59	25.2	61	19.9	41	27.9	2.7
41-50	631	5.5	33	14.1	63	20.6	29	19.7	5.6
51-60	353	3.1	19	8.1	27	8.8	12	8.2	0.0
>60	100	0.9	2	0.9	2	0.7	0	0.0	-0.9
Uncollected	0	0.0	0	0.0	0	0.0	0	0.0	0.0
TOTAL	**11,523**	**100.0**	**234**	100.0	**306**	100.0	**147**	100.0	**-59.2%**

The College offers six programs of study that lead to a national exam as viewed in the table below. Four out of the 6 programs are meeting the College's institutional set standard.

Table 31. 2013-2014 Licensure Examination Pass Rates

	CIP Code	Examination Type	Institution Set Standard (ISS)	Pass Rate
Registered Nursing - NCLEX	51.38	National	85%	98%
Certified Nursing Assistant	51.39	National	60%	85%
Respiratory Therapy - CRT	51.09	National	75%	100%
Respiratory Therapy - RRT	51.09	National	75%	100%
Paramedic	51.09	National	70%	59%
Emergency Medical Tech	51.09	National	55%	45%

The "Transfer Velocity" cohort rate is defined as the percentage of students who transferred to a four-year university out of an initial cohort of students who completed 12 credit units and attempted transfer level math and English. The initial cohort is tracked over six years (See Tables 32-34).

Table 32. Transfers by Gender (Transfer Velocity cohorts shown)

ISS/1-Yr Target = 595	1995-96			1996-97			1997-98			Change (95-96 vs. 97-98)
	n	%	Cohort	n	%	Cohort	n	%	Cohort	
Female	138	20.1%	688	183	25.2%	727	223	28.7%	778	8.6
Male	114	28.4%	402	128	33.2%	385	135	31.8%	425	3.4
TOTAL	**252**	**23.1%**	**1,090**	**311**	**28.0%**	**1,112**	**358**	**29.8%**	**1,203**	**6.6**

Years to transfer = 6

Table 33. Transfers by Age (Transfer Velocity cohorts shown)

ISS/1-Yr Target = 595	1995-96			1996-97			1997-98			Change (95-96 vs. 97-98)
	n	%	Cohort	n	%	Cohort	n	%	Cohort	
17 or less	73	29.4%	248	98	37.0%	265	114	31.6%	361	2.1
18 & 19	110	26.7%	412	124	28.7%	432	127	27.0%	471	0.3
20 to 24	21	18.4%	114	21	22.1%	95	20	20.4%	98	2.0
25 to 29	16	18.8%	85	16	21.9%	73	16	22.9%	70	4.0
30 to 34	13	16.9%	77	21	28.0%	75	16	23.9%	67	7.0
35 to 39	9	13.8%	65	11	15.1%	73	20	29.9%	67	16.0
40 to 49	10	12.5%	80	19	23.2%	82	13	24.1%	54	11.6
50 +	0	0.0%	9	1	6.3%	16	2	13.3%	15	13.3
Unknown	0	0.0%	0	0	0.0%	1	0	NA	0	NA
TOTAL	**252**	**23.1%**	**1,090**	**311**	**28.0%**	**1,112**	**328**	**27.3%**	**1,203**	**4.1**

Years to transfer = 6

Table 34. Transfers by Race/Ethnicity (for Transfer Velocity cohort years shown)

ISS/1-Yr Target = 595	1995-96			1996-97			1997-98			Change (95-96 vs. 97-98)
	n	%	Cohort	n	%	Cohort	n	%	Cohort	
African-American	20	22.7%	88	23	26.4%	87	20	26.7%	75	3.9
Am Indian/AK Native	3	27.3%	11	2	22.2%	9	4	33.3%	12	6.1
Asian	12	52.2%	23	11	39.3%	28	9	42.9%	21	-9.3
Filipino	5	38.5%	13	5	22.7%	22	4	28.6%	14	-9.9
Hispanic	47	24.0%	196	47	24.5%	192	60	23.9%	251	-0.1
Other Non-White	0	0.0%	6	4	36.4%	11	3	27.3%	11	27.3
Pacific Islander	0	0.0%	5	2	50.0%	4	1	14.3%	7	14.3
Unknown	0	0.0%	1	0	0.0%	1	2	40.0%	5	40.0
White	165	22.1%	747	217	28.6%	758	255	31.6%	807	9.5
TOTAL	**252**	**23.1%**	**1,090**	**311**	**28.0%**	**1,112**	**358**	**29.8%**	**1,203**	**6.6**

Years to transfer = 6

In descending order, Table 35 below depicts the percentage of College graduates attending the top 20 transfer institutions over the last three years (2013-2015, fall terms only).

Table 35. Top 20 Transfer Institutions over Last Three Years

BARSTOW CC	2.21%
CSU SAN BERNARD	2.12%
AZUSA PACIFIC U	1.66%
BRNDMAN UNIV	1.53%
U OF LA VERNE	1.05%
SAN BERN VALLEY	0.62%
GRAND CANYON	0.53%
CSU FULLERTON	0.51%
WEST GOV U	0.48%
CA BAPTIST UNIV	0.38%
CAL ST POLYTECH	0.34%
RIVERSIDE CC	0.30%
CHAFFEY CC	0.29%
U OF PHOENIX	0.29%
COLL SO NEVADA	0.24%
SANTA ANA	0.24%
PASADENA CITY	0.20%
FULLERTON CLG	0.19%
NATIONAL UNIV	0.19%
PARK UNIVERSITY	0.17%
National Student Clearinghouse (Fall 13, 14, 15)	

California State University, San Bernardino is the College's closest state university, and receives most of VVC's transfer students. The table below shows the percentage of the College's transfer students by subject, with Business Management and Psychology being most popular (See Table 36).

Table 36. Transfers to CSUSB by Division

Subject Matter	2014-15	
Business Management	29	16.3%
Psychology	27	15.2%
Social Sciences	22	12.4%
Public Affairs	20	11.2%
Biological Sciences	11	6.2%
Interdisciplinary	11	6.2%
Education	10	5.6%
Fine and Applied Arts	10	5.6%
Communications	9	5.1%
Information Sciences	7	3.9%
Letters	7	3.9%
Mathematics	6	3.4%
Health Professions	4	2.2%
Physical Science	2	1.1%
Engineering	1	0.6%
Foreign Languages	1	0.6%
Undeclared	1	0.6%
TOTAL	**178**	**100.0%**

Job Placement

Based upon job placement rates available through the California Community Colleges Chancellor's Office's CTE (Perkins IV) Report Website, below are the College's placement rates as well as the institution-set standards by division.

Table 37. Job Placement Rates

	CIP Code	Institution Set Standard (ISS)	Rate
Agriculture and Natural Resources	01.00	66%	63%
Business and Management	52.02	65%	52%
Information Technology	11.01	61%	42%
Engineering and Industrial Technologies	14.01	65%	63%
Health	51.00	84%	73%
Family and Consumer Sciences	19.07	64%	63%
Public and Protective Services	43.01	77%	69%

CCCCO: Perkins

Organization of the Self-Evaluation Process

On November 13, 2015 the College convened an Accreditation Kick-Off Event to mark the beginning of its institutional self-evaluation cycle. Using a high energy, entertaining and educational set of activities, presentations were made by members of the Accreditation Steering Committee about the overall process and each standard. The intention was to impart enough information to the College workforce members in attendance to enable an informed decision to volunteer for one of many teams assigned to various parts of the Institutional Self-Evaluation Report. That event yielded more than 80 volunteers; the accreditation teams, their charge and membership are listed below.

Team: Accreditation Steering Committee

Charge: Responsible for guiding the progress and the process related to accreditation as defined by the Accreditation Commission for Community and Junior Colleges (ACCJC). Members of the Steering Committee are expected to become experts on ACCJC Eligibility Policies, Accreditation Policies, and standards. Members are also expected to serve as resources to the campus communities. Functional responsibilities are listed below.

- Be able and committed to learning all the necessary components of accreditation in order to be a resource for the campus
- Be able and committed to guide the accreditation process and progress
- Be able and committed to coordinate training sessions for faculty, staff, and administrators with regard to accreditation, standards, policies, and procedures
- Help develop timelines and deliverables for accreditation
- Help establish subgroups. For example, help establish Working Groups versus Standards Groups
- Assist in setting up guidelines for effective participation and timely completion of group-assigned tasks
- Review and provide general input on reports related to unit functions
- Assist in identifying and appointing Accreditation report editors

Members:

Marco Aguayo	Steve Garcia	Arthur Lopez	Claude Oliver
Patricia Ellerson	Justin Gatewood	Peter Maphumulo	Tracey Richardson
Herbert English	Jessica Gibbs	Greta Moon	Robert Sewell
Jan Espinoza	Kevin Leahy	Virginia Moran	Roger Wagner

Team: Standards and Writing Teams
Charge: Each member of these teams will

- Organize meeting schedule that supports the Steering Committee master timeline
- Become experts on the content of the standard
- Research, collect and lodge evidence of meeting the standard
- Identify performance gaps and needs relative to the standard
- Collaborate with other Standard and Writing Teams (chairs)
- Report findings and progress to the Accreditation Steering Committee
- Write and revise the report relative to the standard

Members – Standard I:

Tim Adell	Carey Alstadt	Malia Carpenter	Steve Toner
Eileen Alsina	Sheree Caldwell	Barbara Eichen	Paul Tonning

Members – Standard II:

Kevin Barda	Patty Golder	Troy Kuhns	Melina Rodriguez
Fredrick Board	Ronald Graham	Mike McCracken	Jose Vargas
Lisa Cripps	Leslie Huiner	Chris Ohshita	Florine Walton
Elizabeth Duarte	Gina Janisko	Jesika Pomponio	
David Gibbs	Jason Judkins	Reba Pugliese	

Members – Standard III:

Charlotte Allen	Mark Clair	Jeri Kay	Deedee Garcia
Pearl Bandringa	Donna Derryberry	Falkowski	Michelle Painter
Ed Burg	Amy Espinoza	Amy Norris	AnnMarie Sharp

Members – Standard IV:

Debra Blanchard	Gabrielle Galindo	Jennifer Larriva	Cynthia
Sheila Burnham	Shirley Gonzalez	Deanna Murphy	Pouvaranukoah
Dave Dupree	Kelley Johnson	Debbie Peterson	Sandy Visser
Hamid Eydgahi	Greg Jones		Roger Wagner

Team: Team Chairs
Charge: Each chair of each Standards and Writing Team will

- Keep the team on task with the timeline
- Schedule internal team timeline/meetings
- Collaborate with other SWT Chairs
- Attend and disseminate training on Standards/process
- Complete Accreditation Basics 101 certification
- Maintain communication with support, editing & verification teams
- Be the single point of contact for the team

Members:

Tim Adell	Deedee Garcia	Kelley Johnson	Melina Rodriguez

Team: Evidence Lodging Team
Charge: Each member of this team will

- Catalog evidence items on workspace
- Create and maintain links to evidence with document
- Maintain communication with assigned team chair
- Report to Accreditation Steering Committee on progress
- Provide naming convention for evidence files and instructions and receive approval from Accreditation Steering Committee

Members:

Amy Espinoza	Virginia Moran	Cynthia Pouvaranukoah	Audrey Vaughn

Team: Verification Team
Charge: Each member of this team will

- Verify interpretation of language
- Verify relevance of evidence to the standard
- Verify that there is substantial evidence to support meeting the standard
- Become experts on the standard
- Complete Accreditation 101 Basics Certification
- Report findings to the Accreditation Steering Committee
- Provide feedback to the Standards and Writing Team Chairs
- Maintain communication with the ACCJC through the Accreditation Liaison Officer

Members:

David Gibbs	Jennifer Fowlie	Starlie Luna
Erin Kirk	Jessica Gibbs (team leader)	

Timeline and Deliverables:

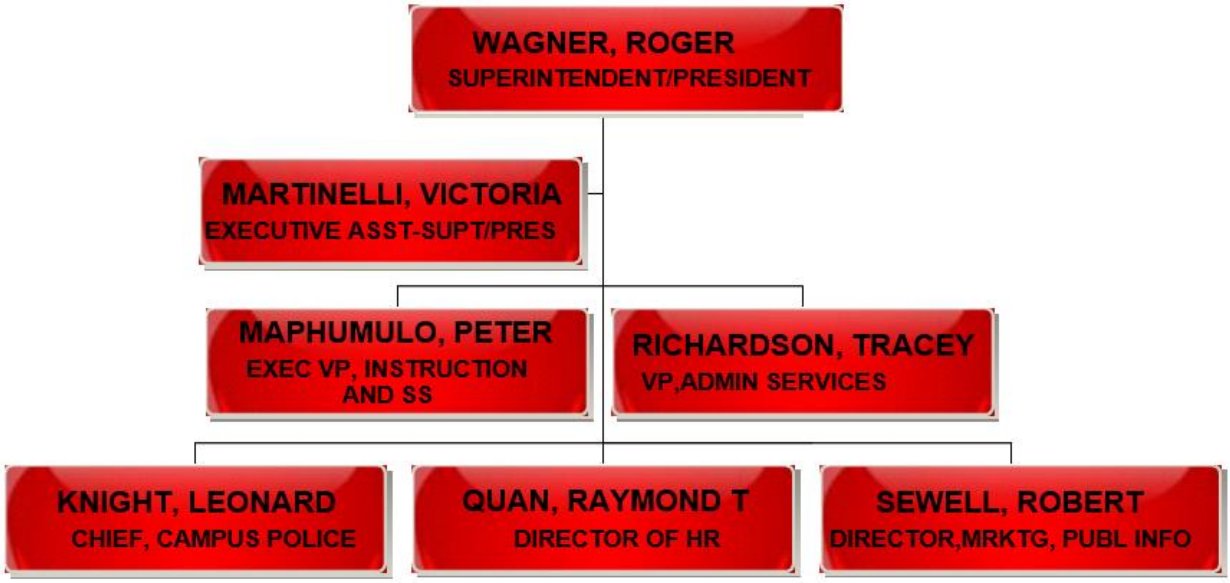
TIMELINE	ACTIVITIY
September 2, 2015	Accreditation Steering Committee formed & 1st meeting date set
September 11, 2015	Organizational meetings begin for Steering Committee Organizational meetings begin for Standards Committees
September 25, 2015	Establishing Accreditation Timeline
October 9, 2015	Develop and finalize charge of the Standards & Writing Teams; Determine team facilitators
October 16 -November 13, 2015	All-call for constitution of Standards & Writing Teams; College members respond by 11/13/2015
November 13, 2015	Accreditation Kick-Off Event (10am – 12pm – SAC A/B/C/D) – Lunch starts at 12pm
November 13, 2015	ASC Meeting to schedule & develop training for the Standards & Writing Teams (2:30pm – 3:30pm – Building 12 / CDC)
November 20, 2015	ASC sub-group assigns volunteer names to teams and notifies team volunteers of need to meet prior to 12/11/15; Identify Chair for each standard team;
November 23 – December 11, 2015	Initial meetings to begin training of Standards & Writing Teams' members
December 11, 2015	Accreditation Steering Committee Meeting - ASC goes through the training that was developed for the SWTs at the 11/13/15 meeting - Assign previous recommendations to ASC members
December 14-18, 2015	ASC sub-group determines tentative milestone/dates for SWT training, exploring, reporting and drafting for Winter/Spring 2016
November – December 2015	Team Training: *when*
	Team start exploring: *when*
	Teams start reporting: *when*
	Teams have initial draft: *when*
	Teams have 2nd draft: *when*
	Steering Committee meetings reports from Standards committees on issues, concerns and evidence required. Standards Committee meetings
November – December 2015	Steering Committee reviews previous recommendations and begins drafting response.
November – December 2015	Accreditation Training for Steering Committee (all day)
Through April 8, 2016	Standards Discovery, Review Checklist, Brainstorm and Discussions for Evidence, Interviews
22-Apr-16	SWT Chairs report on progress to Accreditation Steering Committee (ASC)
29-Apr-16	**Deliverable 1a**: Draft Standard I Deliverable 1b: Draft of Eligibility Requirements
Through May 10, 2016	Gather Evidence & Discuss Evidence
16-May-16	**Deliverable 2a:** Final draft of Eligibility Requirements **Deliverable 2b**: Final Draft of Federal Regulation Requirements
24-May-16	SWT Chairs report on progress to Accreditation Steering Committee (ASC)
Through June 2, 2016	Write first drafts for each standard and related Eligibility Requirement as assigned

TIMELINE	ACTIVITIY
3-Jun-16	**DELIVERABLE #3**- FIRST DRAFT OF STANDARD 2-4 DUE TO ASC
	SWT Chairs report on progress to Accreditation Steering Committee (ASC)
Through October 14, 2016	Revised draft for each Standard.
9-Sep-16	**DELIVERABLE #4**- SECOND DRAFT OF STANDARD 2-4 DUE TO ASC
	SWT Chairs report on progress to Accreditation Steering Committee (ASC)
19-Oct-16	**DELIVERABLE #6**- SELF-EVALUATION DRAFT TO COLLEGE COUNCIL FOR 1ST READ
3-Nov-16	**DELIVERABLE #7**- SELF-EVALUATION DRAFT TO ACADEMIC SENATE FOR 1st READ
18-Nov-16	ASC and STW Meeting
23-Nov-16	SWT Complete Evaluations and Evidence
November 25-26, 2016	Merge document changes and format, style, and text font and size.
November 26-28, 2016	Editors complete edits
1-Dec-16	Submit Final Draft into Academic Senate
	DELIVERABLE #8- SELF-EVALUATION FINAL DRAFT TO ACADEMIC SENATE FOR 2ND READ.
2-Dec-16	Submit Final Draft in to Victoria Martinelli for College Council by 12:00 Noon
7-Dec-16	**DELIVERABLE #9**- SELF-EVALUATION FINAL DRAFT TO COLLEGE COUNCIL FOR 2ND READ
9-Dec-16	Submit Final Draft in to Victoria Martinelli for Board Of Trustees by 12:00 Noon
13-Dec-16	**DELIVERABLE #10**- BOARD OF TRUSTEES APPROVES FINAL DRAFT OF SELF-EVALUATION REPORT
22-Dec-16	Final check for links, Folder in SharePoint and produce USB of files as back-up for visiting team
3-Jan-17	Signatures Need By : Roger Wagner, Superintendent/President John Pinkerton, President, Board of Trustees Marco Aguayo, President Associated Student Body Jessica Gibbs, President, Academic Senate Margaret Kagy, President, Classified School Employees Association,
4-Jan-17	**DELIVERABLE #11- FINAL DRAFT OF SELF- EVALUATION REPORT MAILED TO ACCJC**

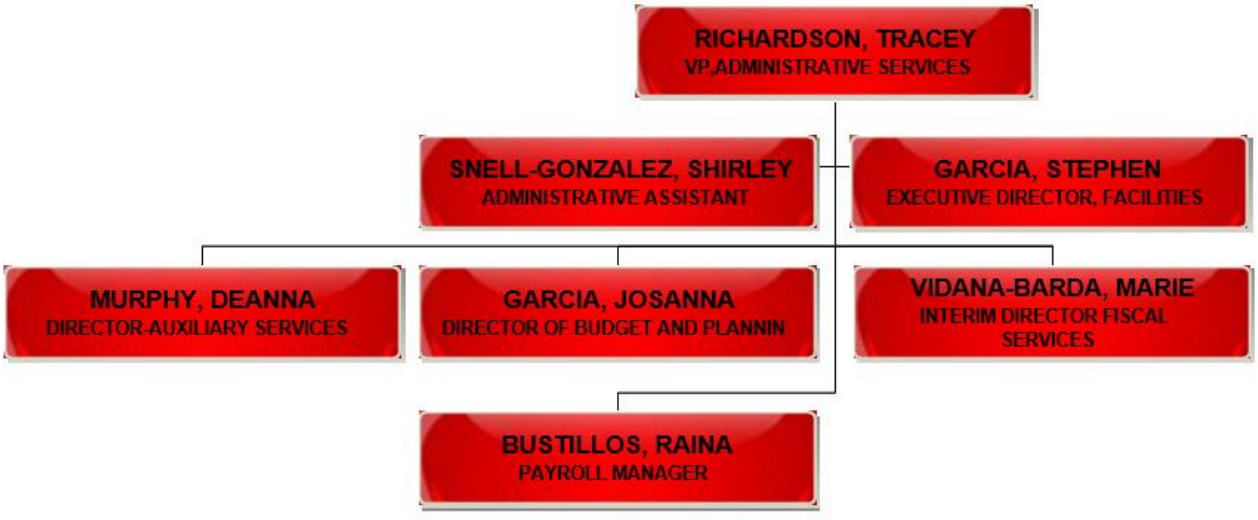
Organizational Information

Complete, detailed College organizational charts found here.

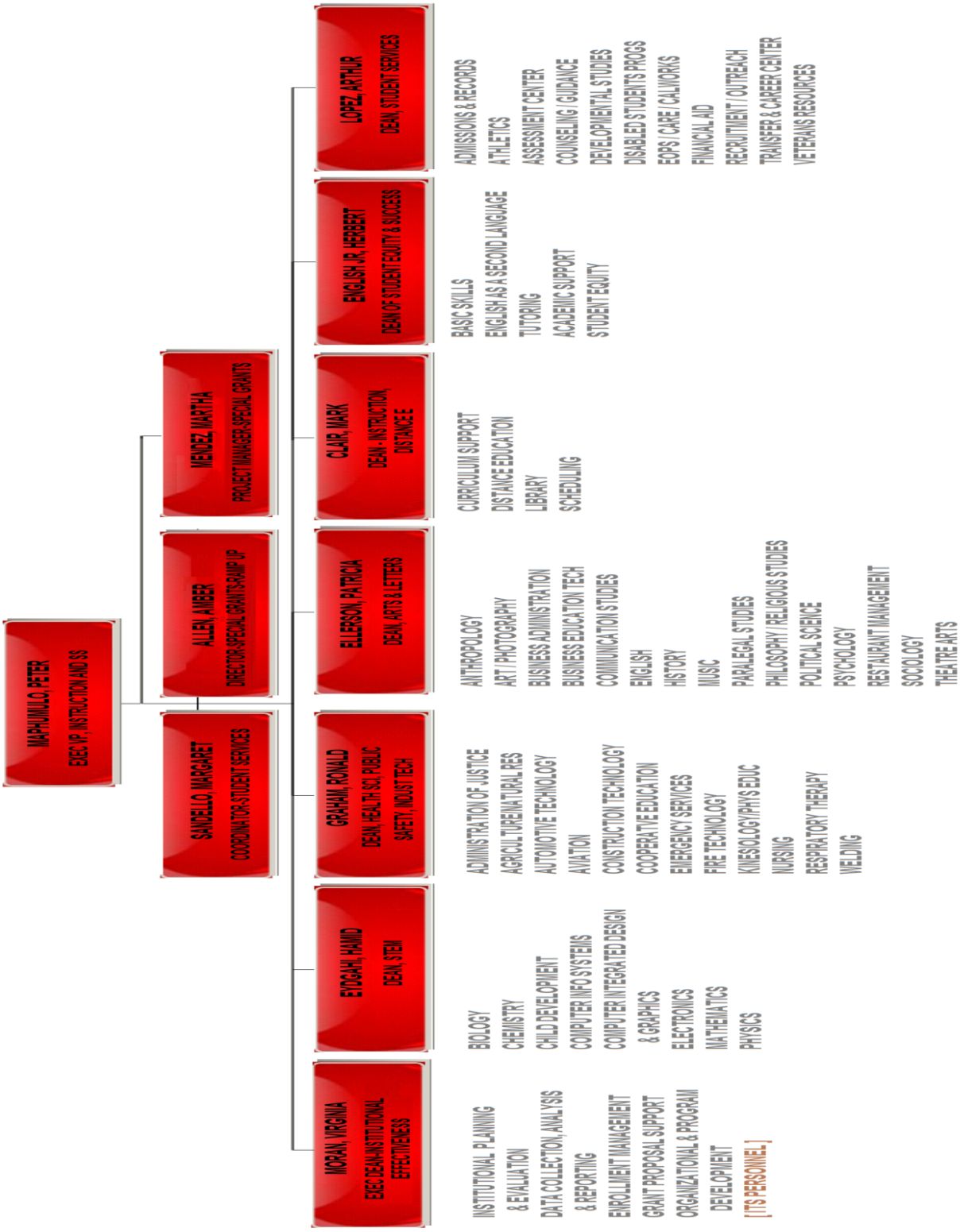
Executive Division



Administrative Services



Instruction and Student Services Division



Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority. The College is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

The College is authorized to operate as an educational institution and award degrees under the auspices of Victor Valley Community College District. Such authority is granted under the California Education Code. The College is regulated by a Board of Trustees and is accredited by the Western Association of Schools and Colleges and other specialized accrediting agencies. The College has been officially recognized the California Community Colleges Chancellor's Office since 1961.

Documentation:

- Authorization to operate
- Business license
- Statement of Accredited Status from ACCJC

2. Operational Status. The College is operational with students actively pursuing its degree programs.

The College enrolls approximately 14,000 full- and part-time students annually in a variety of courses leading to two-year degrees, certificates, and transfer to four-year colleges and universities.

Documentation:

- Enrollment history
- Enrollments in degree programs by year
- Business license

3. Degrees. A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers 33 degree programs. Students may also earn certificates of achievement and/or proficiency. Certificate and degree opportunities and transfer courses are clearly identified in the College Catalog, http://www.vvc.edu/schedule/catalogs.shtml.

Documentation:

- List of degrees, pages 94-96.
- General education courses and requirements for each degree offered, pages 83- 88.
- Catalog descriptions of college level courses for which degree credit is granted, pages 94-424.
- Data describing student enrollment in each degree program and student enrollment in the College's non-degree program.

4. Chief Executive Officer. The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The College Superintendent/President is appointed by the Board of Trustees and serves as the Chief Executive Officer responsible for oversight of College programs and for the administration and operation of the College.

Documentation:

- Name, address, and biographical information about the chief executive officer
- Certification of CEO's full-time responsibility to the institution signed by the chief executive officer and governing board

5. Financial Accountability. The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The College undergoes regular external audits by a firm of certified public accountants, the findings of which are reviewed annually by the Board of Trustees and published on the College website.

Documentation:

- College budgets
- Certified independent audits
- Financial aid program review/audits (see page 63)
- Student loan default rates

Certification of Continued Institutional Compliance with Commission Policies

Commission Policies

Policy on Public Disclosure and Confidentiality in the Accreditation Process

The College distributed a request for third party comment on October 27, 2016 through its public information officer [FR-01]. Any third party comments it receives will be addressed in compliance with Federal regulations and related Commission policies. Indeed, throughout its recent challenges with accreditation sanctions, the College has complied with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment, publishing its progress and status consistently on its website.

Policy on Commission Good Practice in Relations with Member Institutions

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

Policy on Rights and Responsibilities of ACCJC and Member Institutions

The College has solicited third party comment for the public to the Commission as it relates to the College's compliance with the Eligibility Requirements, Accreditation Standards, or Commission policies. Interested parties may file their comments, which are then forwarded to the Accreditation Liaison Officer for action.

Policy on Institutional Degrees and Certificates

The College assures all programs are sufficient in content, breadth, and length, with appropriate awarding of credit through the Curriculum Committee process described in Standard IIA.2.a. A variety of programs of various lengths of study are offered to meet the needs of students pursuing various educational goals at the College.

Policy on Transfer of Credit

The College awards academic credits based on Carnegie units, a standard generally accepted practice in degree-granting institutions of higher education. Board-adopted policies on transfer and award of credit are described in the College catalog.

Policy on Distance Education and Correspondence Education

The College's approval process, review, and approval procedures for curriculum follows a very rigorous process. The curriculum approval process is the same as the process for approving face-to-face courses. The online delivery of the courses maintains the same level of rigor as the face-to-face courses, and regular and effective contact between instructor and student is documented and strictly upheld. Online course approval is consistent with the Accreditation Standards. All distance education courses have a Course Outline of Record as face-to-face courses have. Victor Valley College does not have any courses offered through correspondence education. The College has a process for verifying the identity of online students. This process is applied consistently. Each component of the Commission Policy on Distance Education and Correspondent Education is addressed directly in the Substantive Change Proposal.

Policy on Representation of Accredited Status

The College is an accredited institution of higher education under the Accrediting Commission for Community and Junior colleges. That information is published on the College's website.

Policy on Student and Public Complaints against Institutions

The College's process for student complaints is available online and is compliant with the Higher Education Act, Title IV, Code of Federal Regulations 34, Sections 600.9(a)(1) and 668.43(b).

Policy on Institutional Advertising, Student Recruitment

The Deans of Student Services and Student Equity and Success work with the Public Information Office to coordinate marketing materials. These materials represent the College appropriately and include information on the College's current accreditation status as required by the Commission.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College does not participate in any contractual relationship with non-regionally accreditation organizations.

Policy on Institutional Compliance with Title IV

The College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act in its offerings of both federal and state financial assistance programs. Board Policy 5130 states that "All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state, and other regulatory requirements." The College demonstrates its diligence in managing loan default rates in compliance with load program responsibilities as defined by the United States Department of Education (USDE). The loan default rates for the college are as follows (Source: USDE, Federal Student Aid, Cohort Default Rates database):

Default Rate, FY 2013	21.5
Number in Default	208
Number in Repayment	963

Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment **Regulation citation: 602.23(b)** *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
VVC's Status	Checklist Component Narrative Response
C	***The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.*** The College has made every effort to solicit third party comment in advance of the accreditation comprehensive evaluation visit on March 6-9, 2017. The College created and formatted a webpage for the sole purpose of Third Party comments. The College distributed a request for third party comment on October 27, 2016. An email and social media posts were sent out to multiple groups regarding VVC's Third Party website through its public information officer [FR-01, FR-02]. The website gives a brief description of the requirements on how to submit in a Third Party comment with a link to ACCJC Third Party form which is located on ACCJC's website. Once the criteria is met in submitting the third party comment, then ACCJC will accept the comment associated with the College's self-evaluation. The College will then be given an opportunity to respond to show compliance regarding the comment. The College meets the Federal Regulation of public notification and has ensured ample amount of time for current/past Board of Trustees, faculty, staff, students and the public to give their third party comments. All third party comments must be submitted into ACCJC no later than 5 weeks prior to the comprehensive visit, which would be January 30th, 2017.
C-IP	***The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*** The College will address any and all third party comments as ACCJC addressed them to the College. Pending at this time.
C	***The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.*** The College demonstrated compliance by informing the college community via email and sending the messages out on social media to inform the current/past Board of Trustees, faculty, staff, students and the public.
Evidence	VVC-Third-Party-Website: ACCJC-Third-Party-Comments-Form FR-01 Victor-Valley-College-ACCJC-Third-Party-Comment-Request-Email FR-02 Victor Valley Social Media screen shots.

Standards and Performance with Respect to Student Achievement **Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)** *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
VVC's Status	Checklist Component Narrative Response
C	***The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.*** See "Student Achievement and Institution-Set Targets" chapter and the College's Institutional Effectiveness Scorecard for Student Success. Institution-set standards or 1-year targets are set annually for the following key performance indicators: Successful Course Completion (including equity gaps) Career Technical Education Rate Remedial Rate – Math (including equity gaps) Remedial Rate – English (including equity gaps) Remedial Rate – ESL (including equity gaps) Completion Rate (Student Progress and Achievement Rate) for College-Prepared, Unprepared, and Overall Degree Completion (including equity gaps) Certificate Completion (including equity gaps) Transfers to 4-Year Institutions (including equity gaps) Job Placement Rates
C	***The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.*** Through annual program review and planning processes, instructional programs are provided student achievement data (retention and success disaggregated by gender, age, ethnicity and instructional modality) with comparisons to the College overall. Job placement rates are part of the College's scorecard and reported annually in compliance with gainful employment disclosure regulations on the College website. Licensure passages rates are set and reported annually to the ACCJC (see Table 31).

Standards and Performance with Respect to Student Achievement Continues *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
VVC's Status	Checklist Component Narrative Response
C	***The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.*** Annual self-evaluation of programs across the institution is achieved through its annual program review and planning process, which drives budget augmentation requests in support of plans for improvement. The process requires programs to link improvement plans to mission-driven goals of the College, and requests are evaluated in terms of relevance to those mission-driven goals.
C	***The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*** This is core to the College's annual program review, planning, and budget augmentation process locally known as PRAISE. Data provided to instructional programs cascade to the institution's overall Institutional Effectiveness Scorecard on Student Success. That, along with additional Scorecards relevant to other District goals, comprise the performance assessment system used to monitor progress on the mission and reveal opportunities for improvement.
Evidence	▪ ISER Chapter on Student Achievement Data and Institution-Set Standards ▪ ISER Chapter on Standard I ▪ ISER Chapter on Standard II ▪ VVC Institutional Effectiveness Scorecards ▪ VVC Gainful Employment Disclosure Website ▪ PRAISE (program review) Website

Credits, Program Length, and Tuition **Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.** *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
C	***Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*** The College awards credit for course, certificates, and degrees which are consistent the standard practice in higher education and in compliance with the Federal laws. Course credit calculations are described and implemented from the Program and Course Approval Handbook. *[See ER 3 and Standards II.A.5, 6, and 9.]*
C	***The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*** The Curriculum Committee ensures that all curriculum meets the policy and standards set by higher education, state and federal law within the course outline record vetting process. The course credits are assigned based on the number of lecture, laboratory hours and other performance criteria specified in the course outline. [See Standard II.A.9.]
C	***Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).*** An outline of the enrollment and tuition fees can be found in the College's current VVC-Catalog-2016-17 and webpage site regarding credit course degree programs.
	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. The College doesn't offer any clock hour programs.
C	***The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.*** The College has compiled with the commission policy on Instructional Degrees and credits. All of the College's degrees require 60 units as stated in catalog. All credits are aligned with the high education practices. The College runs on a 16-week semester calendar for Fall and Spring.
Evidence	• VVC-Catalog-2016-17 • BP-4020-Program-Curriculum-Development • Number-of-Hours-Per-Term-CurricUNET • Program and Course Approval Handbook.

Transfer Policies Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii) *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
VVC's Status	Checklist Component Narrative Response
C	***Transfer policies are appropriately disclosed to students and to the public.*** The process for submitting transcripts to be evaluated for the College's credits is described on the Admissions and Records website. The Transfer Center also provides information on transfer rules and guidelines. Under Admissions and Registration and in the College catalog, under MOVING ON, the College provides detailed information regarding transfer to deferent types of institutions.]See Standard IIA.10, IIC.5]
C	***Policies contain information about the criteria the institution uses to accept credits for transfer.*** For students to receive credit for work completed at other colleges and universities, the student must submit an official transcript from each of the institutions showing successful completion of lower-division transfer courses. Each of those institutions must be accredited. The College does not place limits on the number of units that can be transferred to Victor Valley College. International students must have their transcripts evaluated by an approved credential evaluation service.
C	***The institution complies with the Commission Policy on Transfer of Credit.*** The College fully complies with the Commission Policy on Transfer of Credit. The College has established guidelines and processes that spell out how students can transfer credits earned from other institutions to Victor Valley College. The College also has a process showing how international students can get their transcripts evaluated.
Evidence	• Transfer Center • VVC Catalog pg. 27-35 • Admissions and Records

Distance Education and Correspondence Education Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38 *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
VVC's Status	Checklist Component Narrative Response
C	***The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*** To begin with, Victor Valley College does not provide correspondence education. The College offers courses via distance education because it recognizes the unique contribution that distance education plays in expanding access opportunities for the district's growing and diverse student population. Courses that have been developed for distance education delivery mode meet the same standard of rigor and quality assurance as those courses that are developed for face-to-face delivery mode. Furthermore, these courses go through the same rigorous curriculum and approval processes as those courses that have been developed for the face-to-face. They all share the same Student Learning Outcomes and the same Course Outline of Records.
C	***There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*** The online delivery of the courses maintains the same level of rigor as the face-to-face courses, and regular and effective contact between instructor and student is documented and strictly upheld. Online course approval is consistent with the Accreditation Standards. All distance education courses have Course Outline of Record as face-to-face courses. Victor Valley College does not have any courses offered through correspondence education. The College has a process for verifying the identity of online students. This process is applied consistently. Each component of the Commission Policy on Distance Education and Correspondent Education is addressed directly in the Substantive Change Proposal. Regular effective contact between instructor and students is required as per Title V; discussions, e-mail (both student and faculty initiated), timely feedback on student work, electronic announcements and e-lectures are included in regular effective contact. Students must actively participate in the instructor-designated activities in DE courses to remain enrolled, just as active participation is required in a face-to-face course.

C	***The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*** There are many levels that the College employs in order to assure the authenticity of the student taking distance classes. There are multiple measures of verification employed by faculty and others in the College's distance education Program. The first level of institutional verification for incoming DE students is on the Blackboard Log In Page. Secondly, the College also has a proctoring policy for those faculty members who have in-person exams and other assignments where the faculty verify the identity of students completing in-person assessments. The Academic Senate-approved proctoring policy for DE can be found in the DEAC SharePoint folder and also under "approved documents" on the VVC Academic Senate website. To further ensure the integrity of the distance education courses, faculty also employ other methods. These methods include using SafeAssign (Blackboard) to combat cheating and plagiarism in documents submitted by students. Faculty also have the option to ask students to post their own answers before they can view others' posts, as well as see the time and date students posted their initial response to a discussion topic. Blackboard also has the ability to provide "Respondus", software that prevents students from leaving the site of an online exam. Currently, the College is looking into this for adoption, and previously has had use of a version of this for a semester.
C	***The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*** The College's technology infrastructure is sufficient to maintain and sustain the distance education program. The College's infrastructure is clearly articulated in the Technology resources description related to the distance education program and described in the Substantive Change Proposal.
C	***The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.*** The College has sufficient technology resources associated with the distance education programs. These resources are fully described in the Substantive Change Proposal submitted by the College to ACCJC for distance education.
Evidence	• Blackboard login page • CurricUNET • DEAC Workspace (Login/Password Requirement) • Distance Education Substantive Change Proposal

Student Complaints Regulation citations: 602.16(a)(1)(ix); 668.43 *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
VVC's Status	Checklist Component Narrative Response
IP	***The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.*** The College has a process describing the Student Complaint and Grievance Policies and procedures. These are re-posted online under Student Services. Accordant to Administrative Procedure 3900, any student, employee, or community member may file a complaint about an experience, incident, or interaction that occurs on the campus. The complaint should be filed with the Office of the Vice President, Student Services. Complaint forms are available from any campus office and the college's website. The College Catalog also highlights student rights and responsibilities under Matriculation Steps. Most student complaints are initially filed at the division offices or are filed with the Dean of Student services. If the complaint is related to instruction, students are encouraged to begin the process by talking to their respective professor if the matter relates to grades or class issues. If the matter is not resolved, then the student can contact the department chair and the process moves all the way up to the Vice President of Instruction and Student Services. All complaints concerning student conduct, student discipline, and allegations of unfair treatment follow very strict policies and procedures. AP 5520(a) documents the standards for student Discipline: Policy and Due Process Procedures.
IP	***The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.*** The College has kept student complaint files from the previous years, but this is one area where the College has a lot of room to improve. The College is working on improving this process through its Quality Focus Essay.
IP	***The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.*** To be determined by External Evaluation Team during site visit.
C	***The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*** In accordance with the Commission Policy on Representation of Accredited Status, Victor Valley College employs the language provided by the ACCJC to communicate its accreditation status to students and the public: Victor Valley College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite

	204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.
C	***The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.*** The College has posted its accreditation status with ACCJC and this information is posted on the website. The statement includes contact information and reference to the complaint process, which includes a link to the ACCJC website. The information includes other accrediting agencies and their contact information. The College complies with the Commission Policy regarding Student and Public Complaints Against Institutions as evidenced by its published policies and procedures regarding student grievance and public complaints. The College's processes and procedures are reasonable, relatively well administered, and publicity is posted on the website for the students and the general public.
Evidence	• AP 3900 • College Catalog • Online Complaint Forms • Student Services Website

Institutional Disclosure and Advertising and Recruitment Materials Regulation citations: 602.16(a)(1))(vii); 668.6. *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
C	***The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies***. The College consistently provides accurate Information about programs, locations, and policies to the students and the public. This information is communicated to students and the public via multiple channels, such as the College Catalog, the Schedule of Classes, and the College website. The College catalog is updated every year to insure that content is current and relevant. Programs, campus locations, and policies are described in the Catalog and on the website. Class locations are also communicated through the Schedule of Classes, based on course offerings each semester. The College recently introduced a catalog Addendum. Electronic versions of the Catalog are posted on the website. Course offerings are further updated through WebAdvisor. The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. All College educational programs and courses are reflected in the catalog. The Catalog includes all basic institutional information stipulated in the standards. The College does not misrepresent its program costs or job placement and employment outcomes, offer any form of rewards in exchange for enrollment, or provide false guarantees of employment to potential in order to recruit students. [See Standard IC.1, IC. For more information]
C	***The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*** The College complies with the Commission Policy on Institutional Adverting, Student Recruitment, and Representation of Accredited Status. All College educational programs and courses are reflected in the catalog. The Catalog includes all basic institutional information stipulated in the standards. The College does not misrepresent its program costs or job placement and employment outcomes, offer any form of rewards in exchange for enrollment, or provide false guarantees of employment to potential students in order to recruit students. Under College Accreditation, the Catalog also includes information regarding the College's accreditations status. The College provides accurate information regarding its accreditation status. The College's accreditation standing is published on the College's website. Victor Valley College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234. ACCJC is recognized by the Council for Higher Education Accreditation (CHEA) and by the U.S. Department of Education. Please see Additional information about accreditation, including the process for filing complaints against member institutions at: www.accjc.org. [See Standard I.C.2. for more information]

C	***The institution provides required information concerning its accredited status as described above in the section on Student Complaints.*** See the Section regarding Student Complaints above.
Evidence	• WebAdvisor: • VVC Catalog 2016-17

Title IV Compliance Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq. *(C = In compliance; P = Pending; C-IP = Compliance in process)*	
VVC's Status	Checklist Component Narrative Response
C	***The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*** Victor Valley College meets the required components of Title IV in accordance with the respective federal regulations. Once students are registered in the system within the first week of school and their financial aid is processed and Pell funds are distributed via their debit/credit cards or transferred to their respective bank accounts, the College follows the 3-day rule for disbursement of funds. VVC maintains the required separation of duties and has therefore not had any audit findings regarding Title IV processes. Return to Title IV (R2T4) is calculated as well as no shows or drops in accordance with the required regulations. Federal funds are returned to the USDE via the G5 system and processed through the COD system as well as the debt posting onto the respective students accounts. Federal funds follow the guidelines required as well. Employees do time and effort reports for time spent on the federal programs. VVC is currently in the process of revising the purchasing procedures to make sure the institution is in compliance with the new procurement regulations. Expenses meet the requirements of expansion, startup or new innovations and do not cover the costs of ongoing expenses. VVC carefully watches to make sure it does not supplant.
C	***The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.*** The past three years, VVC has not had any audit finding and has received unmodified opinions with no management comments on the financial audits. VVC is in compliance with the Title IV regulations.
C	***The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.*** Victor Valley College has a current loan default rate of 21.5% and provides default prevention services to students who have received a federal student loan from the College. VVC works with ECMC (Education Credit Management Corporation) on informing students about their student loans and provides financial literacy. The current contract is available in the Fiscal Services office on demand. The efforts provided prevent the 3-year Cohort Default Rate from going beyond the acceptable range, which is equal to or beyond 30%.

C	***Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.*** VVC does not rely on contractual relationships to offer or receive library and learning support services; the College provides its own library and learning support services to meet accreditation standards and support student learning. The College has signed contracts for annual subscriptions to databases and maintenance agreements for technology to support library services; the College pays these and provides local access. [Standard IIB.4]
C	***The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.*** The College demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations by having a signature process and designated personnel signing authority for contracts. The contracts included are contract on work that is to be performed, services to be provided, period of the agreement, delineate responsibilities for the institution and the contracted organization.
Evidence	• AP 6331 • AP 6400 • Annual Audit Documents • Default Rates per NSLDS • NSLDS Student Access • Federal Student Aid • List of Contracts with Third Party Providers and Non-Regionally Accredited Organizations (See pages 56-61) • ECMC - 4.28 CONTRACT – ECMC, 8/9/16; ECMC • Provides services for loan default prevention services.

Instruction-Related Agreements/MOU

- Equipment Rental Agreement (Item number 7.7, December 13, 2016)
  Need: Rental of ventilator equipment used for student training.
- Contract- Riverside Prep High School (Item number 7.23, December 13, 2016)
  Need: The district wishes to ratify a contract with Riverside Prep High School. Officials from Riverside Prep have requested implementation of Guidance 50 courses for the winter and spring sessions. The Foundation and the Counseling department have worked together in forming a workable schedule for these courses that fits with the high school's availability. There will be five total classes offered at the high school campus. The term of the contract is from January 9th, 2017 through May 17, 2017. This agreement has been brokered and secured by the Victor Valley College Foundation.
- Agreement Renewal – Beckman Coulter (Item number 6.5, November 8, 2016)
  Need: For the servicing of Centrifuge equipment used in the Biology Department
- Purchase Agreement – Olpin Group (Item number 6.6, November 8, 2016)
  Need: The Vocational Complex Expansion and Renovation project will open in 2017 and must be furnished and equipped to meet the needs of the students, faculty, and staff.
- Contract- CPL Productions (Item number 6.5, October 11, 2016)
  Need: CPL Production's front-line employees require specific firefighting skills upgrade training.
- Independent Contractor Agreement –San Bernardino Community College District (Item number 6.8, October 11, 2016
  Need: The 2016 Regional Counselor Conclave for community college and K-12 counselors supplies professional development in the area of Adult Ed, Articulation, Concurrent Enrollment, CATEMA, Get Focused/Stay Focused, Cal-Pass Plus, Pathways, AB288, CTE marketing, and best practices.
- Independent Contractor Agreement – Samuel Sepuya, M.D. (Item number 6.17, October 11, 2016)
  Need: The Medical Director oversees portions of the Respiratory Therapy Program as they relate in the hospital setting and acts as a liaison. The Medical Director's authorized prescription number allows the program to obtain medical supplies and equipment necessary for the functioning of the program.
- Independent Contract Agreement – Dennis Hory DBA West Coast Microscope Service (Item number 6.22, October 11, 2016)
  Need: For repair and service of the Biology department microscopes
- Independent Contractor Agreement for Math Grant Symposium (Item number 6.23, October 11, 2016)
  Need: Dr. Jo Boaler, Stanford University, is the leading expert on mathematical mindsets. She will be training math faculty in the high desert on the best pedagogy for math classrooms based on the most recent brain research studies.
- Independent Contractor Agreement- Dr. Boaler (Item number 6.14, October 11, 2016)
  Need: Dr. Jo Boaler, Stanford University, is the leading expert on mathematical mindsets. She will be training math faculty in the high desert on the best pedagogy for math classrooms based on the most recent brain research studies.
- Agreement – Drykef, Inc. (Item number 6.31, October 11, 2016)
  Need: For the general maintenance and upkeep of the Fire division's vehicles
- Agreement – Compressed Air Specialties, Inc. (Item number 6.32, October 11, 2016)
  Need: To provide air testing, compressor repairs, and service to the various Fire Technology Division apparatus vehicles.
- Independent Contract Agreement – Patricia Pena, DBA Tech4fit (Item number 6.33, October 11, 2016)
  Need: To provide maintenance of Weight Room and APE equipment
- Independent Contract Agreement –Richard Irvin DBA: Service Plus (Item number 6.34, October 11, 2016)
  Need: To provide maintenance of Restaurant Management equipment as needed.
- Agreement – Municipal Emergency Services, Inc. (Item number 6.37, October 11, 2016)
  Need: This agreement is to provide repair work for the self-contained breathing apparatus for the Fire Technology program.
- Participant Confidentiality Agreement – CAE Healthcare (Item number 7.7, September 13, 2016)
  Need: For use in the Paramedic Department.

- Agreement- Desert Construction Services, Inc. (Item number 7.27, September 13, 2016)
  Need: Holes must be drilled into the existing concrete in order to install safety poles near the automotive lift stations. These poles are installed as a preventative safety precaution, so should cars that are under repair fall off the lift, students will be protected.
- Agreement- P2C Solutions
  (Item number 7.43, September 13, 2016)
  Need: To provide technical assistance to the VVAERC in completing the 2016-2017 Adult Education Block Grant Annual Plan.
- Agreement – Ellucian (Item number 12.5, September 13, 2016
  Need: Colleague by Ellucian connects the institute so VVC can accelerate innovation, evolve technology environments, and protect VVC investments. Colleague delivers features specifically developed for higher education and enables the College to seamlessly integrate data and applications across all campus departments. Colleague provides students, faculty, staff, and alumni with quick and easy access to all needed information and resources.
- Renew Independent Contractor Agreement – Liebert Cassidy Whitmore (Item number 4.25, August 9, 2016)
  Need: Management training workshops covering various employment relations subjects and management rights and obligations**.** The training also fulfills one of the accreditation recommendations for leadership development.
- Agreement- Masco & Sons (Item number 4.34, August 9, 2016)
  Need: The old compressor at the Electronics building classroom #2 burnt out and had to be replaced. This work is necessary to maintain a comfortable educational environment for students and staff.
- Agreement- Computerland of Silicon Valley (Microsoft)(Item number 4.3, August 9, 2016)
  Need: This agreement is for the desktop productivity software (Word, Excel, Power Point, Access, programming language and numerous other applications), and network and system software used 7 days a week, 24 hours a day throughout the campus. This agreement is the most cost effective solution for supporting systems and desktop software and is used by a majority of the California Community Colleges throughout the state.
- Independent Contractor- CQ Productions, Inc. (Curiosity Quest)(Item number 7.4, August 9, 2016)
  Need: The Curiosity Quest: Externships episode production offers students and faculty an opportunity to see what goes on in advancing education for CTE Faculty and students. Externships are encouraged by the California Community College Chancellor's Office. This is a collaborative project with the Advanced Automotive/Renewable Energies Deputy Sector Navigator, the Information Communication Technology & Digital Media Deputy Sector Navigator, the Small Business Deputy Sector Navigator and the Regional SB 1070 Director.
- Agreement-Galaxy Moving Company, LLC (Item number 5.37, July 12, 2016) Need: As part of the secondary effects of the Tutoring Center project, the BET department must be moved out of the Technology Center and into the Academic Commons.
- Independent Contractor Agreement- Varela Consulting LLC (Item number 5.40, July 12, 2016)
  Need: In accordance with the California Community College Chancellor's Office, Professional development opportunities with be created through the Deputy Sector Navigator Grant for regional CTE Faculty.
- Amended Agreement – Municipal Emergency Services, Inc. (Item number 5.42, July 12, 2016)
  Need: To maintain Fire student equipment
- Agreement- America's XPRESS Rent A Car (Item number 5.44, July 12, 2016)
  Need: Rental car needed for transportation to K-12 and Community College partners, to assess and input immersive technology classrooms, site visits, budget monitoring and meetings with industry representatives per Sub-Recipient Agreement commitment.
- Agreement – STERIS Corporation (Item 7.11; June 14, 2016)
  For repair and service of the Biology department autoclave.
- Independent Contractor Agreement – Assist Design Deon Reid (Item 7.12; June 14, 2016)
  Promoting Student Success
- Agreement – VVC with Seiler Planetarium Division (Item 7.13; June 14, 2016)
  The Astronomy department is in need of the equipment because the Planetarium projector computer has failed and the star projector can no longer be used for student instruction. The computer upgrade includes proprietary

computer boards, manual control console, special dimmable monitor, lighted keyboard and extension cable. Projector maintenance is long overdue and is included.

- Contract – High Desert Shuttle (Item 7.15; June 14, 2016)
  The District desires to ratify the contract with High Desert Shuttle for providing transportation services for the Model UN students to attend the Far West Conference in San Francisco. The dates of travel are April 15, 2016 through April 20, 2016.
- Articulation Agreement with Azusa Pacific University (Item 7.35; June 14, 2016)
  For Registered Nursing Program
- Independent Contractor Agreement – Laura Batista (Item 7.66; June 14, 2016)
  To provide Spanish supplemental instruction for Upward Bound Participants during the 2016 Summer Academy as required by the U.S. Department of Education.
- Agreement – Loma Linda University School of Medicine (Item 7.7; May 10, 2016)
  The Biology department is in need of the cadavers for education and research.
- Independent Contractor Agreement – Technical Associated Services, LLC (Item 7.24; May 10, 2016)
  To provide equipment calibration in the Welding Department so the program can continue to offer welding qualification testing.
- Independent Contractor Agreement – Larry Jacinto Construction, Inc. (Item 6.7; March 8, 2016)
  Trenches are needed for mandatory skills training required to complete Trench Rescue Course.
- Independent Contractor Agreement – Koppl Pipeline Services, Inc. (Item 6.26; March 8, 2-16)
  The district desires to ratify an Independent Contractor Agreement with Koppl Pipeline Services, Inc., to install a hot tap complete with welding & valve on natural gas for the Construction Technology Bldg 65. The period of this agreement is March 14, 2016 through May 30, 2016. For students enrolled in Construction Technology classes.
- Service Contracts – Zoll Medical Corporation (Item 6.44; March 8, 2016)
  Provides preventative maintenance and extended warranty services for the Cardiac Monitors purchased with grant funds.
- Agreement – Controltec, Inc. (Item 6.48; March 8, 2016)
  For use in Child Development Lab for California State Preschool Program.
- Agreement – Trane Building Services (Item 7.8; January 12, 2016)
- Independent Contractor Agreement – Apple Valley Unified School District (Item 7.12; January 12, 2016)
  CTE workshops are made available to high school students for them to experience coursework and occupations what will be available to them post-secondary.

- Memorandum of Understanding – AB86 Adult Education Victor Valley Community College District Regional Planning Consortium (Item 6.28; December 8, 2015) The district desires to ratify a Memorandum of Understanding between Victor Valley College and the K12 School District (Apple Valley Unified School District) comprising the AB86 Adult Education Victor Valley College District (VVCCD) Regional Planning Consortium. The service period is July 1, 2015 through December 31, 2015

Agreements/MOU for Clinical Sites

- Clinical Facility Use Contract (Item number 6.12, November 8, 2016)
  Need: To provide clinical training facilities for students registered in Health Science programs.
- University Agreement0 Presbyterian Intercommunity Hospital Inc. (Item number 6.13, November 8, 2016)
  Need: To provide clinical training facilities for students registered in the Respiratory Therapy program.
- Agreement – California Department of Veterans Affairs for Internship Services (Item number 6.14, November 8, 2016)
  Need: To provide clinical training facilities for students registered in the Certified Nursing Assistant program.
- Clinical Facility Use Agreement – Victor Valley Global Medical Center (Item 6.32; March 8, 2016)
  To provide clinical training facilities for students registered in the Health Sciences programs.

- Agreement – High Desert Cardio Pulmonary Medical Group, Tajeev Yelamanchili, M.D. (Item 6.33; March 8, 2016)
  To provide clinical training facilities for students registered in the Health Sciences programs.
- Clinical Training Affiliation Agreement – Children's Hospital of Orange County (without school instructor on hospital premises) (Item 6.26; December 8, 2105)
  The district desires to ratify a Clinical Training Affiliation Agreement with Children's Hospital of Orange County (without school instructor on hospital premises) to provide clinical facilities for the Respiratory Therapy students. The term of this agreement shall commence as of the Effective Date and shall continue for three (3) year(s) unless terminated sooner. Either party may terminate this agreement without cause by giving thirty (30) days' written notice to the other party. However, in such a case, this agreement shall continue in full force until students complete current clinical rotations

Contract/Sub-Contracts

- Agreement – KEYGENT Advisors for disclosure Dissemination Agent (Item 7.63; June 14, 2016)
  To maintain compliance, the Bonds must have the Annual Report and Certification submitted to the Disclosure Dissemination Agent who will then provide an Annual Report to the Repository.
- Contract – Vector USA (Item 7.85; June 14, 2016)
  In compliance with AP 6330
- Agreement – Decorative Stone Solutions, Inc. (Item 6.10; December 8, 2015)
  The District wishes to enter into an agreement with Decorative Stone Solutions, Inc. to purchase decomposed granite.
  Need: Much of the campus landscape consists of decomposed granite. Decomposed granite is essential in replacing points of high foot traffic and loss due to extreme weather, which washes away a large amount of the material.
- Independent Contractor Agreement – Deon Reid (Item 6.11; December 8, 2015)
  The district desires to ratify an Independent Contractor Agreement with Deon Reid for the design graphics and printing of a full color brochure and matching folder to be distributed campus wide. The term of this agreement is November 16, 2015 through November 30, 2015.
- Agreement – Shipley Construction & Plumbing (Item 6.30; December 8, 2105)
  The District wishes to enter into an agreement with Shipley Construction & Plumbing to remove and replace existing drywall from 4 classrooms in the Liberal Arts building #30 and replace it with sound insulation and insulated sheetrock. This need was identified by the instructional staff for improved sound insulation between the classrooms. Initial sound and thermal insulation was installed over the summer, improving the sound transfer issues, but additional measures need to be taken in order to completely solve the problem.

Other Agreements

- Independent Contractor Agreement- Mojave Copy (item number 7.8, December 13, 2016)
  Need: The CTE "Start Your Career" brochures are used throughout the Region as a marketing tool for counselors to encourage students to enroll in CTE Courses at Regional Community Colleges.
- Amended Agreement- Dr. Rogeair Purnell-Mack, RP Group (Item number 7.11, December 13, 2016
  Need: To provide keynote speech and workshop presentations for the Region IX Student Equity Conference.
- Amended Agreement- CollegeNET (Item number 7.12, December 13, 2016)
  Need: Compliance with AP 6330
- Agreement--Ellucian (Item number 7.14, December 13, 2016

Need: The initial assessment of Colleague ERP configuration and operation shows that there are numerous gaps in both the setup of the Colleague application for optimal use and gaps in the organizational knowledge on how to use the Student Information System.
The Ellucian management team recommends the following areas be targeted for custom training to address the most urgent needs. This training should include a high level overview, similar to a usage audit, to identify areas where the Victor Valley College staff are not taking full advantage of installed capabilities. Training should consist of about 400 hours of total training in the following areas:

Technical Support Team training
Financial Aid Team training
Admissions and Records Team training
Fiscal Services (Accounts Receivable/Cash Receipts) training

- Agreement- RP Group – Dr. Rogeair Purnell-Mack (Item number 6.15, November 8, 2016)
  Need: To provide keynote speech and workshop presentations for the Region IX Student Equity Conference.
- Independent Contractor Agreement – Dr. Lindsey Malcom- Piqueux (Item Number 6.16, November 8, 2016)
  Need: To provide a keynote speech and workshop presentation for the Region IX Student Equity Conference.
- Field Experience Agreement – Grand Canyon University (Item number 6.18, October 11, 2016)
  Need: Developing and maintaining high quality services through which progressive learning experiences can be provided and increasing interaction between the academic faculty and field site staff for the best utilization of available teaching facilities and expertise.
- Agreement Renewal # 16/17-0103-San Bernardino County Superintendent of Schools. (Item number 5.12, July 12. 2016)
  Need: This service is needed to help expedite daily delivery and pickup of the County's correspondence and materials as opposed to sending through the Postal Service.
- Agreement- CollegeNet, Inc. (Item number 5.30, July 12, 2016)
  Need: Series 25 and associated components is a software system that provides campus-wide integration of academic and event scheduling; a fast, efficient bulk classroom optimization algorithm; a web-based master calendar; full class data integration with Student Information System via Datatel's bi-directional interface exclusively written and developed for CollegeNET's scheduling solution; and a one-of-a-kind decision support and reporting service for master planning
- Independent Contractor Agreement – Kelly Hall, PhD (Item 7.5; June 14, 2016)
  In accordance with the California Community College Chancellor's Office Board of Governor's Work Force Task Force, Career Pathways are to be developed for K-12 to Community College, University, and Career for each dominant and emerging sector for each region.
- Agreement – Learn CPR 4 Life (Item 7.65; June 14, 2016)
  To provide CPR and First Aid Training to Upward Bound staff during the 2016 Summer Academy.
- Professional Services Agreement – Nuventive, LLC (Item 7.69; June 14, 2016)
  Data-driven planning is required by ACCJC standards I and II
- Memorandum of Understanding – Riverside Community College District Item 5.15; April 12, 2016)
  The Regional CTE Faculty retreat will provide professional development for high school and community college faculty in the creation of viable Career Pathways, as well as build relationships between faculty and the regional KeyTalent. Workshops will provide pathway training, supporting curriculum alignment, professional development, increased engagement, clarification of the roles of each grant funded project, and networking.
- Independent Contractor Agreement – San Bernardino Community College District, EIOSB (Item 6.24; December 8, 2015)
  The district desires to ratify, and it is recommended by the Superintendent/President, that the Board of Trustees ratify an Independent Contractor Agreement between Victor Valley Community College District and San

Bernardino Community College District (EIOSB) for the creation of an entrepreneurial certificate. The period of this agreement is October 15, 2015 to May 31, 2016.

- Independent Contractor Agreement – National Association for Community College Entrepreneurship (Item 7.7; January 12, 2016)
  The National Association of Community Colleges for Entrepreneurship offers a professional development certificate program, based on a decade of research and outreach, for community college administrators and educators. Included are guidance and processes to amp up faculty to meet the entrepreneurship challenge, learn how to apply the entrepreneurial method to address changes on each campus, and to help facilitate campus conversation about how to support and grow entrepreneurship on campus and in the community.
- Independent Contractor Agreement – Mojave Copy (Item 7.11; January 12, 2016)
  The CTE Program brochures are for use by Regional high school and community college counselors and students to research the CTE courses available at each of the Regional Community Colleges.
- Independent Contractor Agreement – California State University, Fresno Foundation (Item 7.23; January 12, 2016)
  The Community College Entrepreneur Pathway (CCEP) supports community college faculty in the delivery of entrepreneurial education to students and aspiring entrepreneurs. By joining the CCEP, faculty receive and share curricula, classroom tools and cross-campus support to aid in the delivery of entrepreneurial knowledge and skills to their students. Membership in the CCEP is obtained by attending the three-day teaching workshop.
- Agreement – Execu-Sys, Ltd (Item 7.24; January 12, 2016)
  District needs a resource for recruiting specialty trained professionals in data processing for employment vacancies.
- Agreement – Meltwater News US, Inc. (Item 7.27; January 12, 2016)
  For use in the Marketing and Public Relations Department.

Library Agreements

- SirsiDynix Integrated Library System Renewal (Item 5.16 October 13, 2015)
  The SirsiDynix integrated library system supports all daily functions of library services to students and provides all aspects of library technical operations.
- Library Online Databases Subscriptions (Item 5.10 April 14, 2015)
  The library provides access to online database subscriptions to support academic research and student learning.
- Agreement - 3M Security System Renewal (Item 5.4 April 08, 2014)
  The security and theft detection system provides protection from theft of library resources.

Institutional Analysis of Standard I
Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard IA Mission

IA.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Description

The broad educational purposes of the College and its commitment to student learning and student achievement are defined in Board Policy 1200, District Vision, Values, Mission, and Goals, updated most recently by the Board of Trustees on 8/14/2012 [IA.1-01]. The mission of Victor Valley Community College is to:

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

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

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

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

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

The intended student population is described in the College's statement of Vision: Victor Valley Community College District uplifts the diverse communities The College teaches and serves by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership [IA.1-01].

Evaluation

The current statement of mission does not specify the types of degrees and other credentials offered.

Degrees and credentials offered by the College are not specified in its mission statement as detailed in Board Policy 1200 [IA.1-01]. This makes it difficult for prospective students and members of the general public to know what it is the College offers. The College should discuss this as it reconsiders the mission statement in its next review cycle, pursuant to Administrative Procedure 1200, Review of District Vision, Values, Mission and Goals. [IA.1-02].

Action Plan

A Mission Review Task Force executed its charge as of October 31, 2016 to review the current mission statement and provided recommendations to the College Council on December 7, 2016 [IA.1-03].

IA.1. Evidence

IA.1-01 Board Policy 1200
IA.1-02 Administrative Procedure 1202
IA.1-03 College Council Agenda, 12/7/2016

IA.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Description

Board Policy 1202, Institutional Effectiveness [IA.2-01] and its accompanying Administrative Procedures 1202 [IA.2-02] is intended to set the policy context and shape the practice for how the College determines its effectiveness in accomplishing its mission and how it directs institutional priorities in meeting the educational needs of students. The use of data, analysis, and student learning outcomes assessment to inform planning and improvement is specified in policy.

In addition to setting forth the District vision, values, and mission, Board Policy 1200 [IA.2-03] also states the goals of the District, which are fiscal stability, student success, accreditation recommendations, and image. Progress on the mission and District goals guide the annual program review and planning processes for both instructional and non-instructional programs (known locally as PRAISE or Program Review, Allocations, and Institutional Strategies for Excellence): A component of all program reviews is indicating how progress on program mission and goals relate to the District mission and goals. As programs request budget augmentations for the coming year, this description of its progress on District mission and goals is evaluated and prioritized across the institution based on that evaluation to ensure the College continues to meet the needs of students. A more detailed description of the process is detailed under Standards IB.9 and III.D.

The District mission, goals, vision, and institutional learning outcomes are included on the instructional program review templates for both an annual update [IA.2-04] and a comprehensive review [IA.2-05]. These are used by chairs and faculty as they evaluate and plan for their respective program. On the comprehensive review (every 3 years), chairs and faculty are asked to describe how the program's mission serves to meet the overall mission and/or vision of Victor Valley College (page 4), [IA.2-05]. The purposes of the annual update are to indicate any changes from the prior year on all program review components.

Enrollment and student success data [IA.2-06] and student learning outcomes assessments are an integral part of all annual instructional program reviews, whether an annual update (starting on page 5), [IA.2-04] or comprehensive review (page 7), [IA.2-05]). In addition to describing how the program mission relates to the District mission, chairs and faculty must describe how analysis of SLO assessments and student enrollment data contribute to their annual goals.

Non-instructional program review's comprehensive [IA.2-07] annual update [IA.2-08] includes a program assessment section that includes reporting of service area outcomes assessments as well as progress on mission-critical plans and priorities for the program—to wit: program-related Commission recommendations, Educational Master Plan initiatives, external factors about its operating environment, service area outcomes related to customer service and program quality, use of resources and finally, program-specific and cross-program impacts. As with instructional program review, non-instructional programs also request budget augmentations for the coming year that must be justified by a description of its progress on District mission and goals to ensure the College continues to meet the needs of students. A more detailed description of the process is detailed under Standards IB.9 and III.D.

The College's overall progress on its mission pursuant to Administrative Procedure 1202 [IA.2-02] should be gauged through its Institutional Effectiveness Scorecard [IA.2-09]. This has been updated to incorporate the mandated, statewide Institutional Effectiveness Partnership Initiative (IEPI) framework of indicators adopted by the Board of Governors in 2015, and the institution set standards reported on the College's Annual Report to the Commission for 2016 [IA.2-10]. The IEPI framework was presented to the College Council for information and discussion on October 21, 2015. Approved by consensus was the motion that using established shared governance processes, College Council will be responsible for the setting of IEPI targets [IA.2-11]. On April 6, 2016, pursuant to statute the College Council adopted the 2016 IEPI framework of indicators. Furthermore, it was determined that the Executive Vice President will work with the Deans Council and Academic Senate to develop recommended targets and a status update on the College's institutional effectiveness. These recommendations and status update will be presented to the College Council at a subsequent meeting for discussion and action [IA.2-12].

Evaluation

Consistent with its policy [IA.2-01], the College uses data to direct its priorities through its annual evaluation and planning processes [IA.2-04; IA.2-05; IA.2-07; IA.2-08]. This enables alignment of institutional priorities with the educational and service needs of students.

Opportunities for improvement exist in the College's approach to determine how effectively it is accomplishing its mission. Through the state's mandated IEPI framework of indicators, the

College will use established shared governance processes to ensure discussion of its effectiveness in accomplishing its mission is broad-based, including members of all campus constituent groups. This is an improvement upon past practice wherein such ad hoc discussions occurred within various groups across campus. Although the Board of Trustees has received an annual report of the College's progress on student success measures since 2006 [IA.2-13], no process for systematic campus-wide dialogue has existed since the Institutional Effectiveness Committee was discharged in 2012 [IA.2-14]. The established administrative procedures for institutional effectiveness [IA.2-02] do not yet reflect current attempts to incorporate the IEPI framework. The College is leveraging this statewide initiative to improve upon its current approach, linking discussions about institutional effectiveness with existing shared governance processes and its annual planning cycle [IA.2-11]. Those changes will need to accurately be reflected in an update to Administrative Procedure 1202 [IA.2-02].

Action Plan

No Action Plan Required

IA.2. Evidence

IA.2-01 Board Policy 1202, Institutional Effectiveness
IA.2-02 Administrative Procedure 1202, Implementing Institutional Effectiveness
IA.2-03 Board Policy 1200, District Vision, Values, Mission and Goals
IA.2-04 Instructional Program Review Template - Annual Update
IA.2-05 Instructional Program Review Template - Comprehensive
IA.2-06 Instructional Program Review Data - Sample
IA.2-07 Non-Instructional Program Review - Comprehensive
IA.2-08 Non- Instructional Program Review - Annual Update
IA.2-09 VVC Institutional Effectiveness Scorecard Portal
IA.2-10 Annual Reports to ACCJC
IA.2-11 College Council Minutes, 10/21/2015
IA.2-12 College Council Minutes, 4/6/2016
IA.2-13 Trustees Scorecard Interactions, 2007-2015
IA.2-14 College Council Minutes, 5/9/2012

IA.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Description

Instructional program review templates include the District mission, goals, vision, and institutional learning outcomes for both the annual update [IA.3-01] and the comprehensive review conducted every 3 years, at which time chairs and faculty are prompted to describe how the program's mission serves to meet the overall mission and/or vision of Victor Valley College (page 4), [IA.3-02]. Non-instructional program reviews also include annually assessing progress on mission-critical plans and priorities. Both instructional and non-instructional program reviews

drive planning and decision-making about budget augmentations for the coming year that must be justified by a description of its progress on the District mission and goals.

Institutional goals for student learning and achievement have been reported to the Commission on the College's Annual Report since 2013 [IA.3-03] and to the state through the IEPI portal since 2015 [IA.3-04].

Evaluation

The College meets the standard. Annual processes for evaluation and planning enable the College to gauge alignment of the program mission with the District mission. It is not clear how the mission is used to inform the setting of institutional goals for student learning and achievement represented in the College's Annual Report to the Commission and in the IEPI portal.

Action Plan

No Action Plan Required

IA.3. Evidence

IA.3-01 Instructional Program Review Template - Annual Update
IA.3-02 Instructional Program Review Template - Comprehensive
IA.3-03 Annual Reports to ACCJC
IA.3-04 CCCCO IEPI Reporting Portal

IA.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Description

The mission statement is formally adopted as policy by the Board of Trustees as evidenced by Board Policy 1200 [IA.4-01] and periodically reviewed per Administrative Procedure 1200 [IA.4-02]. The approved mission statement is widely published in the Catalog on page 10 [IA.4-03] and the College website.

Evaluation

The College meets the standard. The last update of the College's Board Policy 1200, District Vision, Values, Mission and Goals [IA.4-01] was on August 14, 2012. Since that time, several significant changes have occurred in the College's leadership and operating environment that merit a reconsideration of the mission. As the Board of Trustees embarked on its own self-evaluation in April 2016, it was anticipated that the mission statement would also be re-evaluated.

Action Plan

No Action Plan Required

IA.4. Evidence

IA.4-01 Board Policy 1200, District Vision, Values, Mission, and Goals
IA.4-02 Administrative Procedure 1200, Review of District Vision
IA.4-03 VVC Catalog, 2016-17

Standard IB Assuring Academic Quality and Institutional Effectiveness

Academic Quality

IB.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Description

The College promotes a robust dialog about all aspects related to student success (outcomes, equity and student learning) starting from the Mission Statement, which has a mandate to cultivate, inspire, innovate and empower students [IB.1-01]. It further posits a central goal of student success [IB.1-01]. The Mission Statement states one of its central Values as integrity [IB.1-01]. It stresses equity through Values of accessibility and diversity [IB.1-01].

These values and goals disseminate through the College's practices through a variety of means. The school has a strong, award-winning Associated Student Body (ASB) organization, which frequently challenges faculty and staff on best practices. In its 2016-2017 Goals, the ASB asked for a variety of improved measures in equity, such as online education plans, tutoring services in STEM, and increased library hours for night students (goals 3,7, 9) [IB.1-02]. The Board of Trustees espouses collegial discussion through a number of Board policies. The Academic Senate addresses them in AP policies, and faculty engages a robust dialog through discussions at every level.

The dialogs about purposes and methods of academic quality have formed most definitively around Student Learning Outcomes (SLOs). Since the Midterm Report, the College has increased its application of SLOs to essentially one hundred percent [SharePoint Assessment Reporting Workspace; [IB.1-03]. These SLOs are now tied to PLOs through departmental practices. Departments debate the application of SLOs, their meanings and their purposes. This practice has been practiced through department meetings and informal discussion. The College has institutionalized the constant dialog through its instructional program review processes.

Evaluation

The College meets the standard. It has brought its practice from a place of limited use to a place in which it has incorporated dialog and methods of assessment into part of the institution's climate. The dialogs about purposes and methods of academic quality have formed most definitively around Student Learning Outcomes (SLOs). Since the Midterm Report, the College has continued its practice of SLO assessment [IB.1-03]. These SLOs are now tied to PLOs through departmental practices. Departments debate the application of SLOs, their meanings and their purposes. This practice has been practiced through department meetings and informal discussion. The College has institutionalized the constant dialog through its instructional program review processes.

Action Plan

Superintendent/President Wagner charged a Mission Review Task Force to review the current mission statement. They met for the first time on October 31, 2016, and will make recommendations to College Council. The consultation draft is on the College Council Agenda for a first reading on December 7, 2016.

IB.1. Evidence

IB.1-01 Board Policy 1200, District Vision, Values, Mission, and Goals
IB.1-02 Associated Student Body Goals 2016-2017
IB.1-03 SharePoint Assessment Reporting Workspace

IB.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Description

The College maintains student learning outcomes (SLOs) in CurricUNET and reports of assessment results in SharePoint [IB.2-01]. These SLOs map to program learning outcomes (PLOs) determined by each department. These map to institutional learning outcomes (ILOs) that are guided by the College's mission statement [IB.2-02]. SLOs, PLOs and ILOs are recorded in CurricUNET and SharePoint, and SLOs are recorded on syllabi for individual class sections. Each full-time instructor—and each part-time instructor with a contractual obligation to do so—assesses the SLOs for his or her section, and the department evaluates data compiled from the individual sections for assessment and disaggregation according to procedures established by the department and overseen by deans and the Executive Vice President of Instruction and Student Services.

Evaluation

The College meets the standard. It responded to grave shortcomings in previous evaluations with a focused several-year effort that has resulted in student learning outcomes for all currently taught classes [IB.2-01] and has archived classes without student learning outcomes on CurricUNET [IB.2-03]. During that period of time, the College established a hierarchy of methodology. Instructors assess for their individual classes. Their data are incorporated into department-wide data, which are uploaded to SharePoint for assessment of progress over the years, not only departmentally but divisionally and across the institution. The College has established several college-wide institutions to facilitate the writing, standardization and implementation of SLOs. Academic Senate has disseminated information defining, explaining and facilitating employment of SLOs [IB.2-04]. The Student Learning Outcomes/Assessment Committee (SLOAC) establishes best practices, providing information on Assessment Background and Philosophy [IB.2-05], Course SLO Guide [IB.2-06], Mapping Course SLOs to PLOs [IB.2-07], General Education Student Learning Outcomes [IB.2-08], and Institutional Learning Outcomes [IB.2-09]. It works closely with departments and divisions to inform institutional practice, beginning with templates

for SLOs [IB.2-10], and the Curriculum committee works to ensure that SLOs are available and standardized.

Action Plan

No Action Plan Required

IB.2. Evidence

IB.2-01 SharePoint Assessment Reporting Workspace
IB.2-02 Board Policy 1200, District Vision, Values, Mission, and Goals
IB.2-03 CurricUNET
IB.2-04 Academic Senate Student Learning Outcomes webpage
IB.2-05 Assessment Background and Philosophy
IB.2-06 Course Student Learning Outcomes Guide
IB.2-07 Mapping Course Student Learning Outcomes to Program Learning Outcomes
IB.2-08 General Education Student Learning Outcomes
IB.2-09 Institutional Student Learning Outcomes
IB.2-10 Templates for SLOs

IB.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Description

The College has incorporated standards that are informed by the mission statement and filtered through institutional learning outcomes to program learning outcomes, which become most concrete in student learning outcomes assessed in every class section. The mission statement aims to "Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs" [IB.3-01]. Board Policy 4000 calls for the institution to "honor and uphold high standards of educational excellence in the quality and currency of curriculum, the measurement and improvement of student learning, the evaluation of enhancement of overall effectiveness as an institution of higher learning, and the ongoing development of professional instructional competence" [IB.3-02]. The College follows the call of its mission and Board Policy 4000 by employing a robust and interdisciplinary dialog about student learning outcomes (for more detail, see IB.1), implementing and assessing student learning outcomes, implementing majors, credentialing programs and other programs of interdisciplinary practice.

In addition, the College formally establishes institution-set standards as part of its annual practice on the State's Institutional Effectiveness Partnership Initiative (IEPI) and submission of its annual report to the ACCJC. The targets are established by Cabinet and Academic Senate leadership and vetted through established shared governance procedures [IB.3-03]. Documents are then published on the College's website [IB.3-04] as its scorecard on Student Success [IB.3-05], as well as on the California Community Colleges Chancellor's Office IEPI reporting portal [IB.3-06].

Evaluation

The College meets the standard. It has undergone a vigorous improvement in its thought and implementation of standards for student achievement [IB.3-03]. It has established a list of general student learning outcomes [IB.3-07] and has implemented methods of measuring them throughout the departments. Some departments set a class toward the end of the major process with a particular assignment that operates as a de facto capstone assignment. These have many applications in Program Learning Outcomes, General Education Learning Outcomes and Institutional Learning Outcomes. In addition, the College has defined standards for student achievement, and monitors and publishes its progress on its website [IB.3-04].

Action Plan

No Action Plan Required

IB.3. Evidence

IB.3-01 Board Policy 1200, District Vision, Values, Mission, and Goals
IB.3-02 Board Policy 4000, Standards of Educational Excellence
IB.3-03 VVC IEPI Consultation Documents, 2015 thru 2016
IB.3-04 VVC Institutional Effectiveness Scorecard Portal
IB.3-05 VVC Student Success Scorecard
IB.3-06 CCCCO Institutional Effectiveness Indicators Reporting Portal
IB.3-07 General Education Student Learning Outcomes

IB.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Description

Though the College has yet to close the loop in assessment of PLOs and ILOs, it is making great strides. Over the past several years, it has institutionalized a climate of assessment that will by natural course close that loop with constant and systemic assessment. The College posts an Institutional Effectiveness Scorecard, which publishes relevant data [IB.4-01]. The website was last updated on October 25, 2016. It evaluates institutional effectiveness through data on fiscal stability, student success, accreditation, and image. The school has established a Student Learning Outcomes Committee (SLOAC) to de-mystify and systematize SLO practices. This led to the creation of the Center for Institutional Excellence, which started as a forum for understanding what SLOs are and has grown into a college-wide forum for discussion of Learning Outcomes at all levels. It is taking the lead in the College's attempts to close the loops between SLOs, PLOs and ILOs. The College has many individual divisions, and departments have established methods that are detailed under Standard IIA.

Evaluation

The College meets the standard. No class may be taught without standing SLOs. Instructors have been assessing their classes according to SLOs for two years. These map to PLOs, and College-wide, PLOs map to ILOs. Each department now assesses its performance, providing data on PRAISE reports, which the administration uses to allocate resources. The College has made great strides in systematizing its operations and will soon complete its first full round of PRAISE reports. It will further improve transparency by increased use of TracDat and assessment by continued systematization of PRAISE reports.

Action Plan

No Action Plan Required

IB.4. Evidence

IB.4-01 VVC Institutional Effectiveness Scorecard Portal

Institutional Effectiveness

IB.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Description

The Institutional Effectiveness Scorecards (IES) represent the College's performance assessment system relative to its progress on board-adopted, mission-centric goals regarding student success, fiscal stability, meeting accreditation recommendations, and image [IB.5-01]. Included on the IES are quantitative and qualitative data, as well as institution-set standards or targets for performance against which the College can gauge its progress in order to identify opportunities for improvement.

With regard to progress on student success, the spring 2013 administration of the ETS Proficiency Profile established that student success rates at the College are in line with those at other two-year colleges in fields of critical thinking, reading, writing, and mathematics, levels 1-3 [IB.5-02]. Performance on other indicators of student success included on the IES show the College has met its target on English and ESL remediation; but many other opportunities to improve exist across all other indicators of student success [IB.5-03].

In addition to overall institutional performance on student success represented on the IES, instructional program data are provided to support department chairs and deans through the College's annual program review, planning, and budget development processes. This year the College worked with Nuventive TracDat to facilitate the development of instructional program review documents and delivering supporting data by establishing a single platform [IB.5-04].

Deans are also provided with access to weekly enrollment reports [IB.5-05] as they ensure student access to the courses they need to be successful while balancing their fiduciary responsibility. Other reports are provided as demanded and described in Standard IA.2.

With regard to fiscal stability, the IES indicates that "The College's financial resources will remain sufficient to support quality programs and services, and the ongoing improvement of all college operations" [IB.5-06]. The IES on fiscal stability indicates that the college has met its production (FTES) target as well as its institution-set standard for Fund Balance. The IES shows the College's performance on other fiscal stability indicators, but has yet to set its targets or standards on the following: salary and benefits; annual operating excess; cash balance; and audit findings. Recommendations for these will be developed by the Fiscal, Budget, and Planning Committee and vetted through established shared governance procedures.

With regard to meeting accreditation recommendations, the College resolved its 8 accreditation recommendations and was re-accredited without sanction on June 29, 2015, allowing it to fulfill its missions and goals for its students [IB.5-07]. The institution's image in the community was shown to be positive during its last master planning effort, wherein focus groups were conducted across the College's service area. Responses by 171 community members to the prompt, "Please characterize VVC in one word," represented on a word cloud [IB.5-08] indicated that one of the most often appearing words was "struggling." This was superseded by "Opportunity" and appeared only a little more often than "necessary" and "important." Responses by 1590 students to the same prompt on a survey of student campus climate show words such as "good," followed by "great," "okay" (just as often in the form of "OK") and "nice" [IB.5-08]. Responses by employees on an employee survey of campus climate show "campus" most often, followed by "faculty" and "classified" [IB.5-08].

Evaluation

The College meets the standard. The biggest challenge for the College is ensuring integrity of data collection processes across campus and improving practices for effective use of data and analysis.

Action Plan

No Action Plan Required

IB.5. Evidence

IB.5-01 VVC Institutional Effectiveness Scorecard Portal
IB.5-02 ETS Results for VVC
IB.5-03 VVC Institutional Effectiveness Scorecard – Student Success
IB.5-04 VVC TracDat Portal
IB.5-05 Weekly Enrollment Report - Sample
IB.5-06 VVC Institutional Effectiveness Scorecard – Fiscal
IB.5-07 ACCJC Reaffirmation Letter, 6/29/2015
IB.5-08 VVC Institutional Effectiveness Scorecard – Image

IB.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Description

The College began an organized response to accreditation-related shortcomings in data utilization. It employed means of data storage, such as SharePoint [IB.6-01] and TracDat [IB.6-02]. Headcount reports disaggregated by instructional modality have been developed for this Institutional Self-Evaluation and are available on the College website (see chapter on Student Achievement Data and Institution Set Standards).

Through the College's TracDat portal, a means will be provided to further disaggregate data by mid-2017, allowing the College to analyze data by method of instruction and demographics of age and ethnicity. The implementation of PRAISE reports provides a vehicle for divisions to allocate funds through data drawn and gathered by individual departments and programs. Though the College has historically used imprecise and ad hoc means of funds allocation, the use of TracDat, SharePoint and PRAISE reports will allow it to more effectively systematize funding decisions.

Evaluation

The College meets the standard. The College employed Nuventive TracDat for this year's review and planning cycle, with instructional data that was disaggregated by instructional modality and student demographics. The analysis will allow the College to identify places where effective methods map through SLOs to PLOs. The identification of strengths and weaknesses will allow the institution to effectively allocate funds where they will work most effectively.

Action Plan

No Action Plan Required

IB.6. Evidence

IB.6-01 Assessment Reporting Workspace
IB.6-02 VVC TracDat Portal

IB.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Description

Before the 2011 report, the College had no effective PRAISE report system. The Educational Master Planning Task Force established several priorities with targeted completions in mid-2012 [IB.7-01]: updating the mission statement, a technology master plan, Program Review,

Allocations, and Institutional Strategies for Excellence (PRAISE) Handbook [IB.7-02]. The 2014 "Follow-up Report," [IB.7-03] responded to several team recommendations—in particular, those related to integrated planning. The actions and response to the original recommendation drove improvements at the College over several years that resulted in resolving those recommendations, as evidence in the Visiting Team Report [IB.7-04].

Evaluation

The College meets the standard. The improvements suggested in 2011 and 2014 have been implemented through various the College's established shared governance processes. Since then, all departments and programs have participated in annual planning, with this year's cycle involving comprehensive reviews for all programs across campus. As an annual program review, planning, and budget development processes, PRAISE provides the means through which the College regularly and systematically evaluates its policies and practices across all operations.

Action Plan

No Action Plan Required

IB.7. Evidence

IB.7-01 EMP Task Force Workspace
IB.7-02 Instructional Program Review Handbook
IB.7-03 VVC Follow-Up Report #4, 3/14/2014
IB.7-04 Visiting Team Follow up Report, 4//2016

IB.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Description

VVC broadly communicates all its activities. For example, the Board of Trustees and the college communities reviewed annual updates on the College's Student Success Scorecard [IB.8-01]. The Superintendent /President provides routine reports to the College communities regarding major efforts and emerging issues [IB.8-02]. Various units provide reports on the status of campus initiatives [IB.8-03, IB.4-04, IB.4-05, IB.8-06]. Department Chair meetings provide opportunities to engage in discussions about outcomes assessment, curriculum, student success and Program Review. During "Super Meetings," which are meetings held to provide classified staff with the platform to receive and share updates about the College activities, the President presents awards in recognition of outstanding individual efforts. On a weekly basis, the College communities receive enrollment updates showing where the College is in terms of achieving its projected enrollment targets [IB.8-07].

The College has some work to do in terms of creating a shared understanding of its strengths and weaknesses. On March 3, 2016, the Academic Senate passed a resolution regarding data reporting for academic and career technical programs, citing the lack of timely and complete data,

inconsistent definitions of success, lack of cooperation from the Executive Dean, and "no forum to openly and professionally discuss a program's definition of success based on complete, timely and accurate data" [IB.9-08].

Evaluation

The College meets the standard. Some work needs to be done to get the College to broadly communicate the results of all its assessment and evaluation activities so that its constituencies have a shared understanding of its strengths and weakness. However, the foundation has been built for the future.

Action Plan

The College needs a systemic plan for communicating the results of its assessment and evaluation activities, strengths and weaknesses. The College will implement changes as recommended by the IEPI PRT scheduled to visit in February 2017.

IB.8. Evidence

IB.8-01 VVC Student Success Scorecard
IB.8-02 Emails from President Wagner
IB.8-03 Student Services Newsletter
IB.8-04 Puente Newsletter
IB.8-05 Distance Education Newsletter
IB.8-06 Administrative Services Newsletter
IB.8-07 Weekly Enrollment Report - Sample
IB.8-08 Academic Senate Resolution, 3/3/2016

IB.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Description

The College has developed and employs systematic, broad-based evaluation, assessment, and planning processes in its operations in order to accomplish its mission and values. College policies emphasize short- and long-term institutional planning [IB.9-01], improving institutional effectiveness [IB.9-02] as well as educational excellence [IB.9-03], both of which are integrated into its approach to planning. Planning processes also integrate performance assessments to measure the College's effectiveness in achieving its mission; this includes instructional program review data [IB.9-04], service area outcomes for non-instructional programs [IB.9-05], and the Institutional Effectiveness Scorecard [IB.9-06].

College planning processes have evolved considerably over the past 5 years, demonstrating collective efforts to continuously improve since the 2011 accreditation site visit, which resulted in a recommendation to address integrated planning. Pursuant to the Visiting Team Report of November 23, 2013 [IB.9-07] based on Follow-Up Report #3 [IB.9-08], the College resolved this recommendation and was "commended for the very substantial work" accomplished at the time. Such work included clarifying the definition of "program," which enabled the College to make significant progress in the continuous refinement of its well-established annual program review and planning processes—locally referred to as "PRAISE" (Program Review, Allocations, and Institutional Strategies for Excellence). Instructional programs adopted a shorter cycle for comprehensive review (3 years as opposed to 6 years) with annual updates between comprehensive reviews to enable monitoring of progress and budget augmentations where needed. Moreover, the reporting of learning outcomes assessments became an integral part of program review. Compliance for all instructional and non-instructional program reviews has been consistent following the improvements made; more importantly, program reviews include defined outcomes, assessment results, and planning for improvement to justify requests for budget augmentations.

Evaluation

The College meets the standard. While the lessons learned from the last few PRAISE cycles indicate a clear need to make adjustments to the process, the College's approach to integrated planning and continuous improvement has matured enough to evaluate and address the needed changes within existing governance and administrative procedures. Furthermore, monitoring progress on institution-set standards for student achievement and overall measures of institutional effectiveness facilitate the College's short- and long-range planning efforts.

Action Plan

Following recent improvements made to the annual PRAISE process, the College needs to evaluate recent revisions to its process to determine impact of recent changes and identify new opportunities for improvement.

IB.9. Evidence

IB.9-01 Board Policy 3250, Institutional Planning
IB.9-02 Board Policy 1202, Institutional Effectiveness
IB.9-03 Board Policy 4000, Standards of Educational Excellence
IB.9-04 Instructional Program Review Data - Sample
IB.9-05 Summary of Service Area Outcomes, PRAISE 2015-16
IB.9-06 VVC IE Scorecard Portal
IB.9-07 ACCJC Visiting Team Report, 11/23/2013
IB.9-08 VVC Follow-Up Report #3, 10/15/2013

Standard IC Institutional Integrity

IC.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Description

The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations through its published materials, web presence, and through various social media platforms such as Facebook [IC.1-1]. Furthermore, the College assures that it provides accurate information to students, faculty, staff, and the public about its accreditation status, including the ACCJC, by employing many communication channels, such as the College's website and catalog. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the curriculum. To further ensure the currency of the catalog content, the College recently added a catalog Addendum. In addition, information about the College's Mission, Values, Vision, and Goals, Learning Outcomes, Program Learning Outcomes, Institutional Learning Outcomes, program offerings, and academic support services is contained in the College's catalog, academic program brochures such as the Student Equity and Success Division brochures, course outlines of record, and College website. The College also informs students and prospective students, personnel, and persons or organizations about its mission, learning outcomes, educational programs, and the services it provides to students through electronic signs located at the entrance to the institution. The College also provides information about its planning and strategic priorities through Institutional Effectiveness Plan Initiative (IEPI) [IC.1-2].
To provide information to the public regarding the College's mission statement, the College publishes its mission statement under many places including the College website, Board Policies [IC.1-3], and under "About VVC" [IC.1-4].

All College courses are expected to have student learning outcomes (SLOs). Courses without SLOs may not be scheduled for offering [IC.1-5]. Course level information is also communicated to students through the approved course outlines of record. Course outlines of records are available on the web through the CurricUNET [IC.1-6]. Students also receive information about the course on the syllabus. It is the College's requirement that all Course syllabi must contain SLOs.

Evaluation

The College meets the standard. The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations through its published materials, web presence, and through various social media platforms such as Facebook. Furthermore, the College assures that it provides accurate information to students, faculty, staff, and the public about its accreditation status including the ACCJC, by employing many communication channels, such as the College's website and catalog. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the College's curricula. The College will continue working at refining and

improving its communication channels in order to better inform the students, public and other organizations about its achievement and accomplishments.

Action Plan

No Action Plan Required. According to the evidence, the College meets this standard. However, the College is committed to continuous quality improvement and institutional effectiveness. Therefore, the College will continue to explore additional and alternative innovative strategies in order to meet its commitment to ongoing, systemic continuous quality improvement.

IC.1. Evidence

IC.1-01 Facebook Social Media
IC.1-02 Institutional Effectiveness Plan Initiative
IC.1-03 Board-Policy-1200
IC.1-04 About VVC – Website
IC.1-05 Student Learning Outcomes
IC.1-06 CurricUNET

IC.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Description

The College provides a print and an online catalog for students and prospective students. The College Catalog is the primary vehicle by which prospective and current students, faculty and staff, and community constituencies gain knowledge and answers to questions regarding its programs, policies, and procedures. The College provides a printed copy for use only among staff while its primary version for public consumption is online [IC.2-1]. Due to cost considerations, the number of copies in print are more limited and made available to key faculty and personnel responsible for the delegation and interpretation of its contents to students and the public. A link to the online version is found on the College's home web page, listed as "College Catalog" under the grouping Online Resources [IC.2-2].

Review, update, and publication of the College's catalog is accomplished through the Office of Instruction and the Catalog Committee. Beginning in fall, the Office of Instruction supervises the reviewing and writing of the upcoming academic year's catalog. The Catalog Committee [IC.2-3] consists of both teaching and counseling faculty, student support personnel, and administrators. The authenticity, precision and accuracy of the information contained in the catalog is achieved through multiple conversations with the College's Curriculum Committee, department chairs and Division deans. Throughout the spring term, the catalog information is analyzed in order to ensure that only the most accurate information is conveyed through the catalog [IC.2-4]. Members of the catalog committee request any content updates, deletions, or corrections from the departments and service areas. By early summer, the final hard copy of the catalog is sent out for print and an online version is completed at the same time.

Both the online and hard copy versions of the College's catalog include all elements of the Catalog Requirements listed under Eligibility Requirement 20 (see Table 1). The catalog provides precise, current, and accurate information including, courses, programs, procedures and the statement regarding policies [IC.2-5].

Table 38. Catalog Requirements Location in the College Catalog. 2016-2017

General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Inside front cover – title Page 3
Educational Mission	Page 10
Representation of accredited status with ACCJC and with programmatic accreditors, if any	Page 3
Course, Program, and Degree Offerings	Page 93-96
Student Learning Outcomes for Programs and Degrees	Currently not provided due to space-text limitations
Academic Calendar and Program Length	Inside front cover
Academic Freedom Statement	Page 16
Available Student Financial Aid	Page 63-66
Available Learning Resources	Page 22, 35-39
Names and Degrees of Administrators and Faculty	Page 13, 431-437
Names of Governing Board Members	Page 11

The College provides information about its online course offerings on the website found under the main section Online Classes @ VVC webpage [IC.2-6]. Under Blackboard Log In, students can find information about software and hardware needed for students to enroll in online courses. There is also a student readiness survey that is designed to help students determine whether or not an online course is a good match for the student's independent learning style.

Evaluation

The College meets this standard. The College provides a print and an online catalog for students and prospective students. The catalog is the primary vehicle by which prospective and current students, faculty and staff, and community constituencies obtain knowledge facts and answers to questions regarding educational programs, policies, and procedures.

Action Plan

No Action Plan Required. According to the evidence, the College meets this standard. However, the College is committed to continuous quality improvement and institutional effectiveness. Therefore, the College will continue to explore additional and alternative innovative strategies in order to meet its commitment to ongoing, systemic continuous quality improvement.

IC.2. Evidence

IC.2-01 The College Catalog (Web copy)
IC.2-02 The College Website Home Page
IC.2-03 Catalog Committee Meeting Agenda Timeline
IC.2-04 Catalog Distribution List
IC.2-05 Eligibility Requirement 20 Met, College Website Catalog Page 3
IC.2-06 Distance Education Offerings, College Website

IC.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Description

The College communicates its academic achievements and accomplishments, and academic quality matters to appropriate constituencies including current and prospective students and the public though a number of methods including the College's Student Success Scorecard presented annually to the Board of Trustees [
[IC.3-1]. The College also communicates matters of academic quality through Institutional Effectiveness (IE) website [IC.3-2]. IE provides information about the College's performance on measures of student achievement defined by the California Community Colleges Chancellor's Office (CCCCO) as the "Accountability Report for Community Colleges" (ARCC) under the Partnership for Excellence legislation [IC.3-3]. These reports are also published on the College website [IC.3-4]. What was once known as the ARCC reports is now known as the Student Success Scorecard. Additional information is also found in the Parcel Reports produced by the Instructional Program Review Committee (IPRI) dated March 2015 [IC.3-5].

Additionally, the Instructional program review reports clearly communicate academic quality and student learning and achievement [IC.3-5]. The IR website acts a hub for housing Institutional Effectiveness Data, as well as instructional and non-instructional program review reports. The various reports demonstrably show academic quality through student success momentum points, degree and certificate completion rates, student learning outcomes, program learning, and Institutional Learning Outcomes. These different data points clearly articulate to the College constituencies, including current and prospective students, and the public how effective the College is in carrying out its mission of providing quality educational programs.
In compliance with state mandates, the practice of annually presenting student achievement information to the College's governing board still continues as a means to communicate matters of academic quality to the public.

Evaluation

The College meets this standard. The College employs many strategies for communicating the academic quality of its programs to appropriate constituencies, including current and prospective students and the public. However, there is ample room for the College to improve how it communicates matters of academic quality to current students, prospective students, and the public at large.

Action Plan

College will continue to identify additional strategies for communicating how it uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality.

IC.3. Evidence

IC.3-01 IER-Scorecard
IC.3-02 Institutional Effectiveness Scorecard Portal
IC.3-03 Accountability Report for Community Colleges
IC.3-04 Victor Valley College Published Report
IC.3-05 2014 SLOAC Parcel Report

IC.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Description

The College clearly describes in details the content, course requirements, and expected learning outcomes for all its certificates and degrees. This information is made available through a number of channels. For example, the College's certificates and degrees are described in the College catalog, which is published in two formats, online version and print version [IC.4-1]. For example, in the 2016-2017 catalog, degrees are specified by type and degree, and certificate requirements are broken down into general education and elective courses. [IC.4-2]. Furthermore, majors are listed alphabetically, and each section provides an explanation for course requirements for both degrees and certificates.

The College also describes and communicates the purpose, content, course requirements, and expected learning outcomes to its students through the CurricUNET. CurricUNET is an Internet-based software that is designed to automate and enhance the development and approval of curriculum. Faculty use CurricUNET to develop course and program proposals. This software also allows quick data entry, processing, review, and curriculum approval. The College also uses CurricUNET as the warehouse and source for specific course information, certificates, and program information including the listing of all the courses and course outline of record both historical and active. [IC.4-3].

Another means by which the College describes and communicates learning outcomes is through course syllabi. Regardless of the method of instruction or location, all faculty members develop a course syllabus for each course section that they teach. Additionally, every course syllabus includes the course learning outcomes [IC.4-4].

Evaluation

The College meets this standard. Multiple locations exist on the College's webpage where a viewer can locate the description of the College's majors, types of degrees or certificates awarded, or specifications of all the majors and certificates. Current and prospective students can access the online catalog or link to specific departments for the various majors to find course specific requirements.

Action Plan

According to the evidence, the College meets this standard. However, the College is committed to continuous quality improvement and institutional effectiveness. Therefore, the College will continue to explore additional, innovative strategies in order to meet its commitment to ongoing, systemic, and continuous quality improvement.

IC.4. Evidence

IC.4-01 Catalog (Web Page 94)
IC.4-02 Catalog pg. 73-76
IC.4-03 CurricUNET
IC.4-04 SharePoint: Syllabi Submission Portal

IC.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Description

The College regularly reviews its policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. For example, the Academic Senate recently approved Administrative Procedure 1202 (AP 1202). AP 1202 provides the College with the best process by which to review its institutional policies and procedures [IC.5-1]. Furthermore, AP 1202 enhances the district efforts to regularly review its policies, procedures, and publications [IC.5-2]. In addition, the College regularly reviews District Vision, Values, Mission and Goals (BP Policy 1200) [IC.5-3], and the Standards of Academic Excellence (BP 4000) [IC.5-4]. During the September 7, 2016 College Council meeting, the president invited the College community to actively participate in the revision of the College's mission statement [IC.5-5].

In addition, the Office of Instruction, the Catalog Committee, and the Curriculum Committee, regularly review the catalog and curriculum to ensure program and service integrity. Additionally, the Academic Senate and various shared governance committees are responsible for reviewing and updating policies and regulations relevant to their functions.

Evaluation

The College meets this standard. However, even though the College meets this standard, there is room for improving the consistency of the instructional review process for the policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Action Plan

Develop an ongoing systemic process for reviewing the College processes, procedures, and publications.

IC.5. Evidence

IC.5-01 Administrative Procedure 1202, Implementing Institutional Effectiveness
IC.5-02 Board Policy 1202, Institutional Effectiveness
IC.5-03 Board Policy 1200, District Vision, Values, Mission and Goals
IC.5-04 Board Policy 4000, Standards of Academic Excellence
IC.5-05 College Council Agenda

IC.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Description

The College employs several channels to communicate the total cost of education to its students. To accurately inform current and prospective students about the cost of education, including tuition, fees, expenses, textbooks, and other instructional materials, the College uses the catalog, the College website, and financial aid education. On the website, information regarding tuition and fees is listed under Fees and Refunds [IC.6-1]. The College also provides information regarding enrollment fees, nonresident tuition and fees under Financial Aid, Admissions and Records websites. Furthermore, fees are explained under Administrative Procedure 5030 [IC.6-2]. To further assist students in understanding the cost of education, the Financial Aid Office coordinates and presents numerous workshops throughout the year for both new and current students [IC.6-3]. Dates for these events are published on the website and are frequently announced on the College's main marque off the school's main campus entrance. Under Admissions and Records, the following information is outlined:

- Required fees
- Optional fees
- How to pay for fees (to include a student fee worksheet)
- Fee refund policy
- Fee exchange (to account for when classes are cancelled)

To help students, the College is established with a monthly payment plan through e-cashier [IC.6-4]. There is also a link to the college bookstore [IC.6-5] that allows students to access their class schedule as well as the cost of their textbooks. Program specific fees and cost of textbooks for programs such as Registered Nursing or Paramedic are reported on the website link [IC.6-6, IC.6-7] Students are also able to view their fee obligations, as well as financial aid awards on their personal VVC WebAdvisor Registration System [IC.6-8].

Evaluation

The College meets this standard. The catalog and the website provide exhaustive information about fees and expenses. The Financial Aid site includes the same fee information, but with a greater array of options on how students can fund their education. For example, there is a section on scholarships and policies, the Board of Governor (BOG) fee waiver program and various grants. Incorporated into the page is a section on "How much will college cost?" that encourages students to calculate a true net cost of attending. This webpage permits students to explore strategies regarding personal budgeting, educational, and career planning.

Action Plan

No Action Plan Required.

IC.6. Evidence

IC.6-01 Fees and Refunds Webpage
IC.6-02 Administrative Procedure 5030, Fees
IC.6-03 Financial Aid Workshops – Example April 22, 2016
IC.6-04 E-Cashier Payment Plan
IC.6-05 Bookstore Webpage
IC.6-06 Nursing Program Fees
IC.6-07 Paramedic Program Fees
IC.6-08 WebAdvisor log in webpage

IC.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Description

The College regularly assures academic integrity and publishes governing board policies on academic freedom and responsibilities. Institutional and academic integrity is articulated in Board Policy 4030, Academic Freedom [IC.7-1]. BP 4030, clearly outlined the College's commitment to the free pursuit and dissemination of knowledge and academic freedom. An excerpt from BP4030 states:

Victor Valley College believes academic freedom in relation to teaching duties is Fundamental and essential to the teaching profession. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.

Additionally, the College clearly reaffirms its commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies by pledging under Administrative Policy 3720 (a), that:

The freedom to teach and freedom to learn are inseparable facts of academic freedom. The freedom to teach and learn, depend on appropriate opportunities and conditions not only in the classroom, but on the campus as a whole. The responsibility to secure and to respect general conditions conducive to academic freedom is shared by all members of the academic community, faculty, staff, and students [IC.7-2].

Evaluation

The College meets this standard. As evidence clearly shows, the College has established clear policies and guidelines designed to reinforce academic freedom. To ensure that academic policies and guidelines are followed, the College publishes these policies and guidelines.

Action Plan

No Action Plan Required

IC.7. Evidence

IC.7-01 Board Policy 4030, Academic Freedom
IC.7-02 Administrative Policy 3720

IC.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Description

The College has established and published clear policies and procedures that promote honesty, responsibilities and academic integrity. BP 2200 provides the establishment of the policies and procedures that promote honesty, responsibilities, and academic integrity. BP 2200 spells out high expectations for the Board of Trustees including the Board's duties and responsibilities [IC.8-1]. BP 2715, articulates the College's Code of Ethics and the Standards of Practice [IC.8-2]. Furthermore, the College has established policies designed to provide direction for disciplinary actions [IC.8-3; IC.8-4].

Administrative Procedure AP 5520 (AP), Student Discipline Procedures, establishes standards for student discipline policy and due process procedures. The code of conduct also spells out the student discipline and the due process. In part, AP 5520 states that any, "Acts of dishonesty," include but are not limited to the following:

A. Cheating, plagiarism, or other forms of academic dishonesty.
B. Furnishing false information to any Victor Valley College official, faculty member or office.
C. Forgery, alteration, or misuse of any Victor Valley College document, record or instrument of identification.
D. Tampering with the election of any Victor Valley College recognized student Organization [IC.8-5]

Procedures promoting honesty and integrity are also highlighted in the College Catalog (page 54ff) [IC.8-6]. These policies and procedures are also found in the Student Handbook [IC.8-7]. Faculty also routinely add on their course syllabi expectations for classroom behavior and the standards of student conduct.

With regard to distance education, the College has established a policy on distance education authentication and integrity. The policy states in part that, "Student access to all online and hybrid classes at VVC requires a secure login and password via Blackboard, the district Learning Management System. The purpose of this requirement is to establish that the student who registers in a distance education class or program is the same person who participates every time in and completes the class or program and receives the academic credit [IC.8-8, IC.8-9].

Evaluation

The College meets this standard. Evidence shows the College has established and published clear policies and procedures that promote honesty, responsibilities and academic integrity. BP 2200 provides the establishment of the policies and procedures that promote honesty, responsibilities, and academic integrity. BP 2200 spells out high expectations for the Board of Trustees including the Board's duties and responsibilities. BP 2715 articulates the College's Code of Ethics and the Standards of Practice.

Action Plan

Even though the College meets this standard, there is room for improvement. In keeping with the College's commitment to continuous quality improvement and institutional effectiveness, the College will continue to explore additional, innovative strategies in order to meet its commitment to ongoing, systemic, and continuous quality improvement in regards to establishing and publishing clear policies and procedures that promote honesty, responsibility and academic integrity.

IC.8. Evidence

IC.8-01 Board Policy 2200, Board Duties and Responsibilities
IC.8-02 Board Policy 2715, Board Code of Ethics
IC.8-03 Board Policy 7360, Discipline Academic Employees
IC.8-04 Board Policy 7365, Discipline Classified Employees
IC.8-05 Administrative Policy 5520a
IC.8-06 College Catalog, (Page 54ff)
IC.8-07 Student Handbook
IC.8-08 Distance Education Advisory Committee –Policy on Student Authentication
IC.8-09 Distance Education SafeAssign Authentication process

IC.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

The College faculty distinguish between personal convictions and professionally accepted views in a discipline and they present data and information fairly and objectively. Board Policy 4030 on Academic Freedom encourages faculty to "be free to evaluate, criticize, and or advocate personal points of view concerning educational matters in the classroom" [IC.9-1]. Moreover, Board Policy 4000, on Standards of Educational Excellence, states explicitly that, "we sustain an optimal learning environment in which our students can succeed" [IC.9-2]. The classroom and online instructional environment must permit a free exchange of both evidentiary information and opinion to pass. Further strengthening the distinction between personal conviction and professionally accepted views is conveyed through the course syllabi. Below is an example from an Intercultural Communications (CMST 105) spring 2016 syllabus.

"Respect for others: Due to the nature of a communication course, we will share personal opinions and trust others to be mindful of varying beliefs and values. It is important that respect for others be demonstrated throughout the duration of the semester" [IC.9-3].

Additionally, students who are concerned about a presentation of materials by an instructor, can use AP 3900 provisions to file an official complaint [IC.9-4]. Students can also file a formal grievance, which is outlined in the College catalog (page 58). [IC.9-5].

Evaluation

The College meets this standard. The College's academic freedom clearly stipulates under BP 4030 its commitment to providing faculty the right in expression of divergent points of view, judgments and opinions. BP 4030 also guarantees procedures for students to follow when they are concerned that faculty are not able to distinguish between personal conviction and professionally accepted views in a discipline. However, the College needs to improve its systems for ensuring that faculty distinguish between personal conviction and professionally accepted views in their disciplines**.**

Action Plan

The College will develop a plan that will further enhance the ethical standards regarding how faculty distinguish between personal conviction and professionally accepted views in their disciplines.

IC.9. Evidence

IC.9-01 Board Policy 4030, Academic Freedom
IC.9-02 Board Policy 4000, Standards of Academic Excellence
IC.9-03 Syllabus: Intercultural Communications (CMST 105 Section # 55468)
IC.9-04 Administrative Procedure 3900, Complaint Procedure and Form
IC.9-05 College Catalog – Grievance Process (Page 58)

IC.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Description

The College does not require conformity to specific beliefs or codes of conduct of staff, faculty, administrators or students with respect to instilling specific beliefs or world views. However, the College does have expectations for student conduct. Administrative Procedure 5520(a) establishes Student Discipline Procedures and guidelines, expectations, and processes to be followed when students violate the policy. This information is also available in the catalog [IC.10-1].

Evaluation

The College meets this standard. The College has expectations for student conduct. Administrative Procedure 5520(a) establishes Student Discipline Procedures and guidelines, expectations, and processes to be followed when students violate the policy.

Action Plan

No Action Plan Required.

IC.10. Evidence

IC.10-01 AP 5520

IC.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Description

The College does not operate in any foreign locations. Therefore, this standard is not applicable.

Evaluation

Not applicable.

Action Plan

No Action Plan Required

IC.11. Evidence

No Evidence

IC.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Description

The College has a history of complying with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, and institutional reporting. In preparation for the 2017 Institutional Self-Evaluation Report, the College has complied with all Commission requirements and procedures. In addition, the College has historically demonstrated evidence of its willingness to comply as exemplified by the College's Mid-Term Report, submitted in 2014. Furthermore, the College successfully complied with all Commission protocols in its Follow-up report leading to the College's successful passage from Probation sanctions to the full affirmation of accreditation [IC.12-I].

The College has also successfully complied with all Accreditation Commission requirements concerning public disclosure, institutional reporting, team visits, and prior approval of substantive changes. For all the 53 years of its existence, the College has fully, timely, and accurately met all the accreditation requirements. The College will fully comply with all future disclosure requirements of the Accrediting Commission.

Evidence of meeting this standard is also apparent in the College's responses to the Commission's Annual Reports. All relevant accreditation related documents and evaluation report, evaluation team reports, and commission action letters are published on the College website, readily

accessible to the general public in compliance with the Commission's Policy on Public Disclosure and Confidentiality of the Accreditation Process [IC.12-2].

In preparation for the 2017 accreditation comprehensive visit, the College has developed a webpage containing the Institution's Self-Evaluation Report. The webpage contains all the major components of the evaluation report and the process. This includes information that allows the public to track the completion of the documents and the various aspects of the self-evaluation report [IC.12-3]. In keeping with the Commission Policies, the information includes particulars such as the institution's Executive Vice President who is the district's Accreditation Liaison Officer. Additionally, there is information as well regarding the Accreditation Steering Committee, which is tasked with coordinating the accreditation process and the writing of the institutional self-evaluation report. Furthermore, there is information about sub-groups that are assigned different tasks, such as Standard Writing Teams (SWT), the Lodging Teams (LT), and Verification Team, which is responsible for reviewing each draft to ensure that self-evaluation content meets ACJC guidelines [IC.12-4]. In preparation for this ACCJC accreditation cycle, many teams have been in place for over a year. The process includes over a hundred volunteers, representing faculty, managers, administrators, staff, and students. Each SWT sub-committee has its own Chairperson. Within each team are designated report/and evidence collectors and document writers. Teams meet bi-weekly [IC.12-5].

Evaluation

The College meets this standard. As the evidence above clearly shows, the College has successfully complied with all Accreditation Commission requirements concerning public disclosure, institutional reporting, team visits, and prior approval of substantive changes. For all the 53 years of its existence, the College has fully, timely, and accurately met all the accreditation requirements. The College will fully comply with all future disclosure requirements of the Commission.

Action Plan

No Action Plan Required.

IC.12. Evidence

IC.12-01. Letter Affirmation of Accreditation
IC.12-02. Accreditation Discovery and Disclosure
IC.12-03. Accreditation Self-Evaluation Cycle Work Plan and Timeline
IC.12-04. Accreditation Steering Committee and Standard Teams - SharePoint
IC.12-05. Accreditation Steering Committee Meetings - SharePoint

IC.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Description

The College's commitment to honesty and integrity in its dealings with external agencies is conveyed and consistently upheld in all its relationships with external agencies. The College has several career and technical educational programs that require additional or specialized accreditation requirements. Some examples of these accrediting agencies are listed below:

Automotive Technology:

- The Bureau of Automotive Repair (BAR) visits the automotive program every year for its annual audit to determine whether the program has all the necessary equipment and that those equipment meet the needs of the students. .
- NATEF and ATTS conduct joint inspections on a regular basis.
- NATEF/ASE accreditation is renewed every five years with an additional self-study performed by the Automotive Advisory Council, which takes place every two and half years [IC.13-1]. This process includes a determination of whether or not all automotive instructors are ASE certified. In addition, this process ensures that each instructor receives at least 20 hours of update training each year.
- In addition to publicly posting professional accreditations in the classrooms/labs and website, all department meetings and minutes are posted on the College's website.

Emergency Medical Services (EMS) Program:

- Commission on Accreditation of Allied Health Education Programs (CAAHEP) ensures that Allied Health Programs engage in continuous improvement [IC.13-2].
- There is also the Committee on Accreditation of EMS Education Programs (CoAEMSP), which ensures that there is continuous accreditation. This is also the process by which the College assures that it is in good standing. The College has been in good standing since 2008, and it had its last comprehensive review in 2015 [IC.13-3].
- Inland Counties EMS Agency (ICEMA)/California EMS Authority (CalEMSA) ensures the program is in good standing through continuous accreditation. The program has been in good standing since 2004. The program received its last comprehensive review and audit in 2015 [IC.13-4].

Health Occupations:

- The nursing program is fully approved by the state of California, Department of Consumer Affairs Board of Regulatory Nursing [IC.13-5].
- Commission on Accreditation for Respiratory

- Care (CoARC) – The RT Program is current in its accreditation with the Commission on Accreditation for Respiratory Care (CoARC) [IC.13-6].

Criminal Justice:

- California Commission on Peace Officer Standards and Training
- California Standards and Training For Corrections

To maintain its Bond obligations, the College has established the Citizen's Bond Oversight Committee [IC.13-7]. The committee is tasked with the responsibility of ensuring that bond monies are directed in the manner set forth and approved by voters.

Evaluation

The College meets this standard. It advocates for and demonstrates honesty and integrity in its relationships with external agencies and complies with regulations and statutes.

Action Plan

No Action Plan Required.

IC.13. Evidence

IC.13-01 Self -study Auto Program
IC.13-02 Allied Health Self-study
IC.13-03 Emergency Medical Services Self-study 2015 Advisory Committee
IC.13-04 Inland Counties EMS Certification
IC.13-05 Nursing Program Accreditation
IC.13-06 Respiratory Program Accreditation
IC.13-07 Measure JJ Citizen's Bond Oversight Committee

IC.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Description

As the mission statement clearly articulates, the College's primary commitment is to provide quality educational programs for its students. By extension, student achievement and student learning are central to the College's plans and resources allocation [IC.14-1]. All the College's plans, priorities and resources are dedicated to ensuring that student success and student needs receive primacy above all else.

As a public institution, the College does not have any competing objectives other than the primary purpose of providing excellent quality educational opportunities to its students. As articulated in Standard II.A, Standard I.B, Standard II.B, II.C, Standard III.A, Standard III.B, and other standards, the College has devoted its resources to the needs of students.

The College's shared governance committees dedicate a lot of time in discussions around student success. For example, the College Council routinely devotes considerable time on student success issues [IC.14-2]. The Deans Council has student success as a dedicated agenda item. [IC.14-3]. The College recently hired a dean whose sole responsibility is student success and student equity [IC.14-4]. Furthermore, the College has consolidated all its tutoring services under one roof in order to enable students to access academic support services into one space. In order to enhance the effectiveness of these additional student resources, the College is in the process of hiring the Director for the First Year Experience program and another Director for Student Tutoring Services. In addition, the College Foundation has also placed student needs and student success at the top of its strategic plans.

Evaluation

The College meets this standard. As the mission statement clearly articulates, the College's primary commitment is to provide quality educational programs for its students. By extension, student achievement and student learning are central to the College's plans and resources allocation. All College plans, priorities, and resources are dedicated to ensuring that student success and student needs receive primacy above all other institutional needs. As a public institution, the College does not have any competing objectives other than the primary purpose of providing excellent quality educational opportunities to its students.

Action Plan

No Action Plan Required.

IC-14 Evidence

IC.14-01 Vision And Mission Statement
IC.14-02 VVC ABS Goals
IC.14-03 Student Equity and Student Success Dean Position
IC.14-04 Academic Administrators

Institutional Analysis of Standard II
Student Learning Programs and Support Service

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard IIA Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Description

The College offers academic programs that meet the needs of its diverse students from across the vast service area that the College represents. The mission of the College is the foundation of all institutional goals, including the Education Master Plan and instructional programs. The mission forms the basis for all instructional programs and in turn, instructional programs reflect and are offered in accordance with the principles of the College's mission. The College offers an extensive array of basic skills, transfer courses, noncredit and career and transfer courses, degrees and certificates. The principles of the mission are also reflected in other fields of study, including career technical education (CTE), basic skills, noncredit courses, English as a Second Language (ESL), lower division (first two years of college level courses), and contract education; these are consistent with the College's mission. The mission of the College as stated in Board Policy 1200 [IIA.1-01] provides the direction for all new and established instructional programs.

The College offers the majority of instructional programs at its main campus in Victorville and at the Regional Public Safety Center in Apple Valley. These programs are designed to be appropriate to higher education and uphold a high standard of educational excellence as stated in Board Policy 4000 [IIA.1-02] regardless of location or means of delivery. All programs conferring awards have defined student learning outcomes [IIA.1-03], and the College's institutional effectiveness is in part determined by its performance on institutional-set standards of achievement on student success [IIA.1-04]. All fields of study, including non-instructional areas, have well-defined Student Learning Outcomes (SLOs). SLOs, Program Learning Outcomes, (PLOs), and Service Area Outcomes (SAOs) are systematically embedded into every course and program of study. These learning outcomes culminate in successful completion of courses, achievement of degrees and certificates, and attainment of employment. To sustain continuous

improvement, all courses and programs go through systemic evaluation. They are evaluated for quality, need for resources, student needs, and relevance to curricula in general to insure consistency. To be transparent, SLOs are included in course syllabi, CurricUNET and Ellucian Colleague.

Wherever and by whatever means or location, all instructional courses and programs carrying the College's name are developed following the same curricular rigor and processes. The appropriateness of the courses and instructional programs is assured on many levels of institutional policies and processes. Irrespective of location, mode of delivery, the College requires all its courses and instructional programs to go through the same detailed, planning, and review processes.

All courses must have a Course Outline of Record (COR). In addition, courses are required to have course tittle, description, units of the course, student learning outcomes, instructional methods, and textbooks. Determining the appropriateness of the courses and programs begins at the curriculum approval level where discipline faculty follow the procedures outlined in the College's Curriculum development and approval policies. In order to assure quality, the process incorporates many levels of institutional stakeholders who are involved in the process of ascertaining the appropriateness of the programs offered. The assurance process is comprised of faculty members proposing the course, department chairs, division deans, and finally, the Board of Trustees, which approves courses and degree programs.

New programs are required to meet rigorous standards set by the California Community Colleges Chancellor's Office Program and Course Approval Handbook, 5th edition [IIA.1-05]. Pursuant to Administrative Procedure 4025 [IIA.1-06]. General education and degree programs must facilitate student attainment of the knowledge and skills in 5 categories: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Mathematics, and Information Competency.

In addition, the College's instructional programs provide students with essential skills necessary to transfer to baccalaureate institutions of higher education. The College's course and program review process is the means by which it insures the achievement of degrees, course completions, and certificates. Assessment of programs for currency and performance on achievement and student learning outcomes occurs annually through Program Review [IIA.1-07]. Program Review data are segmented by instructional modality (face-to-face, hybrid, or online) to enable analysis of performance across all means of delivery.

Evaluation

The College meets this standard. The College has established systems to ensure on a regular basis that all instructional programs continue to be offered in fields of study consistent with the mission and with the rigor expected of higher education. The College's effectiveness on institution-set standards of student success are regularly assessed, published, and discussed in order to establish achievable targets. There is clear and consistent evidence showing that all programs of study are based on the College's mission. All goals and objectives are aligned with the College's mission and Educational Master Plan. The College ensures the high quality and appropriateness of its educational programs through a rigorous course, certificate, and degree review system. Ongoing

assessment in all course and program aspects and continuous improvement based on assessment results clearly demonstrate appropriateness. Ongoing dialogue, which is based on assessment results, distinctly shows the systemic process by which the College ensures the alignment of all the goals with its mission. Instructional programs, regardless of location or mode of delivery, meet a rigorous test in order to determine their suitability to higher education. Most importantly, the College offers quality programs and provides comprehensive, appropriate facilities, and resources to ensure that students receive sufficient academic support they need to accomplish the goals.

Action Plan

No Action Plan Required

IIA.1 Evidence

IIA.1-01. Board Policy 1200, District Vision, Values, Mission and Goals
IIA.1-02. Board Policy 4000, Standards of Educational Excellence
IIA.1-03. SLOs Website
IIA.1-04. Standards of achievement on student success
IIA.1-05. California Community Colleges Chancellor's Office Program and Course Approval Handbook, 5th edition
IIA.1-06. Administrative Procedure 4025, Associate Degree and General Education
IIA.1-07. Instructional Program Review website

IIA.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Description

The College's full-time and part-time faculty ensure that the content and methods of instruction meet rigorous academic and professional standards and expectations through a systemic process that starts at the inception of the courses, certificates and degrees and culminates at the outcomes assessment level [IIA.2-01]. This faculty-driven assurance process is achieved through many levels.

- First, the Curriculum Committee ensures that all courses and degrees that are proposed go through a rigorous vetting process. Secondly, the committee assures that courses and programs continue to meet accepted academic and professional academic standards, courses and programs undergo program review [IIA.2-02]. The Instructional Program Review Committee (IPRC) carries out on an ongoing basis a program review annually and every six years [IIA.2-03]. VCC further ensures that content and methods of instruction meet academic rigorous standards and expectations through continuous professional development activities. For example, the Distance Education Advisory Committee (DEAC) holds two Distance Education Academes a year, where faculty from the College

and from across the region come together to share student success strategies and pedagogical discussions [IIA.2-04]. Furthermore, the College has also invested in the Center for Institutional Excellence (CFIE). CFIE is dedicated to assisting faculty and staff in improving the quality of teaching and learning for students. In addition, CFIE is also helping promote and sustain the College's culture of excellence, which leads to:

- Increased enrollments, retention and student success
- Excellent instructional practices and technology
- Building on faculty strengths to enrich professional development
- Supporting dedicated faculty and staff through collegial mentoring and student-centered learning activities
- Supporting the culture of ongoing dialogue and continuous improvement

DEAC and CFIE provide a platform for guiding and mentoring faculty in areas of pedagogy and classroom management that are central to sustaining faculty-driven professional currency [IIA.2-05].

Faculty also ensure continuous improvement of courses and program offerings through course updates. All lower division courses are updated every five years in order to ensure currency and content relevance, while Career and Technical Education (CTE) courses are updated every two years [IIA.2-06].

Course and program development culminate into course syllabi for both online and face-to-face courses. The content of the syllabus has to align with the approved Course Outlines of Record (COR). At the beginning of the semester, each faculty member reviews and updates the accuracy on his or her syllabus for current departmental SLOs. Faculty submit copies of syllabi to the deans' offices where they are checked for the currency of SLOs. Finally, a copy of each syllabus is archived on SharePoint.

Faculty, including full-time, part-time and adjunct, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through multiple strategies, which include course and program development vetting processes, professional development, and program review. Faculty act to continuously improve instructional courses, programs and directly related services through systematic evaluation strategies to assure currency, improve teaching and learning strategies, and promote student success. However, the Program Review Process is the central assurance method by which the College guarantees continuous and systematic improvement.

As an illustration of how the Program Review process is the mainstay of the assurance process, it is worth looking at what Program Review reports consist of. While the following constituent elements of the College's Program Review report are not exhaustive, they nonetheless demonstrate how the college assures continuous and systemic improvement:

- Provide information concerning alignment of a program's mission and goals to the institutional mission
- Provide an analysis of student enrollments and outcome assessment data to assess effectiveness, to identify strengths and weekends, and to provide direction for improvement

- Conduct and document dialogue within and across programs to promote the effectiveness and relevance of instruction and the effective use of resources [IIA.2-07].

Evaluation

The College meets this standard. As clearly demonstrated above, faculty ensure that the course content and methods of instruction meet accepted standards and expectations through multiple methods. Faculty act to continuously improve instructional courses, programs and directly related services through systematic evaluation strategies to assure currency, improve teaching and learning strategies, and promote student success.

Action Plan

No Action Report Required. Continue the current trajectory of assessment and continuous improvements.

IIA.2 Evidence

IIA.2-01. VVC CurricUNET website
IIA.2-02. Instructional Program Review website
IIA.2-03. IPR Committee website
IIA.2-04. Distant Education Trainings
IIA.2-05. Center for Institutional Excellence Website
IIA.2-06. CTE website
IIA.2-07. Sample IPR-Welding

IIA.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Description

The College identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees, which are vetted in CurricUNET [IIA.3-01; IIA.3-02]. As an institution, collaboration among faculty and administrators has become vital and invaluable to the assessment process. Faculty are the primary ingredient in defining and assessing learning outcomes for courses, programs, certificates, and degrees. Each discipline identifies the student learning outcomes (SLOs), Program Learning Outcomes (PLOs) in CurricUNET, which are located within the active vetted course outline of record (COR) for SLOs [IIA.3-02] or the program certificate for PLOs [IIA.3-01]. The College recognizes the Academic Senate's Curriculum Committee, the College's Board of Trustees (BOT) and the Chancellor's Office as a part of the curriculum vetting process.

1. Courses, programs, degrees and/or certificates are developed and launched in CurricUNET by a faculty member within the discipline [IIA.3-03, IIA.3-04].

2. Once the purposed courses, programs, degrees and/or certificates have been vetted with Curriculum Committee, the courses, programs, degrees and/ or certificates are then approved by the Board of Trustees [IIA.3-05, IIA.3-06].
3. If the courses, programs, degrees and/or certificates are updated with substantially changed or new content, they must be approved by the Chancellor's Office to reflect the changes in the inventory list.

The Academic Senate established a Student Learning Outcome Assessment Committee (SLOAC) that implemented the 6-year assessment action plan calendar by discipline [IIA.3-07] to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) over a 6-year period of time. The College has found that allowing faculty to choose when it is best to assess the SLOs for a particular course by aligning it with the course schedule offerings by term there is buy-in from faculty. A goal as an institution is to assess each SLO twice within a three-year cycle [IIA.3-08]. The College has learned that it has a few courses such as ENGL 240, 241, 245, 246 that are only offered every 2 years [IIA.3-09], which doesn't fit the goal of assessing twice within 3 years. This is also true for courses slated to be offered that are canceled due to low enrollment.

1. Each discipline submits a 6-year action plan calendar that identifies when the SLOs for every course are slated to be assessed [IIA.3-07]. This document is updated periodically by the department as changes take place to their program curriculum.
    a. New courses
    b. Courses deactivated
    c. SLO changes
2. The assessment coordinator (Classified position) merges calendars by division to send a list of scheduled offered courses for the term that are slated to be assessed [IIA.3-10].
3. The dean and department chair of each discipline then identify who will be assessing the SLOs for that that course. The faculty member is then informed by the dean of the assignment [IIA.3-11].
4. At the end of the semester all assessments are submitted to the dean's office and uploaded into SharePoint [IIA.3-12] to be uploaded into TracDat by the assessment coordinator.

As an institution an "instructional program" is defined as a sequence or grouping of courses within a discipline required for the completion of a major, degree, or Chancellor-approved certificate with 18 units or more [IIA.3-13]. Only the programs with degrees or certificates of 18 units or more are required to assess their PLOs.

In every class section students receive a course syllabus that includes learning outcomes from the College's officially approved course outline [IIA.3-02]. During the first week of classes, faculty submit an electronic copy of the syllabi to their division dean's office that contains the current active SLOs for the term. The dean's office staff then checks the syllabus to ensure the syllabus contains the active SLOs for the term, then uploads the syllabi into SharePoint via the Center for Institutional Excellence (CFIE) [IIA.3-14, IIA.3-15]. The assessment coordinator posts a report on the first day of the semester to capture the active SLOs in a spreadsheet located on the CFIE website [IIA.3-16].

Evaluation

The College meets this standard in the following areas. The College has adopted and implemented a practice that demonstrates that all SLOs and PLOs are vetted through CurricUNET. The College is continuing to assess all course SLOs as an ongoing approach and is realizing that courses that were slated to be offered may have been canceled due to low enrollment and need to be assessed the next semester. The College has continued to aim for better processes by collecting all syllabi and ensure the faculty have the current active SLOs in the syllabi for students and file them electronically in SharePoint. The College has made a commitment to fully adopt TracDat v5 by purchasing Action/Planning for Program Review in the effort to continue to simplify the process as well as provide a sophisticated institutional capacity to analyze data and produce informative disaggregated data for continuous improvement. In spring 2017, SLOAC, SLO coordinator and the assessment coordinator will be entering phase II by reconfiguring TracDat by implementing the email assignment feature in the assessment module, redefining the assessment template format in TracDat and building reports that identify shortcomings to continue to dialogue as an institution on how the College is serving the student within those courses.

Action Plan

The College recognizes that the current process is manual and has partnered with the SLO/ Program Review Coordinator, and Assessment Coordinator to begin working with Nuventive (TracDat) with the support of SLOAC to simplify the assessment process.

IIA.3 Evidence

IIA.3-01 Sample AUTO Cert PLOs
IIA.3-02 Sample Course Outline SLO 14.B
IIA.3-03 CHDV ADT Degree With PLOs
IIA.3-04 Paramedic Certificate With PLOs
IIA.3-05 BOT-Instructional-Curriculum-Changes
IIA.3-06 BOT-Curriculum Recommendation Changes
IIA.3-07 SLO Assessment Action Plan Calendars
IIA.3-08 Sample MATH-Action Plan
IIA.3-09 Sample ENGL Action Plan
IIA.3-10 VVC-2016FA-Master-SLO-Calendar-Revised-Final-09142016
IIA.3-11 Sample SLO Assignment Letter Draft To AFT Faculty
IIA.3-12 CFIE SLO Submission Portal
IIA.3-13 VVC Program Learning Outcomes Definition
IIA.3-14 Course Syllabi Submission
IIA.3-15 VVC Syllabi Submission Process
IIA.3-16 Active SLOs Report

IIA.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Description

The College offers high-quality pre-collegiate courses and instructional programs within departments and through the Basic Skills program. Pre-collegiate level curriculum is designed to prepare students for college level courses. The College's pre-collegiate curriculum is composed of Basic English and Basic Math, both of which provide academic readiness and access skills for students into college level courses [IIA.4-01]. For example, Basic Skills 3 provides essential skills in Reading and Writing; the content of this course prepares students to begin their academic or vocational college careers. Basic Skills 9 provides students with essential skills in mathematics; the content of Basic Skills 9 includes fractions, decimals, percentages, ratios, proportions [IIA.4-02] and word problems. Student preparation for college-level coursework is assessed in the Assessment Center [IIA.4-03] through standardized and validated testing methods prior to students enrolling in any basic skills class. Counselors use multiple measures [IIA.4-04], such as placement exams and diagnostics, to ensure that students are placed accurately.

The Basic Skills Committee is primarily faculty driven with additional representation from a chair, a dean and support services [IIA.4-05]. The committee collects and analyzes basic skills data related to student needs for curriculum and support services. The committee makes recommendations to appropriate program faculty for curricular and programmatic changes based on this analysis. The committee provides the opportunity for in-depth discussion and analysis of basic courses and learning and achievement data. An example of this is the redesign of the English and math basic skills course sequences [IIA.4-06]. Changes made in course sequence in math and English are the result of such dialogue. In all instructional areas, there is a program review process. In addition, there is ongoing dialogue that focuses on assessment results of the student learning outcomes. The dialogue is focused on continuous analysis for the program.

In addition to Basic Skills courses, the English department regularly offers two lower level courses – ENGL 6 (Basic Reading and Writing) [IIA.4-07] and ENGL 50 (Writing Fundamentals) [IIA.4-08] for students who do not place into college-level English. The Math Department offers lower level classes as well (MATH 10, Basic Mathematics Skills, and MATH 12, Pre-Algebra) [IIA.4-09, IIA.4-10], but Math 10 is in the process of being phased out due to changes in the math curriculum based on their participation in the California Acceleration Project [IIA.4-11].

Evaluation

The College meets this Standard. The College offers high-quality pre-collegiate courses and instructional programs. The College's Pre-collegiate curriculum prepares students for college level courses, and the curriculum is composed of Basic English and Basic Math, both of which provide academic readiness and access skills for students into college level courses. These courses undergo a regular cycle of assessment of student learning outcomes to assess their effectiveness.

Action Plan

Work with faculty to explore the possibility of moving some or all basic skills courses to noncredit, Adult Education, or other appropriate venues.

IIA.4 Evidence

IIA.4-01 Academic Senate website
IIA.4-02 Basic Skills website
IIA.4-03 Assessment Center website
IIA.4-04 Administrative Procedure 4261, Course Placement Assessment
IIA.4-05 Basic Skills Committee Charge
IIA.4-06 New English and Math Course Sequence
IIA.4-07 Catalog Description ENGL 6, page 266
IIA.4-08 Catalog Description ENGL 50, page 266
IIA.4-09 Catalog Description MATH 10,page 340
IIA.4-10 Catalog Description MATH 12, page 340
IIA.4-11 VVC Scorecard Spring 2016

IIA.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Description

The College offers programs that follow practices common to American higher education. The programs and curricula are of high quality, relevant to community and student needs, and are evaluated regularly to ensure quality and currency as mandated by the College's Board Policy 4020 [IIA.5-01] and guided by procedures set in place by the Administration as indicated on the Administrative Procedure 4000 [IIA.5-02]. These procedures include guidelines for reviewing, updating, and approving all curricula and certificate programs at least once every six years (two years for CTE courses/programs). The six-year curriculum cycle also includes a review of student learning outcomes and their methods of assessment.

To decide the breadth, depth, rigor, sequencing, time to completion and synthesis of learning of each of the programs available to the students, the College relies primarily on the subject matter expertise of discipline faculty to make these decisions. Curricula submitted to the Curriculum Committee by faculty developers undergo a rigorous process of review to ensure that courses include the appropriate depth, breadth, rigor, and sequencing, time to completion, and synthesis of learning for each course and program [IIA.5-03] before any additions or changes can be made to the College's curriculum. All CORs are housed on the college's CurricUNET site and all faculty and administrators have access to all courses and programs. Faculty and administrators are able to

review and faculty are able to edit as necessary course content, instructional objectives, methods of instruction, and methods of evaluation in order to maintain their courses and programs [IIA.5-04].

The Curriculum Committee uses the requirements of Title 5 [IIA.5-05] when reviewing degree-applicable courses (i.e. grading, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, level, conduct of course, and repetition) and non-degree applicable courses (i.e. grading policy, units, intensity, prerequisites and co-requisites, conduct of course, and repetition) as guidelines. In addition, distance education courses require separate review and approval, which considers factors such as course suitability for distance education, regular and effective student-instructor contact, and distance evaluation integrity [IIA.5-06].

In addition, assessment of Student Learning Outcomes (SLOs) for all courses/programs can be used to evaluate quality, rigor, and synthesis of learning [Program Review Handbook – Instructional Programs]. SLOs are proposed by the faculty and reviewed by the Curriculum Committee upon initiation of all new courses/programs and any proposed changes. SLO assessments are completed based on a plan of assessment [assessment calendars] by faculty from each program. Results of these SLO assessments are reported on an annual basis through each program's Program Review, Allocation, and Institutional Strategies for Excellence (PRAISE) report [IIA.5-07] and are used to drive curricular changes.

To meet the standards and minimum requirements of the associate degrees offered at the College, Baccalaureate degrees are not currently offered. The College utilizes the counselors available in the Counseling Department, the Transfer Center, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Veterans, and CalWORKs to assist all students, including the students enrolled in the Distance Education Program (more detailing information about this service is available in Standard IIC), with course sequencing through the preparation of their detailing Educational Plan that meets the state regulations. External stakeholders such as California State Universities, University of California and private universities are consulted to assure courses and programs offered are in sync with their programs through the Assist.org website [IIA.5-08] so they can complete their program in a timely manner. Degree programs consist of 60 semester credits made up of at least 21 credits of General Education courses, 18 or more credits of Major courses, and the remainder of the units in Elective courses [IIA.5-09].

Department Chairs have developed 2-year program course cycles that are used by Counselors and are posted on the website [IIA.5-10]. These assist counselors in helping students set up their Education Plans by knowing what courses are going to be offered by each department in the upcoming two years. The Transfer Center works with public and private universities across the nation in establishing transfer opportunities and to ensure that course offerings at the College are transferable and current [IIA.5-11]. They also disseminate this information to students through

college fairs, workshops, college tours, classroom presentations, and transfer kick-off events [IIA.5-12].

To demonstrate the rigor commonly accepted among like degrees in higher education and to meet the students' expectations, each sample assignment on the official COR is matched to the corresponding instructional objective (s). In addition, each instructional objective is matched with the corresponding methods of evaluation. This linkage ensures that faculty employ the rigor necessary for students to be successful at the four-year level.

Evaluation

The College meets this standard. The College has established procedures through curriculum development and assessment to ensure that degrees and programs conform to accepted practices common to American higher education. Participation of faculty through submission of course and program additions and changes to the Curriculum Committee and that committee's oversight based on Title 5 requirements ensure that the College's curriculum is comparable to other institutions. Through faculty's regular assessment of Student Learning Outcomes, the faculty ensure that courses and programs maintain their currency. Through coordination with Counseling and Transfer services, the College ensures that time to completion and transfer requirements are met and that students have workable educational plans that help them to achieve their goals.

Action Plan

The Professional Development Committee, the Office of Instruction and the Student Success Initiative Program should work together to provide faculty with training opportunities to continue ensuring high quality of instruction and enhancement of the breadth and depth of the understanding of their discipline as well as a wide variety of teaching pedagogies linked with the student learning.

IIA.5 Evidence

IIA.5-01 Board Policy 4020, Standards of Education Excellence
IIA.5-02 Administrative Procedure 4000, Sustaining Standards of Educational Excellence
IIA.5-03 VVC CurricUNET website
IIA.5-04 Course Outline of Record
IIA.5-05 Title 5, Section 55002, Standards and Criteria for Courses
IIA.5-06 Distance Education Plan 2012
IIA.5-07 Program Review - Instructional Programs - SharePoint
IIA.5-08 Admissions and Records Website - Steps to Enrollment
IIA.5-09 2016-2017 VVC Catalog
IIA.5-10 Counseling Website - Two Year Program Course Cycles
IIA.5-11 Transfer Center website
IIA.5-12 Transfer Workshops

IIA.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Description

The College schedules courses that allow certificate and degree completion at higher educational standards. The College assures that students receive accurate information about courses, programs and transfer policies. Degrees and certificates define purpose, content, course requirements, and Student Learning Outcomes for every class section syllabus and Course Outline of Record. The College offers students transfer classes to fulfill degree requirements, certifies learning outcomes are comparable, and verifies articulation agreements. If programs are changed or eliminated, arrangements are made so students can complete their education with little disruption. Clear representation of courses and programs is offered through catalogs, statements, publications, electronic formats [IIA.6-01; IIA.6-02; IIA.6-03]. The policies, procedures and publications represent the mission of the College, which is found in the College Catalog and the website, orientations, and counseling services [IIA.6-04, IIA.6-05].

Agreements with high schools and CSU and UC are articulated and enhanced through Transfer Model Curriculum—ADTs between CSU and community college. The college catalog details requirements for transfer, such as the Intersegmental General Education Transfer Curriculum (IGETC) and CSU general education requirements. Articulated Majors are listed in Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) [IIA.6-06].

Counseling services are offered to help students with transcript evaluation, including transfer equivalency, particularly in regard to program discontinuance and student progress toward program completion [IIA.6-07].

Information is provided to students, faculty, staff and the public in printed and electronic version and is reviewed for schedule of classes, regulations, requirements and policies for academic programs.

The student handbook and catalog also explain policies and procedures for certificates, degrees, and transfer courses [IIA.6-08; IIA.6-09]. Information is also disseminated by newsletters, flyers, Financial Aid, Career and Technical and Workforce Preparation publications, the Admissions office and on the College website. The dissemination of knowledge to students, faculty, staff and public is thorough and is updated regularly.

Evaluation

The College meets this standard by providing the students the information they need in order to complete their required training, program or achieve the necessary certificate of completion in an organized and cohesive timeframe and structure. The course sequence is mapped on the students' educational plan that is based on the degree requirements for their program of study offered through college publications.

Action Plan

Update Student Handbook to current procedures and policies

IIA.6 Evidence

IIA.6-01 Nursing Curriculum 2013-2014
IIA.6-02 Paramedic Academy
IIA.6-03 Fire Technology
IIA.6-04 Board Policy 1200, District Vision, Values, Mission, and Goals
IIA.6-05 Administrative Procedures 1200, Review of District Vision
IIA.6-06 Transfer Center
IIA.6-07 Guidance and Counseling
IIA.6-08 Student Handbook, page 31
IIA.6-09 Catalog 2016-2016, page 14-15, 41-60

IIA.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Description

The College offers a wide range of classes delivered in multiple formats (traditional lecture, online, hybrid, and web-enhanced) [IIA.7-01] in order to meet diverse and changing needs of students. These options give students the opportunity to find a delivery mode or teaching methodology that best meets their needs. The College also offers a wide breadth of course types including academic (for those looking to transfer to a 4-year college), vocational (for those who want to enter the work force and are not interested in transfer), and public safety (for students looking to enter the career field in the public safety area).

On the academic side, there are courses that range from remedial subject matter (e.g., Basic Skills 3) [IIA.7-02] to 100 and 200-level courses, which are transferable to a 4-year college .On the vocational side, many programs are designed to take individuals with no experience and train them to be employable job candidates [IIA.7-03]. We also offer non-credit classes that individuals take for other purposes such as personal growth (e.g. ESL), fun (e.g. AHOM), or fitness (e.g. ADPE).

Many courses and programs at the College require labs with their classes. This need is determined based on established curriculum requirements. For example, many physical science courses (CHEM 100) [IIA.7-04], some social sciences courses (PSYC 101) [IIA.7-05], and several arts courses (PHOT 101) [IIA.7-06] require laboratory time if hands-on experience is needed. Likewise, most Career-Technical Education classes also require labs (WELD 51) [IIA.7-07] as do the Health Sciences (NURS 223) [IIA.7-08] and Public Safety (FIRE 91) [IIA.7-09] courses. The majority of these courses are offered in a face-to-face format although sometimes these can be offered in a hybrid format.

Department Chairs and administrators strive to provide successful access to all students by scheduling classes to meet student needs including DE students. They attempt to combine a mix of delivery modes and teaching methodologies so that, for example, students who prefer onsite classes and those who prefer online classes will both be accommodated. However, in some areas (such as Vocational Education), delivery method can be dictated by curriculum. That is, some skill sets require either a theoretical knowledge or a practical hands-on knowledge. Other areas are governed by outside certification or accreditation bodies that dictate how they deliver their programs (e.g. NATEF for Automotive, AWS for Welding).

In both department meetings and PRAISE reports, discussion of DE courses ranges from brief mention of offering DE courses to analysis of retention and success rates, including SLOs and assessment. Discussion of improving instruction via new methodologies is also discussed in relation to student performance. In addition, faculty who teach DE courses assess student learning via SLO reporting.

Learning support services, such as tutoring and library services, are readily available on campus. The College has recently completed Phase I of centralizing all tutoring services to a common location as proposed to the Facilities Committee [IIA.7-10]. As part of Phase 1, the Math Success Center was moved to the Advanced Technology Center so that math tutoring services and the Writing Center are housed in the same building. Subsequent phases will move other tutoring services into that building as well.

Currently the Writing Center [IIA.7-14] provides in-person tutoring as well as online tutoring services to all students. The Writing Center is open on Monday-Thursday from 9:00 a.m.-7:00 p.m. and on Friday from 9:00 a.m.-3:00 p.m. The Center also offers workshops that cover some theory, examples, and practice. Most students in writing classes are required, or at least encouraged, to utilize the Writing Center and its tutors. Developmental writing classes also have embedded tutors in their classes. Online students can request an online tutor through use of a form on the library's website [IIA.7-11].

The Math Success Center has tutoring available for both STEM and non-STEM students Monday-Friday from 9:00 a.m.-5:30 p.m. [IIA.7-12]. They also provide hour-long workshops taught by a mathematics professor designed to help students develop confidence and strength in their problem areas and help them to fill in gaps that they may need to be successful in a math class. Students have the ability, through an online form, to request a one-on-one math tutoring session [IIA.7-13].

Library services are available to all students, either through drop-in at the physical library or through accessing their databases online [IIA.7-11]. The library is open on Monday-Thursday from 8 a.m. to 9 p.m., on Friday from 8 a.m. to 3 p.m., and on Saturday from 10 a.m. to 3 p.m.; it is closed on Sundays. The library has a wide collection of databases that are accessible, along with the catalog, both on and off campus. The library also hosts a collection of textbooks placed on reserve by instructors that are available for a limited check-out period determined by the instructor.

Counseling services are available on campus on Monday-Friday from 8:30 a.m. to 5:00 p.m. Students need to meet with counselors after they have completed their admissions application, new student orientation, and assessment test. Appointments may be scheduled online, and appointments are available from 8:30 a.m. to 6:30 p.m. Monday-Thursday and from 8:30 a.m. to

4:30 p.m. on Friday. Counselors are also available that specialize in student support programs such as Cal-Works, Puente Program, ESL, DSPS, and EOPS [IIA.7-15].

The Disabled Students Programs and Services office on campus is open Monday-Thursday from 8:00 to 5:00 p.m., and other appointments are available. The goal of DSPS is to promote equal access for students with disabilities in the college setting and accessibility is accomplished through support services and academic accommodations based on the individual's educational functional limitations of their documented disability [IIA.7-16]. Information about DSPS students is available to faculty [IIA.7-17].

Evaluation

The College meets this standard since it provides multiple modes of delivery and teaching methodologies for both online and onsite students. The attempts to schedule courses, when possible, that can meet the needs of all students are based on discussions and evaluations in forums such as department meetings, PRAISE reports and faculty self-evaluation where face-to-face and DE courses are included.

Action Plan

Provide a link on online class pages to the Counseling Center. Provided embedded online tutors to online students in English 6 and developmental Math classes.

IIA.7 Evidence

IIA.7-01. Schedule Section Search
IIA.7-02. BSKL 3 Catalog Description
IIA.7-03. WELD Certificate/ Degree Catalog Description
IIA.7-04. Catalog Description CHEM 100
IIA.7-05. Catalog Description PSYC 101
IIA.7-06. Catalog Description PHOT 101
IIA.7-07. Catalog Description WELD 51
IIA.7-08. Catalog Description NURS 223
IIA.7-09. Catalog Description FIRE 91
IIA.7-10. Facilities Committee Minutes, 2/19/2016
IIA.7-11. Library Webpage
IIA.7-12. Mathematics Success Center Webpage
IIA.7-13. Mathematics Tutor Request Webpage
IIA.7-14. Writing Center Webpage
IIA.7-15. Guidance and Counseling Webpage
IIA.7-16. Disabled Student Program Service Webpage
IIA.7-17. Faculty Handbook 2002-2003

IIA.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Description

The College does not use department course examinations. Some programs in career and technical fields do use industry specific exams for licensure and certifications. These exams are used to demonstrate skill proficiency. However, the College does not use industry specific or prior learning instruments to place students into the programs.

Evaluation

The College meets this standard.

Action Plan

No Action Plan Required

IIA.8 Evidence

No evidence needed

IIA.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Description

At the attainment of the basis for awarding course credits, degrees, and certificates, units of credit are based on the accepted post-secondary credit systems. The College operates on an academic year divided into two equal semesters of 16-week duration. All courses have Student Learning Outcomes (SLOs) that are statements regarding course content that is critical to student success in the course [IIA.9-01]. Programs have Program Learning Outcomes (PLOs). Non-instructional areas have Service Area Outcomes (SAOs) [IIA.9-02]. For every course, SLOs are recorded on the Course Level Record (COR) and are assessed using embedded assessments methods. Instructional programs are engaged in regular assessment, and each discipline has a three-year and a six-year plan.

All new courses and degrees are required to have Student Leaning Outcomes both at the course and program levels. These are statements stipulating what graduates will know and are able to do at the completion of an entire course of study. Programs are assessed by examining SLO results that students must achieve in order to demonstrate mastery of the PLOs. Course assessment tasks are graded and are a factor in the awarding of course credit towards degrees and certificates. Thus, the achievement of the PLOs are the basis for awarding degrees and certificates.

Regardless of the means of instructional delivery, Units of Credit for all courses and degrees are consistent with College policies and Higher Education Norms. The Curriculum Committee ensures that the units awarded for degrees and certificates are consistent with College policies and procedures. The Curriculum Committee has developed guidelines that reflect statewide protocols regarding units. In addition, the College follows Title 5 and Ed Code [IIA.9-03]. The College also follows the Chancellor's Office Program and Course Approval Handbook [IIA.9-04].

Evaluation

The College meets this standard. Degrees and certificates are awarded after a review of transcripts to ensure that students have passed all the required classes indicated in the catalog during their enrollment. Petitions for degrees are reviewed in the Admissions and Records Office by a graduation evaluator, who confirms course completion from the student transcript. All courses have SLOs. SLOs are assessed with clearly embedded tasks. All degrees and certificates have PLOs, and PLOs are assessed using data from SLOs mapped to PLOs. Units of credit are identified in the course outline of record and follow the Carnegie Rule, Title 5 regulations, California Intersegmental Articulation Council policies, C-ID, and/or CSU/UC norms. Finally, no courses are offered based on clock hours.

Action Plan

No Action Plan Required

IIA.9 Evidence

IIA.9-01. Sample Course Outline of Record
IIA.9-02. Service Area Outcomes, NIPR 2015
IIA.9-03. Title 5, Section 55002, Standards and Criteria for Courses
IIA.9-04. Chancellor's Office Program and Course Approval Handbook pg. 143-144

IIA.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Description

Transfer students must bring a copy of their transcripts from every prior college to the appointment. Veterans must bring a copy of military transcripts, other college transcripts and their DD214. Incoming transcripts are evaluated by counselors or the Admissions Evaluator, and the transcripts must be from an accredited college, which is listed in the catalogue "Moving On" section along with transfer information [IIA.10-02]. A transfer process is provided to students during the individual counseling sessions as well as provided in the Transfer Center.

The College currently offers ten associate transfer degrees that comply with the standards set forth by The Student Transfer Achievement Reform Act under SB1440 and now codified in

California Education Code sections 66746-66749, which guarantees admission to a CSU (California State University) [IIA.10-03, IIA.10-04]. Students must maintain a minimum GPA of at least 2.0 in all CSU-transferable coursework and complete a minimum of 18 semester units with a "C" or better as identified by the college catalog (Title 5 55063). The College lists all of its AS-T (Associates in Science for Transfer) and AA-T (Associates in Arts for Transfer) degrees and their corresponding classes in the College Catalog, pages 79-83 [IIA.10-02]. The College also has a spreadsheet (page 84) that cross-lists the corresponding AS-T or AA-T to which colleges accept them, along with websites for further student reference [IIA10-02].

The College Catalog also outlines the requirements for transfer to either a University of California System or a California State University in the moving on section (pg. 85-93) [IIA.10-02]. Articulation agreements are either requested by the Articulation Officer or requested by a University. ASSIST.org is the repository for CSU, UC and CC articulation agreements [IIA.10-05]. Private college articulation agreements are published on the counseling website. There is no internal policy for articulation due to the CSU and UC policy guidelines that the CCs adhere to. When creating articulation agreements with high schools, articulation agreement evaluations were traditionally created between program chairs and their respective high school counterparts. Recently The College has created and implemented Administrative Procedure (AP4050) [IIA.10-06] and Board Policy (4050) [IIA.10-07] to clearly define and outline the institution's articulation policies and processes for creating CTE based articulation agreements with high schools. The Superintendent/President shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions. The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District [IIA.10-08].

Evaluation

The College meets this standard. The College's transfer policies are clearly made to all students through the new student orientation that all students must complete online or on campus [IIA.10-01]. Whether the student is transferring into the College or the student is looking to transfer from the College, the list of transferable courses are made available to them through counseling appointments to set-up their education plan, and with the college transfer sheets that can be found in the College catalog, in the counseling department, and all courses that meet the standard for transfer acceptability are listed with either a UC or CSU designation at the end of the course description that lets students know that those course credits will be transferable. All proposed College courses and certificates must be approved by the Chancellor's office before being able to be added to the College catalog and offered to students. The creation and implementation of the transfer degree demonstrates the College's awareness of enrollment trends and transfer trends, which has created a more streamlined transfer process for students [IIA.10-05]. Also, the creation of the new administrative procedure and board policy has created a uniform and vetted process for the College and partnering high schools to create articulation agreements that follow industry and employment trends [IIA.10-06, IIA.10-07].

Action Plan

No Action Plan Required

IIA.10 Evidence

IIA.10-01. Steps to Enrollment Website
IIA.10-02. Catalog 2016-2017, page 69-76
IIA.10-03. SB 1440 Associate Degrees For Transfer
IIA.10-04. SB 1440 VVC/CSU Degrees Matrix
IIA.10-05. ASSIST Website
IIA.10-06. Administrative Procedure 4050, CTE Course Articulation
IIA.10-07. Board Policy 4050, Articulation
IIA.10-08. Administrative Procedures 4025

IIA.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Description

The College employs multiple approaches in determining the rigor, quality, and the breadth of all its programs. It also uses different strategies in incorporating competences into the courses and programs. Learning Outcomes constitute the main strategy by which the College determines appropriate competences across different disciplines [IIA.11-01]. Among these strategies, the College uses the national and statewide sources, including the Chancellor's Office Program and Course Approval handbook [IIA.11-02]. The College also employs the State Academic Senate's "An Effective Curriculum Processes Primer" [IIA.11-03], and Title V, Section 55002 [IIA.11-04]. The Curriculum Committee guidelines, and ACTE advisory committees' area also used to develop competences. The College has institutional student learning outcomes that include competencies in communication, analysis, critical thinking and computation. For example, the College teaches students how to read and gather information, evaluate, organize, and synthesize that information from a variety of sources, including research and media. Students can then use these skills to analyze and interpret material, problem solve and apply reasoning skills in forming conclusions and offering solutions. When applicable, each course outline of record contains an explanation of how information competency is included in the course. As an example, the library maintains an assignment whereby English 101 [IIA.11-05] students assess their competency in using the library's research tools. The ability to use the library is a validation that the students have attained the information competency learning outcome.

Evaluation

The College meets this standard. All programs contain appropriate course and program level outcomes in information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

Action Plan

No Action Plan Required

IIA.11 Evidence

IIA.11-01. Program Learning Outcomes Website
IIA.11-02. Chancellor's Office Program and Course Approval Handbook
IIA.11-03. ASCCC Effective Curriculum Processes Primer
IIA.11-04. Title V, Section 55002, Standards and Criteria for Courses
IIA.11-05. English 101 Library SLO - Sample

IIA.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Description

The College requires that all degree programs are clearly stated in its catalog. Degree-seeking students complete 21 units of General Education requirements. The philosophy on which this requirement is based is this: "The General Education pattern at Victor Valley College is a comprehensive and integrated introduction to broadly applicable principles, concepts, and methods of the humanities, natural sciences, communication, mathematics, and social studies. The awarding of an Associate Degree by the College is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the student to complete a series of learning experiences designed to increase knowledge, develop competencies, enhance insights, and encourage lifelong learning" [IIA.12-01]. This philosophy is also articulated in Board Policy 4025 [IIA.12-02] and Administrative Procedure 4025 [IIA.12-03].

General Education courses are developed by faculty like all curriculum at the College, and faculty who develop those courses work closely with the department chair in their area of expertise to develop the curriculum. A number of degree-applicable courses fulfill more than one area of General Education. Additionally, the articulation officer verifies the appropriate General Education category assignment(s) based on the College, CSU, and IGETC requirements [IIA.12-04, IIA.12-05]. General Education courses, as all other courses at the College, each have Student Learning Outcomes that are assessed on a six-year cycle.

General Education Requirements are categorized according to the expected development of some of the competencies listed after them (College Catalog 2016-2017, pp. 71-72) [IIA.12-06]. Those categories are Natural Sciences Social and Behavioral Sciences (minimum of 3 units), American Institutions (minimum of 3 units), Humanities (minimum of 3 units), Language & Rationality – Communication & Analytical Thinking (minimum of 3 units), Mathematics (minimum of 3 units) and Language & Rationality – English composition (minimum 6 units).

Students are required to fulfill a requirement that addresses competency in Global Citizenship. Examples of courses that fulfill this competency are Anthropology 102 [IIA.12-07], History 155 [IIA.12-08] or Spanish 101 [IIA.12-09]. Students who complete the General Education requirements for this competency will be able to explore, identify, and evaluate the factors that have shaped the global community to gain an understanding of the individual's roles in relationship to other individuals and systems on a global level.

Students are also required to fulfill a requirement that addresses Information Competency. Examples of courses that fulfill this competency are English 116 [IIA.12-10] PHIL 114 [IIA.12-11] and Political Science 114 [IIA.12-12]. Students who complete the General Education requirements for this competency will be able to determine the nature and extent of information needed and identify a variety of types of formats of potential sources of information, utilize research tools and/or the Internet to effectively locate and retrieve information resources, analyze and evaluate information using the criteria of credibility, relevance, authority, currency, and point of view or bias, and organize and communicate information for a specific purpose and in accordance with legal and academic standards.

The College recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the District's growing and diverse student population [IIA.12-13, IIA.12-14]. By offering DE, the College enables students to access a quality education, anytime, anywhere. The College includes courses offered fully online and partially online (hybrid). The students have the option to choose face-to-face classes, online or hybrid classes through the class schedule posted online at the college website. When appropriate, traditional face-to-face course use of technology and use of broadcast technology (video conference site-to-site courses) are also considered in the Distance Education Plan [IIA.12-13].

To ensure that the required skill level of students in DE courses and all instructional programs meet the collegiate standard and rigors, the College follows standards of quality defined in the Distance Education Plan 2012 [IIA.12-15] to support the development and delivery of effective DE courses that serve students' needs and effectively promote learning and success. Such standards are general standards, course media and material standards, accessibility standards, and privacy and protection standards [IIA.12-16, IIA.12-17, IIA.12-18]. A Frequent Ask Questions section is available to the students in the Blackboard Online Classes webpage [IIA.12-19] that leads to a self-assessment to determine whether or not an online course is a good match for an independent learning style [IIA.12-20].

Students seeking Associate's Degrees for Transfer (AD-Ts) must also satisfy a General Education requirement; however, these requirements are based on the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements depending on where the student plans to transfer to [IIA.12-21].

As part of the college admissions, and in accordance with the Student Services Act of 2012, all new students arriving at the College need to take an assessment test (currently "Accuplacer") which includes Math, English and ESL also contains computer skills. It tests for such computer

basics as file management, word processing, and information technology. This assessment can determine whether a student has the computer skills that an institution or specific program requires. In addition, students must receive education planning services [IIA.12-22]; hence, students meet with Counselors to develop their Educational Plans in order to ensure that all General Education requirements are fulfilled. The Counseling Office has several forms available that students can use to keep track of their General Education requirements. College students are awarded degrees upon completion of General Education college credits in addition to program requirements in their major or area of emphasis [IIA.12-23].

Evaluation

The College meets this standard. The College has a well-established General Education Plan that is based on a thoughtful philosophy clearly articulated in the catalog. This General Education Plan meets the criteria of preparing students for and accepting the responsibility of participation in civil society by requiring fulfillment of the Global Citizenship competency; providing students with skills for lifelong learning and application of learning by requiring fulfillment of the Information Competency and the Social Sciences requirement; and enabling students to have a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences by requiring fulfillment of courses in those areas.

Action Plan

No Action Plan Required

IIA.12 Evidence

IIA.12-01. Catalog 2016-2017, page 72
IIA.12-02. Board Policy 4025, Criteria for Degree and General Education
IIA.12-03. Administrative Procedure 4025, Criteria for Degree and General Education
IIA.12-04. Administrative Procedure 4050, CTE Course Articulation
IIA.12-05. Catalog 2016-2017, page 83
IIA.12-06. Catalog 2016-2017, pages 71-72
IIA.12-07. Catalog 2016-2017, page 128
IIA.12-08. Catalog 2016-2017, page 312
IIA.12-09. Catalog 2016-2017, page 411
IIA.12-10. Catalog 2016-2017, page 268
IIA.12-11. Catalog 2016-2017, page 379
IIA.12-12. Catalog 2016-2017, page 390
IIA.12-13. Distance Education Plan 2012
IIA.12-14. Catalog 2016-2017, page 15
IIA.12-15. Distance Education Plan 2012, pages 10-13
IIA.12-16. Board Policy 5500, Standards of Conduct
IIA.12-17. Administrative Procedure 5020, Non-Resident Tuition
IIA.12-18. Distance Education Plan 2012, Appendix D, E and F
IIA.12-19. Frequent Ask Questions – Online Classes
IIA.12-20. Online Classes Readiness Survey

IIA.12-21. Catalog 2016-2017, pages 77-88
IIA.12-22. SSSP Plan 2014-2015
IIA.12-23. Board Policy 4100, Graduation Requirements

IIA.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Description

The College offers an extensive array of courses, certificates and degrees. These courses and degrees prepare students for a vast field of credentials, including Basic Skills and preparation for college level courses, lifelong learning and self-improvement, career and technical qualifications, transfer to senior institutions, and degree attainment [IIA.13-01]. The College's curriculum development process has established procedures that ensure that new programs and existing programs include focused areas of inquiry and competences. All Associate degrees provide students with the focused knowledge and skills needed to earn a degree, transfer to a four-year institution or prepare for technical and career opportunities. Students have opportunities to earn Associate Transfer Degrees to any of the California State Universities Associate in Arts (A.A.) or Associate in Science (A.S.) or Associate for Transfer (A.A.-T/A.S.-T) degrees [IIA.13-02]. The College's degrees include focused study in at least one area of inquiry or in an interdisciplinary core [IIA.13-03]. Individual departments develop and evaluate appropriate degree and certificate content and learning outcomes for all degrees and certificates offered by the College. These outcomes are published in the Course Outline of Record (COR) [IIA.13-04]. Development of new degrees involves faculty who are subject specialists and have knowledge of the required content and knowledge domains for the degree. Faculty also conduct extensive research to ensure that articulation requirements are met. They also ensure that courses have learning outcomes and that those learning outcomes meet current standards within the discipline and that they include mastery of key learning theories and practices within the field of study [IIA.13-04]. The College offers degrees with an established interdisciplinary core in four areas: arts and humanities, science and math, performing and visual arts, social and behavioral sciences (18 units in an area of emphasis and electives = 60 units total).

Evaluation

The College meets this standard. The above analysis clearly demonstrates that the College has a well-established system and procedures to ensure that all its degrees are based upon student learning outcomes and competencies and that those competences include mastery at the appropriate degree level of key theories and practices within the field of study. To earn an Associate degree or Associate degree for transfer, students must complete a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis [IIA.13-03]. The proposed course or degree is then submitted to the Curriculum Committee for further vetting and review. Once approved by the Curriculum Committee, the program is sent to the Board of Trustees and then to the Chancellor's Office for final approval where necessary.

Action Plan

No Action Plan Required

IIA.13. Evidence

IIA.13-01. Catalog 2016-2017
IIA.13-02. SB 1440 Associate Degrees for Transfer
IIA.13-03. Board Policy 4025, Criteria for Degree and General Education
IIA.13-04. Sample Course Outline of Record (COR)

IIA.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Description

Student achievement of competency levels that meet employment standards are gauged through student learning outcomes (SLOs) assessments for all career technical education (CTE) courses. SLOs are determined by a formal process that includes a faculty role and an advisory committee role [IIA.14-01]. SLOs are written into the Course Outline, and samples of assessments for the SLOs are written as well [IIA.14-02]. These define the technical and professional competencies expected of students as they progress through their CTE program.

Assessment of those SLOs is the means through which student progress on those competencies is monitored. Assessment in CTE is conducted on an ongoing basis and is recorded [IIA.14-03]. The SLO Assessment Action Plan identifies when a course SLO will be assessed twice within a three-year cycle. All SLO Assessments Action Plan (Calendars) are updated by the department as courses are updated in CurricUNET [IIA.14-03].

An SLO Assessment Template [IIA.14-04] describing the process, essentially an assessment of the assessment, is also expected from the instructor. Once assessment for SLOs is done, the instructor(s) and the department evaluate the effectiveness of the SLOs and the assessment of them. From the information taken in the assessment, the instructor can revise the SLOs or can revise the assessment tools to better accurately measure student accomplishment in the future. When finished with assessment, the instructor writes an Assessment Report detailing the assessment of the students' accomplishments, evaluating the SLOs and assessments and providing suggestions for improving effectiveness. The process is ongoing, continually reviewing assessment and the SLOs to improve instruction and learning. SLOs are also included on each Course Outline of Record [IIA.14-05] and instructor's syllabi and are tracked each semester by the deans' offices for accuracy and implementation on each syllabus.

Additional methods are used to ensure that students completing CTE programs demonstrate the requisite technical and professional skills, ranging from compliance with state and/or federal regulations, to professional accreditation standards, to passing rates on licensure exams with institution-set standards reported annually to ACCJC [IIA14-06]. Program-specific details follow:

The CNA course enables students to become familiar with basic principles of nursing, including procedures and techniques. Clinical experience is provided in extended care facilities. Students learn to provide and meet the patient's basic physical and psychological needs and promote a spirit of restoration and independence in a safe, efficient and competent manner. This is a State approved pre-certification program.

The College's Associate Degree Nursing program provides instruction and training to produce competent, knowledgeable, graduate nurses that provide quality nursing care to the public. This program enables students to take the NCLEX exam in order to become a licensed registered nurse.

Respiratory Therapy prepares students to be licensed as respiratory care practitioners. The College's Respiratory Therapy Program provides hospital skills and supervised clinical practices in Inland Empire hospitals. Graduates of the College, as a result of the education and training they receive, pass the state licensing and national registry exams at a rate much greater than the national average. The Respiratory Therapy Program is fully accredited by the American Medical Association.

The College offers degrees in Child Development/Early Childhood Education that meet State Department of Social Services requirements as defined in Title 22.

Accredited courses are offered that meet the professional standards required by the California State Fire Marshal's Office. Students must complete each of these courses with a passing score of 80 percent or better to earn certificates that many employers require for consideration for employment.

The College is accredited as a Regional Training Program through the State Fire Marshal's office. This means that the fire technology program delivers advanced courses for fire officer development, chief officer development and other specialized positions within the fire service. Certifications for these courses are issued at the College, as opposed to being sent to the State, thus eliminating the often 6 to 8 week wait for the issuance of certifications. The department provides a series of classes that will give entry level students the basic skills and abilities to pass the required employment examinations for a paid call firefighter position with any of the local agencies.

Several classes also prepare the student for entry into the Firefighter I Academy, a 12-week, 400-hour rigorous course of study that will, when successfully completed, earn the student a certificate from a certified training academy that he or she meets the professional standards for entry level firefighter.

The College's Fire Technology Program is also the first and only institution in San Bernardino County to offer the validated Physical Abilities Test (Biddle). The College's Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs [IIA.14-07]. Upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions, the College offers an EMS simulation program that it is a state of the art and is dynamic to prepare the students for real life events [IIA.14-08].

Courses prepare students to acquire California salesperson and brokers' licensures.
The Electronics and Computer Technology Department is now a Certified CISCO Networking Academy. CISCO networking classes are offered that lead to the CISCO Certified Network Associate (CCNA) and the CISCO Certified Network Professional (CCNP). Students will be able to obtain the CCNA certification after successfully completing four courses and taking one Cisco CCNA Certification exam. The CCNP also requires four courses, but there are four CCNP Certification exams, one for each course topic. There is a high demand for CCNA and CCNP Certifications, and seating is limited by the number of computer stations available.

The College offers a low-unit certificate to prepare students for the A+/Net+ certification exam. The electronics program at the College prepares the students for professions such as avionics, biomedical, data cabling, fiber optics, gaming and vending, industrial electronics, information technology, renewable energy, smart home, and wireless communications. The College is also a member of the Microsoft Developer Network Academic Alliance (MSDNAA) that provides the department and students a cost effective way to keep up with the latest changes in Microsoft software. The MSDNAA program was designed specifically to provide resources to technology departments and their students.

The Welding Technology courses included in the certificate program will give the students the skills necessary to become an entry-level combination welder.

A partnership exists between the Automotive Department and the new car dealerships that comprise the Auto Park at Valley Center. An internship cohort has been established to allow a select group of well prepared and career-focused students the opportunity to experience the real world work environment of a new car dealership service department. Currently internship positions exist for both service technicians as well as service advisors.

Ideally, determining the readiness of graduates to perform the technical and professional competencies necessary for success in their chosen CTE careers is knowing whether they become employed after graduation. In compliance with Title IV regulations, the Office of Institutional Effectiveness posts Gainful Employment data related to the CTE certificates offered on campus [IIA.14-09]. In addition, employment or job placement is a student success indicator monitored on the College's Institutional Effectiveness Scorecard [IIA.14-10]

Evaluation

The College has established systems in place to evaluate on a regular basis the competencies of students as they progress along their CTE programs. Whether those graduates acquire and retain jobs post-graduation in their chosen fields is a better means to determine their technical and professional competencies; the College relies upon existing, mandated metrics such as job placement and gainful employment. However, the College needs a more formal process of verifying and tracking employment information for CTE graduates. In order to exceed this standard, the College should participate in statewide efforts under the Career Technical Education Outcomes Study to more precisely assess the success of their CTE graduates.

Action Plan
Participate in the Career Technical Education Outcomes Study, a standardized method of tracking and collecting post-graduation data on student employment and other outcomes sponsored by the California Community Colleges Chancellor's Office.

IIA.14 Evidence

IIA.14-01. CTE Advisory Council Handbook
IIA.14-02. SLO Assessment Manual 2012
IIA.14-03. SLO Assessments Action Plan Calendar
IIA.14-04. SLO Assessment Template
IIA.14-05. Course Outline of Record - Sample
IIA.14-06. ACCJC Annual Report 2016
IIA.14-07. Commission on Accreditation of Allied Health Education Programs
IIA.14-08. EMS Simulation Lab
IIA.14-09. VVC Gainful Employment Disclosures
IIA.14-10. VVC IE Scorecard – Student Success

IIA.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

The 2016-2017 catalog states that students may graduate under the catalog in effect at the time of graduation or the catalog in which they entered if the student maintained catalog rights (page 73): "Catalog Rights for Associate Degree, Certificate, or Transfer Requirements--The term 'catalog rights' refers to the requirements, rules and regulations found in the College Catalog for a specific academic year defining specific requirements, as established in the catalog, which the student must satisfy to qualify for an associate degree, a certificate, or transfer. An absence of not more than two years due to an approved educational leave, or to attend another college or university, is not considered an interruption in attendance. Catalog rights apply for a maximum of six years prior to graduation" [IIA.15-01].

Program discontinuance is sometimes necessary as a result of declining demand changes implemented at the State level that affect local programs. In accordance with Title 5, Section 51022, "College districts are required by current regulation and statute to develop a process for program discontinuance." The Academic Senate for California Community Colleges (ASCCC) has recommended that local senates create a process for program discontinuance that takes into account the following issues: negative effects on students, college curriculum balance, and educational and budget planning. The College's Academic Senate is establishing its Program Discontinuance Policy in accordance with Title 5, Section 51022, and in consideration of the recommendations and guidelines of the Academic Senate for California Community Colleges [IIA.15-02]. The primary purpose of this policy is not intended to target programs for discontinuance, but rather to establish criteria and guidelines for the decision-making process. Program Review, the Educational and Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the

process. Program discontinuance should be considered only after the 1st reading Academic Senate 5/14/09 2 and reading Academic Senate 6/4/09 – Approved as corrected Program discontinuance NEW June 2009.doc most serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall outside the College's mission and master plan, as well as the department's goals and objectives. The policy should not be construed as an inducement to look for programs to discontinue or to discourage participation in an academic process such as Program Review. The Executive Board will disseminate the necessary information regarding any program considered for discontinuance at the monthly Academic Senate meeting. Program discontinuance discussions can be initiated by administration or the affected divisions and departments.

The Academic Senate and its relevant committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of program discontinuance, recognizing the district's policy to rely primarily on the Academic Senate's advice in academic matters. The instructor(s) and the department chair of the program being considered will have the opportunity to present the program's relevance at the cabinet level. The instructor(s) and the department chair of the program being considered for discontinuance should be given 6 months to do research and provide documentation of the relevance of their program and what action, if any, should be taken. The discussion criteria concerning any specific program considered for discontinuance must necessarily have two components: qualitative and quantitative. Both qualitative indicators and quantitative indicators must be discussed in order to have a fair and complete review leading to a decision to either continue or discontinue a program

Evaluation

The College meets this standard. The College recommends program discontinuance after a viable review of the program after considering: effects on students and student success, students in progress in completing their training and area of study, reasons identifying initiation of discontinuance of a program. A viability study could be recommended, and a program could be phased out during a two-year period. Impacted students would be contacted if a program is discontinued and would be allowed to complete required courses within that two-year period, perhaps even helping students to transfer to another college to complete a program. No new students would be admitted into the program once the recommendation to discontinue has been approved by the Academic Senate.

Action Plan

No Action Plan Required

IIA.15 Evidence

IIA.15-01. Catalog 2016-2017 page 73
IIA.15-02. New Administrative Procedure 4020, Process for Program Discontinuance

IIA.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Description

Regardless of location or means of delivery, the College regularly evaluates and improves the quality and currency of all its instructional programs. There are two primary methods by which it evaluates and continuously strives to improve programs and courses: Program Review and Student Learning Outcomes (SLOs). In general, Program Review at the College is a systemic process by which programs self-assess in order to promote continuous improvement and institutional effectiveness. Program Review is also a mechanism by which the College conducts a systemic assessment of the effectiveness of its planning and resource allocations **[**IIA.16-01]. Program Review also provides a framework for collegial and self-reflective dialogue in regards to the College's effectiveness in carrying out its mission.

There are specific institutional structures that illustrate and facilitate an ongoing process of institutional self-reflection and continuous program improvement. For example, the Instructional Program Review Committee (IPRC) is an Academic Senate Committee tasked with the responsibility of working with faculty from across the College to establish and maintain an ongoing culture of continuous improvement, as evidenced by committee minutes [IIA.16-02]. IPRC is responsible for implementing the instructional program review process. The purpose of the instructional program review is to use measurable student enrollment data and outcomes assessment data, both quantitative and qualitative, to support the effectiveness of programs and improve the quality of education at the College [IIA.16-03].

Program reviews follow a precise cycle that is meant to facilitate assessment, dialogue, and program improvement planning. The evaluation process is based on a three-year cycle and is divided into three rotations: A, B, and C [IIA.16-04]. In addition to Program Review, SLOs are an additional mechanism that the College uses to assess the effectiveness of its courses and determine how well students are learning in each course. As part of a self-reflective program review process, instructional programs review student achievement data and outcomes assessment results in order to generate unit planning objectives. The Student Learning Outcomes Assessment Committee (SLOAC) is a sub-committee of the Academic Senate. SLOAC is responsible for promoting ongoing local and campus-wide dialogue on all levels of assessment through regular publications and campus-wide forums [IIA.16-05]. Student learning outcomes are an integral part of the program review process. The College has established a six-year assessment plan for course-level assessment for each discipline. Courses that are offered regularly are assessed twice in a three year period. Program level assessment is conducted on a six-year plan [IIA.16-06]. Assessment at the course and instructional program levels is discussed for planning purposes during the program review. SLOs are stated on all course syllabi.

Evaluation

The College meets this standard. The College uses comprehensive program review and student learning outcomes to regularly evaluate and improve the quality and currency of all instructional programs offered, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location**.** Assessment results for SLOs, PLOs, and institutional level outcomes (ILOs) are the primary strategies by which program quality is ensured.

Action Plan

No Action Plan Required

IIA.16 Evidence

IIA.16-01. Instructional Program Review Handbook
IIA.16-02. IPRC Minutes
IIA.16-03. Instructional Program Review Website
IIA.16-04. SLO Assessment Action Plan Calendars
IIA.16-05. SLOAC Report 2015
IIA.16-06. PLO Webpage

Standard IIB Library and Learning Support Services

IIB.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Description

Library

The College supports student learning and achievement by providing a physical and virtual library with a diverse collection of print, electronic and media resources and computer technology to meet the academic and vocational needs of on-campus and distance learning students. Built in 1997 and centrally located on upper campus, the 29,886 square ft. facility seats approximately 300 library users through a combination of tables, study carrels and casual seating arranged throughout two floors. The library's resources include an extensive collection of print and electronic reference and circulating books, online databases, print periodicals, multimedia, online research guides and 34 Internet accessible computers with free printing. The library's catalog, databases and research guides are accessible through the library's web site [IIB.1.01], and remote access to database subscriptions and e-books is available for off-campus and distance education students through a username and password.

The College library mission [IIB.1-02] is to support and assist the institution, its students, faculty and administration, in attaining the educational goals stated in the college's mission statement. The library will carry out this function by providing access to a diverse collection of print and electronic resources and an integrated program of service, resource management, assessment and instruction for information literacy.

The library's physical collection is accessible to students 65 hours per week during the fall and spring semesters, including evening and weekend hours. Fall/spring hours are Monday through Thursday, 8:00 am to 9:00 pm; Friday 8:00 am to 4:00 pm; Saturdays 10:00 am to 3:00 pm. During summer and winter intercessions, the library is open for 40 hours per week. Intercession hours are Monday through Thursday, 8:00 am to 6:00 pm. The gate count for library visits in 2014-15 was 189,430 people, with an average number of daily users of 976 in fall and 866 in spring [IIB.1-03]. Facilities include open Wi-Fi for Internet access, group study rooms, copy room, study carrels with charging stations, periodicals reading room, and a variety of seating options. The library's 6 group study rooms, which are in high demand and constant use, can be reserved one week in advance through an online reservation system linked from the library's website [IIB.1-04].

The library's online resources are accessible to support on-campus and distance learning students anytime and anywhere through Internet access. The library's website is a portal to the catalog, database subscriptions, research tools and library information. It provides off-campus and distance learners with continuous access to electronic books, reference sources, controversial topics, and databases with full-text scholarly journals, magazines and newspaper articles. Students are provided with a username and password for off-campus access to these online subscriptions. In 2014-2015, off-campus passwords were distributed to 3,159 students. The library's website is used as an instructional tool to help students write better research papers, with online tips for: search strategies; research guides; website evaluation; plagiarism and citation tools. In winter 2016, the library introduced a new web site which utilizes an innovative content management system designed specifically for libraries. The hosted system, SpringShare LibGuides, provides numerous features to assist the library with promoting resources and services, including the ability to: create a fully customized ADA-compliant web site; generate custom course and subject guides; share and re-use content throughout the site; embed multimedia; produce site-wide statistical analysis and responsive mobile-friendly design.

The library acquires materials in print and online formats to meet the research needs of on-campus and distance learners. Instructional faculty provide librarians with required reading lists and research paper topics to help inform the selection of library materials. Data about library collections, services, staffing, and budgets are reported annually through surveys to the California Community Colleges Chancellor's Office [IIB.1-05], the Association of College and Research Libraries [IIB.1-06] and Integrated Postsecondary Education Data System [IIB.1-07]. The following table illustrates expenditures, acquisitions and holdings for library materials in print, electronic and media formats for 2014-15:

Library Acquisitions & Expenditures for 2014-2015			
Material/Format	***Expenditures***	***Titles added in 2014-15***	***Total Holdings in Collection***
Printed Books	$53,448	1,228	48,585
Electronic Books	$17,807	92	2,489
Online Databases	$39,806	0	41
Current Print Subscriptions	$7,685	0	65
Media	$3,264	134	4,013

Circulation statistics for 2014-2015 are illustrated by material type in the following table [IIB.1-03, IIB.1-05]:

Library Circulation & Usage Statistics 2014-2015	
Material/Format	***Circulation or Usage Transactions***
Books	6,394
Reserve Textbooks	22,255
Electronic books and databases	5,869
Media (audio/visual)	1,050

Periodicals	628
In-House Use Only	3,960

The library evaluates the effectiveness of its collections to ensure adequate quantity, quality, depth and variety through student and faculty satisfaction surveys distributed online and to users in the library and review of usage statistics. In spring 2016, 190 students and 53 faculty responded to the library's user satisfaction survey [IIB.1-08, IIB.1-09]. Students consistently agreed that the library provides adequate print and online resources to meet research needs: 94% of respondents answered that the library's print resources meet their research needs; 90.8% of respondents answered that the library's databases provide enough articles to meet research needs. Of the students who participated, 80% of respondents identified themselves as using the library to find sources for research papers.

The library provides ongoing instruction to support information literacy through an information competency graduation requirement, class-specific instruction sessions, individualized teaching through reference transactions, and online research guides to meet the needs of distance learners. The library's information competency program, which is a general education learning outcome and graduation requirement for the associate degree, is described in detail in section 3 below. Faculty librarians are on duty during all hours the library is open to support student learning through library instruction and research assistance. The library is currently staffed by two full-time faculty librarians, 1.6 full-time equivalent (FTE) adjunct faculty librarians, and 5 library technicians.

Librarians teach instruction sessions to a variety of classes to help students learn search strategies and locate effective resources to meet learning outcomes for research assignments, such as: using library resources to help choose a topic and refine the research focus; using the library catalog to find books; and using online databases to retrieve articles from scholarly journals, magazines, newspaper or e-books. In 2014-2015, instruction sessions were taught to classes in Child Development, Computer Information Systems, English, English as a Second Language, Guidance, Journalism, Oceanography, Political Science and Sociology. Specific class assignments are available on the library website, and print handouts are distributed to students during instruction sessions. One-on-one instruction between librarians and students is an ongoing, daily occurrence during reference transactions. Librarians practice a pro-active or roaming reference approach to promote interaction with students. Online research guides are hosted on the library's website to provide research support to distance education students and students at off-site locations. Blackboard, the College's course management system, includes a link to the library in the menu for each course, and instructors may provide links within their courses to the online research guides. Statistics for library instruction sessions and reference transactions for 2014-15 are illustrated in the table below.

REFERENCE AND INSTRUCTION STATISTICS 2014-15	
Reference Questions	11,899
Directional Questions	543
Instruction Sessions for English 101 / Information Competency	98
Students Completing English 101 Workbook	2,181

Instruction Sessions for Other Classes	68
Students in Instruction Sessions for Other Classes	1,750

Learning Support Services

The College offers a broad spectrum of Learning Support Services (LSS), including tutors, an open access computer center in the Advanced Technology Center (ATC) Mall and subject specific learning laboratories with dedicated technology, materials and staffing. LSS includes: Allied Health Computer Lab, Basic Skills Lab, Business Education Technology (BET) Lab, Communications Center, English as a Second Language (ESL) Lab, Blackboard/WebAdvisor Help Desk, Math Success Center, Nursing Skills Lab, Nursing Simulation Lab, Nursing Resource & Remediation Lab, and the Writing Center. With the exception of the Allied Health Labs (located in Building 33) and the Communications Center (located in Building 54), all other student learning support services are strategically located in the Advanced Technology Center (Building 21).

Advanced Technology Center – Computer Mall

The Advanced Technology Center (ATC) – Computer Mall meets the needs of college students through the use of technology and instructional support programs [IIB.1-11]. The ATC Computer Mall allows currently enrolled students to individually work on class assignments and/or projects. The ATC Computer Mall houses 98 PC computers devoted to general student use. Each computer is equipped with the Microsoft Office suite. Many computers are equipped with course specific software to support academic departments, including ADAM (anatomy/physiology), Peachtree (accounting) and Maple (math). Additionally, many computers are equipped with direct links to CourseCompass web-based math support software. Six MAC computers are equipped to support digital art and computer integrated design courses. Four ADA work stations are equipped with specialty assistance software. Also many labs offer online resources that can be accessed on campus or off campus.

The services, equipment, and materials offered in LSS labs are the product of an interactive dialogue between faculty and learning support services professionals. While this process varies by department, software in each lab is routinely evaluated to support instructional objectives. The College provides excellent maintenance and security for learning support services. Computers are regularly maintained. A dedicated Information Technology staff member quickly responds to any hardware or software challenges reported through a work order management system. Upgrades and re-imaging of lab computers are routinely completed during winter or summer sessions to minimize adverse student impact. M & O maintains the learning support service centers. Requests for equipment repair are handled quickly, and each center receives a deep cleaning annually. The installation of new tracking software in each of the learning labs has improved the efficiency, accessibility and security.

Basic Skills Lab

The Basic Skills Lab is housed in the Advanced Technology Center [IIB.1-12]. The Basic Skills Lab provides students with the opportunity to build a strong foundation in English and/or Mathematics at a pre-collegiate level. The Basic Skills Lab supports the instruction for students in

Basic Skills (BSKL) 3: Essential Reading and Writing and Basic Skills (BSKL) 9: Essential Mathematics. The students from these courses are enrolled in a 3-unit lecture and a 1-unit lab for each course. A BSKL 3 student, for example, needs to attend a scheduled lecture for three hours per week and then must complete three hours per week in the lab. The students can complete the minimum number of hours in the lab, but they can also work longer when the lessons prove more difficult. Currently, the lab hosts a little more than two dozen students.

The Basic Skills classes are not offered online, but the department offers instructional materials that the students can access from home [IIB.1-13]. Two years ago, the faculty created support videos for the grammar course and for the math course. These videos and other Basic Skills information are currently available for the students in the lab and from home by utilizing the specific online links [IIB.1-14, IIB.1-15, IIB.1-16, and IIB.1-17].

Business Education Technology Lab

The Business Education Technologies (BET) Lab is an open lab that provides the flexibility for students to complete their Business Education Technologies assignments while setting their own time schedule during the 58 hours the lab is available. The Business Education Technology (BET) Lab currently holds 35 computers, printers, adding machines, transcribers, staplers, and some classroom textbooks for students to use on campus. Online students also have the option to visit campus and utilize the technology. BET textbooks are held on reserve in the library for students. The online Blackboard system is utilized for all BET classes [IIB.1-18, IIB.1-19, IIB.1-20, and IIB.1-21].

Communications Center

The communications center assists students with the composition and delivery of oral presentations and speeches, including the development of effective visual aids (PowerPoint Instruction). Additionally the center offers support to the Foreign Language students with equipment needed to complete the online component of their coursework, including computer work stations and headsets. Students have access to one-on-one tutor support, speech practice and feedback sessions, computer work stations, a library of communication reference books, taping and viewing services, printing, group work rooms, access to equipment (headsets, whiteboards/markers), textbooks, and handouts with “How To” information related to public speaking and oral presentations [IIB.1-38].

The center began collecting student feedback forms during the spring semester to gather information about their experiences. The qualitative data collected has been beneficial in helping the center improve feedback sessions with students and ensure the demands of students are being met. Going forward the center will request feedback from students every semester in an attempt to improve effectiveness and provide excellent service. Currently the center does not offer workshops or training courses beyond the one-on-one tutoring. The center is open 19 hours a week during the fall and spring semesters with two student assistants and one facilitator. The center would like to host workshops for students in the coming year as well as host guest speakers to come and talk about various majors, the job market, and other topics that will be beneficial to them as they pursue their education. Beginning this fall the center will be having an Open House for faculty and students to welcome them and make them aware of the services the center offers.

A majority of the students come in multiple times during the semester. The frequency of student visits in itself suggests that students are benefiting from the services. Additionally, the center collects feedback questionnaires and works closely with instructors to verify the student improvement in the classroom. Each questionnaire is conducted and collected anonymously, reviewed by the facilitator, shared with student assistants, and used to improve the approach in providing feedback and assisting students. The data has not yet been made public, but a report can be created and made public.

English as a Second Language Lab

The English as a Second Language (ESL) Lab is housed in the Advanced Technology Center. The ESL Lab is an open lab available to students who need practice with the development of their English Language skills [IIB.1-22]. The purpose of the ESL classrooms and/or labs on the main campus and at the Hesperia Site has been to provide an array of software for instructional support, tutoring and open lab hours to promote and enhance English language learning. In addition, open lab hours provide opportunities for ESL students to pursue independent learning through the use of technology. Most importantly, the lab provides access to technology that students may not have access to otherwise. The instructors and tutors enhance their classes or tutoring sessions by using the software for language development and tailor lessons to individual needs of students.

In the lab, the students have access to headsets, mics, cameras, and support material in both ESL Lab/Classrooms. Open lab hours at the main campus has been set for students to complete homework assignments, engage in collaborative projects, foster language development, supplement instruction and provide teacher training in software. Software programs include grammar, listening, pronunciation, spelling, citizenship, typing, computer skills, and integrated language programs. ESL lab software programs are integrated in course curricula and used extensively by instructors and tutors. There is also use of MSOFFICE 2013. The ESL lab is serving a growing population of non-English speakers. In the summer of 2016, all computers in the main campus were installed. Currently there are three tutors: two bilingual Spanish tutors and one Arabic speaking tutor whose help has been embedded in the classroom/lab.

Math Success Center

The Math Success Center recently moved from the Academic Commons (Building 42) to the Advanced Technology Center (Building 21, room 146). Supported by a Senior Instructional Assistant and student tutors, the Math Success Center offers tutoring, one-on-one tutoring by appointment, internet assignment assistance, computer lab, and workshops during the academic year. With help from the Basic Skills Transformation Grant, the MSC recently purchased trapezoidal tables and chairs in order to be able to support tutoring and group work in a variety of formats. The lab now seats approximately 45 students at tables in addition to 31 computer stations for students to utilize. In consultation with learning support services professionals, Math Department faculty members select and monitor software and online applications such as Maple, Connect Math, and MyMathLab. These programs or shortcuts to online applications are available on the Math Success Center computers. Students are able to provide feedback on tutors that is collected by the Math Success Center Facilitator [IIB.1-23]. In addition, the facilitator handles all complaints but if necessary will work with the Department Chair. The Math Success Center uses

SARS to track and log students as they enter and exit the lab [IIB.1-24]. The Mathematics Department began offering a series of workshops at the Math Success Center in the spring 2016 term. There are two different types of workshops: refresher workshops and specific math class workshops, such as Math 10, Math 12, Math 42, Math 63, Math 120, Math 104, Math 105, and Math 226 [IIB.1-25, IIB.1-26]. The workshops are designed to help students develop confidence and strength in their problem areas and help them to fill in gaps that they may need to be successful in a math class. The refresher workshops are designed to help students with a specific area in which they need help in order to move on to the next class thus avoiding repeat classes (Item IIB-3 LSS). The math class workshops are designed for the students who are in that current class to gain further understanding of concepts they are unable to grasp during class time. Each workshop is one hour long and is taught by a mathematics professor. The mission is to help students succeed by enriching their educational goals.

Nursing Program

The Nursing Program utilizes laboratory time throughout the curriculum: Computer Lab, Skills Lab, Simulation Lab, and Resource & Remediation Lab. The Computer Lab provides computer software programs specific to each subject area of nursing. Some programs are required for courses while others are an optional enhancement to the student learning process. All nursing students take scheduled computerized exams in the lab including the TEAS (Test of Essential Academic Skills) and the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) Challenge Exams. Each semester, nursing students must also pass a computerized Math Dosage Calculation Exam. A computer practice program is available to assist students in preparing for exams.

Instructional Assistants and faculty make recommendations to modify the software in response to changes in licensure requirements. The Skills Lab is utilized each semester to assist students in practicing specific skills needed for becoming competent nurses. Topics discussed include intravenous infusion start, nasogastric tube insertions, indwelling urinary catheter insertions, medication administration and many more. The Simulation Lab is accessible to students during each semester to provide student hands-on-scenarios, real patient events, and possible outcomes from their chosen actions in a safe environment. The Resource & Remediation Lab [IIB.1-27] is offered to students throughout the semester and is done on the students' own time as it is an open lab. This lab is a resource for students to practice skills they have learned in the skills lab or other skills in which they themselves wish to gain more practice [IIB.1-28].

Another way of utilizing this lab is through remediation; a clinical instructor can identify a weakness in a skill and ask the student(s) to remediate that specific skill. The clinical instructor fills out a remediation request that the student brings to the lab. During remediation an instructor observes the student closely performing the skill and documents the outcome and communicates the result to the clinical instructor. Students are able to use all necessary supplies to perform and practice certain skills.

Equipment is ordered on as per student number each semester. Non-sterile gloves, for example, in different sizes are ordered at the beginning of each semester while sterile gloves are ordered in different sizes per number students enrolled in certain semesters needing these supplies. The Nursing Program utilizes different vendors and evaluates supplies as needed. For example, Personal Protective Equipment (PPE) is used on patients with infectious diseases. Students learn

in lab how to correctly put it on and take it off. During said process the supplied gowns would tear after using them several times; instructors discussed this issue with the lab assistants and chose a different sturdier gown that was purchased for the following semester. In the specific labs, different models are needed to give the students the experience. The skills lab uses IV arms for students to practice IV catheter cannulation; in the Simulation lab they perform the same skill but the arm is now attached to a mannequin and relates to a real-life, hands-on-scenario. Dependent on the skill or experience needed, the models and mannequins are interchanged to give students a variety of experiences. During the Medical/Surgical labs a mannequin is utilized for students to perform cardio-pulmonary resuscitation while during the Maternal Child labs a pregnant mannequin is used to show students the different stages of labor during birthing process. During the advanced Medical/Surgical rotation students are introduced to a simulated intensive care unit. In addition to that, the Nursing Program provides topic specific workshops during Nursing Process 2 through 4. During the semester students can utilize models, skills lab books with CDs as well as videos in the Computer Lab during the academic year.

Each student is provided a Student Handbook during pre-orientation to Nursing Process 1 first semester students by the instructor and goes over the handbook during the orientation. Each semester has a syllabus with a lecture, clinical and skills lab, and simulation lab schedule for the students [IIB.1-29, IIB.1-30, IIB.1-31, IIB.1-32, IIB.1-33, IIB.1-34]. If students have complaints or grievances, they are to follow the Grievance Policy in the Student Handbook on pages 48/49. At the end of each semester the students evaluate their experiences in the Nursing Labs, which is analyzed by the Institutional Research Department and the data is then returned to the nursing office; during full-time faculty meetings the data is discussed and necessary changes if any are implemented.

Writing Center

In response to student needs, the College tutoring program strategically focuses on the development of writing skills. Writing Center tutors serve hundreds of students across disciplines and provide both one-on-one and small group tutoring. In response to student needs, evolving course requirements, and departmental input, the Writing Center offers workshops [IIB.1-35] and handouts that assist with the writing process in addition to links, handouts, and videos listed on the Writing Center website for off-campus students. Computers with Microsoft Office, internet access, and access to the library databases; study tables; printer; scanner; textbooks, dictionaries, and writing texts; and handouts on documentation, grammar and punctuation, and writing modes are available in the Writing Center [IIB.1-36]. Over the years, students, tutors, faculty, and staff have been informed of the decisions made regarding the equipment needs. Meetings with English Department faculty, tutors, management, and meetings with IR are informed of the decisions made. The Writing Center has an active online tutoring service to serve all students at the College, on and off campus. The Writing Center provides Supplemental Instruction for English 6—a composition and reading course two levels below Freshman Composition. The center maintains a Facebook page (“Writing Center VVC”) as well as the Writing Center website providing links, videos, and handouts for online and on-campus students [IIB.1-37].

Evaluation

Library

The College meets this standard by providing a library with a diverse collection of print, electronic and media resources and computer technology to meet the academic and vocational needs of on-campus and distance learning students. The library supports student learning and achievement through its resources, services, instruction program and facilities. Students have access to the physical collection 65 hours per week, while distance learners and off-campus users have ubiquitous access to online resources and research tools through the library website.
The College meets the standard by providing resources to support educational programs at all locations and through all delivery modes of instruction. The College supports the quality of its instructional programs by providing sufficient library resources in quantity, currency, depth and variety to support on-campus and distance education students. The library evaluates the effectiveness of its collections through student and faculty satisfaction surveys, through user interactions in the library, and through review of usage statistics. The library meets this standard by providing ongoing instruction to library users through its information competency program, which was implemented as a graduation requirement for the Associate Degree in 2008, bibliographic instruction sessions to classes across the curriculum, and individual student interactions through reference services. In 2014-2015, librarians taught information competency instruction sessions to 98 sections of English 101 classes, 68 instruction sessions to other courses, and completed 11,899 reference transactions with students in the library [IIB.1-03]

Learning Support Services

The Learning Support Services meets the Standard related to ongoing evaluation and student support services aligned with its mission. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. The College offers a broad spectrum of learning support services (LSS) including tutors, an open access computer center in the Advanced Technology Center (ATC) Mall and subject specific learning laboratories with dedicated technology, materials and staffing. LSS labs include: Allied Health Computer Lab, Basic Skills Lab, Business Education Technology (BET) Lab, Communications Center, English as a Second Language (ESL) Lab, Blackboard/Web Advisor Help Desk, Math Success Center, Nursing Skills Lab, Nursing Simulation Lab, Nursing Resource & Remediation Lab, the Writing Center, and the ATC Mall. With the exception of the Allied Health Labs (located in Building 33) and Communications Center (located in Building 54), all other student support services are strategically located in the Advanced Technology Center (Building 21).

Learning Support Services-Equipment, Materials, Software				
Building	**Equipment**	**Materials**	**Services**	**Software**
ATC-Mall B-21	98 PC Computers	Printers, adding machines.	Blackboard & Web advisor	Microsoft Office 10
		Staplers & transcribers	Math Success Center / Lab	Maple & Course Compass
			Workshops	
		Textbooks	Second Language (ESL) Lab	ALEKS
			Basic Skill Lab	
			Tutoring/ Writing Center	
			Senior IA's	
			1 on 1 Tutoring	
Allied Health B-32	60 PC Computers	Transcribers	Nursing Resources	ADAM
		Printers, adding machines.	Nursing Sim Lab	
		Staplers	Remediation Lab	
			Nursing Skills Lab	
			Workshops	
Bet-42	35 Computers	Printers, adding machines, transcribers.	Tutors / Labs	Microsoft Office 10

In addition, the College provides excellent maintenance and security for learning support services. Computers are regularly maintained. A dedicated Information Technology staff member quickly responds to any hardware or software challenges reported through a work order management system. Upgrades and re-imaging of lab computers are routinely completed during winter or summer sessions to minimize adverse student impact. M & O maintains the learning support service centers. Requests for equipment repair are handled quickly and each center receives a deep cleaning annually. The installation of new tracking software in each of the learning labs has improved the efficiency, accessibility and security.

Action Plan

No Action Plan Required

IIB.1 Evidence

IIB.1-01 VVC Library Web Site
IIB.1-02 VVC Library Mission Statement
IIB.1-03 VVC Library Statistics 2014-2015
IIB.1-04 Library Study Room Reservation
IIB.1-05 California Community Colleges Annual Data Survey, 2014-15

IIB.1-06 ACRL Survey 2015
IIB.1-07 IPEDS Academic Libraries 2015-16
IIB.1-08 Library Student Survey, Spring 2016
IIB.1-09 Library Faculty Survey, Spring 2016
IIB.1-10 Library Instruction Calendar, Summer 2014 – Spring 2015
IIB.1-11 Advanced Technology Center - Computer Mall Website
IIB.1-12 Basic Skills Lab Website
IIB.1-13 Basic Skills 3 English Videos from Bad Grammar Blog
IIB.1-14 Bad Grammar Blog
IIB.1-15 Basic Skills 9 Math Videos
IIB.1-16 Basic Skills Classes
IIB.1-17 Basic Skills Faculty and Staff
IIB.1-18 Business Education Technologies Lab Web Site
IIB.1-19 Business Education Technologies Classes
IIB.1-20 Business Education Technologies Degrees and Certificates
IIB.1-21 Business Education Technologies Faculty
IIB.1-22 English as a Second Language Website
IIB.1-23 Math Success Center Student Tracking
IIB.1-24 Math Success Center Website
IIB.1-25 Math Success Center Workshops
IIB.1-26 Math Success Center Workshops for Summer 2016
IIB.1-27 Nursing Computer Lab Resources – CD/DISC
IIB.1-28 Nursing Computer Lab Schedule Spring 2016
IIB.1-29 Nursing Process 1 Simulation & Skills Lab Schedule Spring 2016
IIB.1-30 Nursing Process 2 Skills Lab Schedule Spring 2016
IIB.1-31 Nursing Process 2 Schedule Spring 2016
IIB.1-32 Nursing Resource & Remediation Lab Schedule Spring 2016
IIB.1-33 Nursing Process 4 Schedule Spring 2016
IIB.1-34 Nursing Process 4 Simulation Lab Schedule Spring 2016
IIB.1-35 Writing Center Workshops for Spring 2016
IIB.1-36 Writing Center Assessment Data and Samples
IIB.1-37 Writing Center Website
IIB.1-38 Communication Center Report May 2016

IIB.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Description

Library

In accordance with the library's collection development policy [IIB.2- 01], the library provides a quality collection of print and electronic books, online databases, periodicals, and media resources

to meet the research needs of on-campus and distance learning students. Librarians select materials in a variety of formats based on relevancy to curriculum, currency, diverse viewpoints, existing collection, circulation and usage statistics, cost and recommended reviews in library periodicals. The library acquires resources in online formats that can be accessed remotely and by multiple, simultaneous users to support distance learners and students at off-site locations such as the Regional Public Safety Training Center and Hesperia High School campus.

The library collects resources to support all areas of the college's curriculum, including general education and academic programs, Basic Skills, English as a Second Language and career and technical education programs. A special collection of local history materials is a unique resource to students, faculty, community members, and other historical researchers. The library houses a collection of reserve textbooks, supplemental reading and viewing materials required for classes. These reserve materials, which are provided by instructors, may be photocopied or used in the library for a 2-hour period. In 2016-2017, the library received a one-time allocation of $50,000 from Student Equity funds to acquire textbooks from the Rams Bookstore for the reserve textbook collection.

Faculty input to collection development is a result of direct feedback from instructors and a Curriculum Committee process that encourages recommendations to support new and updated courses. The course checklist in CurricUNET, the college's curriculum approval program, requires faculty to review the library's collection to confirm there are sufficient resources to support a course and to recommend books or media to maintain currency in a subject area when a course is updated. A librarian is a standing, voting member of the Curriculum Committee and approves all curricular submissions, including new courses, certificates and degrees. New library materials are promoted through a variety of outreach efforts. Faculty are advised via email of new holdings in their curricular areas when new print, electronic or media materials are added to the collection. New books, electronic resources and media are advertised through the library's web page on the "New Library Materials" guide and display areas in the library. Students also contribute to collection development by making recommendations for books and media they would like to see added to the library's holdings.

The library's "Five-Year Information Technology Plan: 2010-2015" [IIB.2- 02] established goals related to library equipment, online information resources, instructional resources, technology infrastructure and support services. The technology plan strives to meet the information needs of the College community regardless of time or location by providing quality instructional services and programs to support student learning outcomes and the College curriculum. Educational equipment available to support student learning in the library includes 30 Internet-accessible computers, free printing, viewing/listening stations, and large group study room with television and DVD player. The library is continually improving online access to resources and services, such as electronic books and databases, online research guides and tutorials, and online scheduling for group study rooms. Future plans to enhance technology resources include proxy service access for online databases, email notices for overdue books, and seeking grant funding for laptops that students can use within the library.

Learning Support Services

The Basic Skills Lab completes yearly PRAISE reports in an effort to provide accurate data showing the continuous need to expand and be able to provide a strong foundation for Math and English courses [IIB.2-03, IIB.2-04]. Currently, the lab has twenty-four computers available for student use so they can develop their skills of time arrangement, learning habits and completion of assignments.

The Basic Skills area is planning to have several workshops for basic skills students with emphasis on study skills and reduction of learning anxiety. The Basic Skills department has recently revised the PLOs to include math skills and focus on a single PLO for communication skills. These two new PLOs will better reflect the instruction undertaken in the Basic Skills Department.

The Business Education Technology (BET) Center facilitator is responsible for maintaining equipment and materials. Recently, new computers were purchased with the use of Perkins funding. The campus IT department maintains the computers, and XEROX maintains the printers used in the BET lab. When there is a shortage on materials, the facilitator is responsible for ordering more supplies. A majority of the classrooms utilized for BET classes are updated every two years. The Business Advisory committee is consulted regarding materials used and materials needed for the coming year. BET lab equipment is updated every 4-5 years through Perkins [IIB.2-05; IIB.2-04]. Student evaluations are conducted to ascertain the effectiveness of the BET lab. All BET faculty are encouraged to submit suggestions and any improvements they deem necessary to the facilitator.

The Communication Center has two student assistants and one facilitator. Currently the facilitator is a full-time Communications Studies instructor. The facilitator is responsible for maintaining and tracking equipment in the center as well as coordinating with the appropriate entities when problems arise or support is needed. Updates and equipment requests are made through the PRAISE report process and are awarded through administration based on need. In previous years the Communication Center has acted as a subgroup of the Communications Studies department, being included in the department PRAISE report; however, this year the center will begin to submit its own report as a non-instructional program for review. Faculty feedback sessions and anonymous student questionnaires are used to assess the center's effectiveness. The data collected from both students and instructors is used to train student assistants and the facilitator to improve the quality of the services offered to the entire campus community. Faculty refer students to the center for training prior to the completion of a class project. During a student feedback session, they are provided a feedback form with suggestions on improvements. The form is given to the instructors so they can review it to see if the students incorporated the suggestions to make their project better. This allows the instructor to see the progress the students make and how they can benefit from the practice [IIB.2-06].

The Math Success Center Facilitator is responsible for maintaining equipment and materials. Requests are submitted to the Department Chair. The facilitator also works in conjunction with IT and M & O to make sure the equipment is maintained and kept in a safe, clean environment; work orders are submitted to both IT and M & O when issues do arise. When there is a shortage on materials the facilitator is responsible for ordering more supplies. The Math Department just

received a grant for $1.425 million from the Chancellor's Office to help with renovations in the new Math Success Center location [IIB.2-07].

The Nursing Program has two part-time lab assistants and two student workers who maintain equipment under the guidance of full-time instructors. A basic supply level is established based on student enrollment and necessary materials are re-ordered as supplies decrease. Through the RAMP UP grant the Nursing Department was able to purchase new equipment and materials to replace the outdated equipment and materials.

The Information Technology (IT) department with input from two Instructional Assistants (both staff) and the Writing Center Facilitator are responsible for maintaining the equipment. The content of the materials are maintained by the Writing Center Facilitator, and the Instructional Assistant maintains copies and supplies. The computers and images are maintained by the IT department; when issues arise staff/faculty place a work order. Materials are printed in the campus print shop as well as the back room of the Writing Center to produce, maintain, and distribute them. Equipment updates are handled through program review, and the materials are updated by the Writing Center Facilitator [IIB.2-08].

When the Writing Center began, it was in a trailer with sixteen computers and only had seating for eight students to read and/or to study and/or be tutored. The current center offers double the square footage now and holds twenty-eight computers with seating for sixteen students to read and/or to study and/or be tutored. All computer stations can accommodate tutoring services thus making the number of seats for tutoring forty-four. The newest improvement was the addition of a Lead Tutor position. The job duties and qualifications are: serve as a mentor to all tutors and interact between tutors and the Writing Center Facilitator. They will also hold training for new tutors in the English 6 tutoring program in addition to guidance and insight; maintain the English 6 handbook and collaborate with fellow tutors; oversee production of Writing Center tutor handbook as a team effort; apply various methods of team building and problem solving strategies; work on conflict management and general communication building with the Facilitator as well as the Instructional Assistants; hold English 6-based meetings to discuss progress with tutors, and report on those meetings to the Facilitator; and contribute to the English 6 introductory meeting between faculty and tutors [IIB.2-09].

All faculty input regarding assessment effectiveness is welcome; however, the Writing Center is part of the English Department. Therefore, the faculty members and the Chair of the English Department have direct input for and feedback into what the center offers. This means that the Writing Center is aligned with English SLOs and part of the PLOs for the English Department. The Writing Center Facilitator is part of the English Department and is therefore part of any departmental discussions.

Evaluation

Library

The College meets this standard by relying on the expertise of faculty in selecting and maintaining educational equipment and materials to support student learning and enhance the mission of the College. The library provides diverse materials in print and online formats to meet

the research needs for on-campus and distance education students. Materials selection is guided by the library's collection development policy, and technology resource development is guided by the library's technology plan. Materials are obtained in electronic formats to allow multiple remote users and simultaneous access. Distance learners and off-campus students have passwords for remote access to online databases with full-text articles from newspapers, magazines, scholarly journals, electronic books and reference books via the library's web page. The library will continue to dedicate resources to expand online access to learning materials to support both on-campus and distance learning students.

Learning Support Services

The College meets this standard by relying on the expertise of learning support services faculty and learning support services professionals in selecting and maintaining educational equipment and materials to support student learning and achieve the college mission. Learning Support Services Faculty and Learning Support Services Professionals work closely within the department to select and ensure maintenance of educational equipment working closely with the campus Information Technology Department. Learning Support Services Faculty and Learning Support Services Professionals work closely within the department in selection and maintenance of educational materials to support student learning in Learning Support Services center and labs. M & O department maintains the centers and labs.

Action Plan
No Action Plan Required

IIB.2 Evidence

IIB.2-01. Library Collection Development Policy
IIB.2-02. Library Five-Year Information Technology Plan, 2010-2015
IIB.2-03. Basic Skills Lab Program Review Cycle 2015
IIB.2-04. Academic Senate Program Review Webpage
IIB.2-05. Business Education Technology Program Review Cycle 2015
IIB.2-06. Communication Center Report May 2016
IIB.2-07. Math Success Center Chancellors Office Grant Approval
IIB.2-08. Writing Center Mission Statement
IIB.2-09. Writing Center Workshops for Spring 2016

IIB.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

Library

The library has aligned its mission and instructional program goals to support the College's mission and promote attainment of student learning outcomes (see chart below). The library evaluates its resources and instructional program through assessments gathered through surveys for both on-campus and distance learning students, faculty surveys, and a formal pre- and post-test assessment for English 101 students that measures attainment of student learning outcomes for information competency. Assessment results are used by librarians to improve teaching and make changes to the information competency workbook assignment. Student and faculty feedback from surveys are used to evaluate and improve library services and collections.

College Library Mission and Program SLOs Aligned with College Mission

College Mission	Library Mission	Library Program SLO
The mission of Victor Valley College is to:	**The mission of the Library is to support and assist the institution, its students, faculty, and administration in attaining the educational goals stated in the College's Mission Statement. The Library will carry out this function by providing access to a diverse collection of print and electronic resources and an integrated program of service, resource management, assessment, and instruction for information literacy. (Library Mission)**	**Students demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize library and information resources within the guidelines of academic standards to meet collegiate and personal information needs. (Library PLO)**
CULTIVATE - intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.	**The library is supportive and responsive to cultivating intellectual growth, cultural enrichment, and social responsibility through services, events, resources.**	**Students learn to obtain and apply information to meet particular needs through library resources including careers/employment, citizenship and GED exams, and English language acquisition.**
CREATE - exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.	**The library provides individual and course-related information competency learning opportunities so that students can become critical users of information and lifelong learners.**	**Students demonstrate information competency and lifelong learning skills through their ability to effectively acquire, interpret, critically evaluate, and apply information with some understanding of its ethical and legal ramifications.**
EMBRACE - difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.	**The library contributes to the college's mission by providing collections, services, and instruction supportive and responsive to the changing needs of people with diverse ethnic, cultural, social and economic backgrounds.**	**Students build understanding and appreciation for diversity and cultures through the practice of using library resources, services, and facilities.**
INSPIRE - innovative teaching and service with imaginative users of collaboration and technology, fostering vibrant programs that are measurable effective in addressing student learning and community needs.	**The library strives to provide equal access to print and electronic materials and to develop services, including distance learning services, for students with a wide range of learning styles and comprehension levels.**	**Students build on technology skills by using the library computers for research, participating in library instruction classes, and learning to navigate the library website to utilize electronic resources.**

EMPOWER – each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.	**The library strives to provide students with quality resources and services to support academic integrity and personal growth.**	**Students communicate, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.**
		Last Modified: January 7, 2014

Library Instruction

The library contributes to attainment of student learning outcomes through its information competency graduation requirement [IIB.3-01], which was implemented in fall 2008, after being approved as a general education learning outcome in spring 2008. In the 2014-2015 academic year, 2,181 students completed the information competency workbook in the library, and 443 distance education students completed the online tutorial. The information competency student learning outcomes, which are based on the Association of College & Research Libraries "Information Literacy Competency Standards for Higher Education" [IIB.3-02], include: determine the nature and extent of information needed and identify a variety of types and formats of potential sources of information; utilize research tools and/or the Internet to effectively locate and retrieve information resources; analyze and evaluate information for the criteria of credibility, relevance, authority, currency, and point of view or bias; organize and communicate information for a specific purpose and in accordance with legal and academic standards.

Information competency is embedded in the curriculum for English 101, which is a required course for an associate degree. Students who do not complete English 101 at the College are required to complete the library information competency workbook prior to graduation. Students in the College's Nursing Program are required to complete the information competency workbook prior to enrollment in the program.

The on-campus information competency program includes a 45-minute instruction session taught by a librarian in the library's instruction room, followed by a hands-on, skills-based workbook that students must complete in the library. The 40-question multiple choice workbook [IIB.3-03] is designed to introduce students to research strategies and information resources in both print and electronic formats. The workbook includes: tips for getting started with a research project; subject searching in the library catalog to find a book and recognizing the parts of a bibliographic record; differentiating between magazines, scholarly journals and newspapers and recognizing the parts of an article citation; searching an online database to retrieve a periodical article; understanding and evaluating web sites; searching the Internet using Google's advanced search features; using the Library of Congress classification number to locate specialized reference books, then using an index or table of contents to find information in the books; understanding plagiarism and properly citing sources using the MLA format. The workbook series consists of 30 unique topics in American history, science, political science, social science and business. In fall 2013 the library implemented a custom, online information competency tutorial [IIB.3-04] to meet student learning outcomes for distance learners enrolled in the online sections of English 101. The online tutorial covers the same learning objectives as the workbook completed by on-campus students. Online English instructors provide a link to the tutorial from their class shell in Blackboard.

Assessment data for the English 101 information competency program is captured each semester through a pre- and post-test that students complete in the library via an online Google form. Librarians analyze the data, summarize it on the campus-wide "Student Learning Outcomes Assessment Report" form and evaluate results for use as a means to improve student learning, instruction, and a workbook assignment. Assessment results are reported in the annual program review PRAISE report [IIB.3-05]. In the Fall 2015 assessment survey [IIB.3-06] students were asked how helpful the information covered in the workbook would be in completing future research projects, and 38.1% responded extremely useful, 35.2% responded very useful, and 19.8% responded that it would be useful.

Library Resources and Services

The library uses a variety of methods to evaluate its resources and services, including student surveys for both on-campus and distance learning students, faculty surveys, self-evaluation through the annual program review process, collection usage review and inventory. Data reports from the SirsiDynix automation system provide statistics on circulation and material holdings by call number that are used to evaluate how the collection meets actual needs and areas where materials should be added. Reporting modules in online databases provide statistics on the number of searches, number of articles retrieved, and popular search topics. Routine inventories of the collection provide a measure for quality control; corrections can be made to update the catalog for missing items and adjustments made for incorrectly shelved or other problem items. In Spring 2016, students and faculty were surveyed regarding how well the library's collections and services meet their learning and instructional needs [IIB.3-07; IIB.3-08]. The survey distributed to students on the library's website evaluated satisfaction and program effectiveness in the following areas: how well the library's print collections and online resources meet research needs; library instruction; website; facility; public services; hours of operation; and a field for comments. The faculty survey evaluated satisfaction with how well the library's print and online resources meet curricular needs, the effectiveness of bibliographic instruction, services and hours. Selected data are shown in the table below:

Student & Faculty Satisfaction, Library Collections				
	Strongly agree	Agree	Disagree	Strongly Disagree
Students: Print resources meet research needs	57.4%	36.6%	5.5%	0.5%
Students: Online resources meet research needs	47.3%	43.5%	7.5%	0.5%
Faculty: Print resources meet curriculum needs	54%	46%	2%	2%
Faculty: Online resources meet curriculum needs	53.2%	44.7%	0%	2.1%

In summer 2016, distance education students were surveyed via Blackboard to evaluate how well the library's online resources and website meet their needs as off-campus students [IIB.3-09]. Of

the student respondents, 56.6% answered that they have class research assignments that require them to use library resources. The survey will be distributed again in fall 2016. In the meantime, librarians will work with individual faculty members to see how library research guides specific to online research assignments can be developed and linked within an online course.

Student & Faculty Satisfaction, Library Collections				
	Strongly agree	Agree	Disagree	Strongly Disagree
Students: Print resources meet research needs	57.40%	36.60%	5.50%	0.50%
Students: Online resources meet research needs	47.30%	43.50%	7.50%	0.50%
Faculty: Print resources meet curriculum needs	54%	46%	2%	2%
Faculty: Online resources meet curriculum needs	53.20%	44.70%	0%	2.10%

Learning Support Services

Tracking software in each lab permits the College to evaluate student use and access to learning support services. At the end of each semester, Instructional Assistants create reports that document utilization by day, hour and, in some cases, subject area. These reports are used to evaluate lab availability and student access to resources. Specialized software tools such as SARS Track and PC-Track are used to track student access and satisfaction more accurately and also reflect student utilization. This data has assisted the administration with staff scheduling.

The Basic Skills Department increased the offerings of BSKL 3 and BSKL 9 in response to overwhelming demand for the courses. This was accomplished though hiring more faculty for instruction and by using room 21-171 for instruction in the afternoons. The success rate remained consistently just above 40% even though the students complete four-unit courses instead of one-unit courses. Before 2014, students took a 2-unit, 8-week class in order to pass, meaning students needed to finish only 8 weeks at a time. How the change influenced the success rate will need further calculation with the raw data. Relatively, the success rate showing on the histogram bar is the same as the previous two years, but the success rate of 2014 to 2015 at least means the students in that year finished the Basic Skills courses and were able to move to Math 10. A year ago, if the students couldn't pass the first level Basic Skills course, they could not take the second part of the class. The success rate was counted by courses. Quizzes are used to assess SLOs for both BSKL 3 and BSKL 9. The quizzes are quite consistent and allow assessment of SLO data more easily than other methods. The ease and consistency allow comparisons of data over years. To ensure that evaluations are used for continued improvement, the department completes SLOs and PLOs and an annual PRAISE report reflecting the data collected [IIB.3-10].

The Business Education Technology Center has BET textbooks on reserve in the campus library. Student needs are measured by assessments, tests, student evaluations, and instructor evaluations. The College uses SLOs, PLOs, assessment testing, certificates, and student evaluations to ensure the improvement of the BET lab [IIB.3-11].

The Communication Center bases their effectiveness on PLOs and SLOs of the Communication Studies department. As stated, the center should be classified as a non-instructional program and therefore have their own PLOs to define mission and allow center staff to better measure effectiveness across disciplines. This process will be completed during fall 2016. The center is a relatively new resource, and defining the mission has been a constant work in progress. Staff at the center have been working with students and faculty to tailor center offerings in such a way to meet the student, faculty, and staff needs. Listening to the requests and suggestions of others has been a great way for staff to better assist the campus community. Beginning this fall, the center will create its own SLOs as an independent non-instructional program where assessments can be conducted to gauge effectiveness in meeting said outcomes [IIB.3-12].

The ESL tutees evaluate tutors towards the end of the semester using Survey Monkey in English to ensure students' needs are met. The paper survey is interpreted in three languages--Spanish, Korean and Arabic. In addition, a survey is given to each class to assess the likelihood of using the lab. Instructors notify the Chairperson of their instructional needs. They also provide supplemental activities in the lab for individual language development. Furthermore, every ESL course is web-enhanced [IIB.3-13].

The Math Success Center Facilitator reviews data from SARS and offers this data to the Department Chair [IIB.3-14]. The facilitator also offers suggestions based on the SARS data to faculty members in charge of workshops for the Math Success Center. MSC tutors also provide feedback on student needs during the academic year. Workshops are offered during the academic year to provide support on key topics; there are no lectures or class instruction.

The Nursing Program conducts a PRAISE report to evaluate learning support services for each student. Each semester has a set content and specific SLOs. Full-time faculty dictate what specific skills need to be taught during each semester. The skill labs and simulation labs are set up to coincide with the lecture content. The evaluations done every semester give each student an opportunity to verbalize any needs that he or she has found to be necessary to possibly be implemented. All labs receive an evaluation at the end of each semester. Throughout the semester students are signed off on specific skill competencies by their skills lab instructors. Written SLOs in each semester curriculum identify lab times. Students are also evaluated by each semester using competencies that they have to pass in order to continue on to the next semester. These competencies are signed off by faculty observing the students performing certain skills.

The Writing Center is evaluated through the Institutional Research Department as well as the Writing Center Facilitator and coordinates with the VPI, Deans, English Department Chair, and various faculty. Student needs are defined during weekly meetings with Writing Center staff and tutors as well as English 6 student evaluations of the tutors and their own writing process [IIB.3-15]. The English Department uses Program Review as the evaluation tool for the Writing Center.

Also, the Writing Center collects numbers of individual students who come to the Writing Center, how many times they visit, and the number of hours they spend here. In addition, they count the number of attendees at the workshops, the number of classroom presentations they make as part of their outreach, and the number of online tutoring sessions completed. These go into periodic reports and show how well the students use the services [IIB.3-15].

Annual program reviews offer another District vehicle to evaluate student support services and to recommend improvements. This process creates a structure for formal input and evaluation at each level of operation ranging from the individual department to the entire College. The College routinely upgrades software to conform to industry standards. At least once each year, computers are re-imaged and new and/or updated software is added to conform to faculty, learning staff and student needs.

Evaluation

Library

The College meets the standard related to ongoing evaluation, assessment, planning, and improvement through annual program review and budget documents, library technology and collection development planning, student and faculty user surveys, and learning outcomes assessment. The library contributes directly to student learning outcomes for institutional learning and general education learning outcomes through its information competency program, which is a graduation requirement for the associate degree. Evidence of the library's outcomes assessment is reported on the campus SLO forms and included in the annual program review PRAISE report. The assessments provide quantitative data about how well students learned the outcomes the College intended to teach, and results are used to improve student learning and instruction. The loop is closed by making improvements to the workbook on the concepts where students score poorly; librarians use outcomes assessment to improve teaching in the library instruction sessions. The information competency assessments include a qualitative question designed to show how the library's instruction program contributes to student learning and success and how it meets student needs.

Learning Support Services

The College meets the standard relating to evaluation of learning support services by ongoing assessment, planning, and improvement through annual program review and budget documents, learning support services technologies, student and faculty surveys, and learning outcomes assessments to assure adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes using ongoing results of evaluations as the basis for improvement in Learning Support Services.
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Action Plan

No Action Plan Required

IIB.3 Evidence

IIB.3-01. Information Competency from Catalog 2016-17, page 74

IIB.3-02. ACRL Information Literacy Competency Standards for Higher Education
IIB.3-03. Library Information Competency Workbook
IIB.3-04. Library Information Competency Online Tutorial for Distance Learners
IIB.3-05. Library Annual Update to PRAISE Report, 2015
IIB.3-06. English 101 Workbook Post Assessment Results, Fall 2015
IIB.3-07. Library Student Survey, Spring 2016
IIB.3-08. Library Faculty Survey, Spring 2016
IIB.3-09. Library Accreditation Survey for Online Students, Summer 2016
IIB.3-10. Basic Skills Lab Program Review 2015
IIB.3-11. BET Program Review Cycle 2015
IIB.3-12. Communications Center Report May 2016
IIB.3-13. ESL Lab Program Review Cycle 2015
IIB.3-14. Math Success Center Student Tracking
IIB.3-15. Writing Center Assessment Data Samples

IIB.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Description

Library

The College does not rely on other institutions for library resources for its instructional programs. The library has collaborative agreements for interlibrary loan (ILL) and reciprocal borrowing privileges at other academic libraries as a means of supplementing the library's collection. These services are promoted through the library's web page, during instruction sessions and reference interactions and are used as needed. They are utilized when specific materials that support student learning are not available in the library. ILL is managed through a membership with Online Computer Library Center, Inc. (OCLC) [IIB.4-01]. In the 2014-15 academic year, the library used OCLC to borrow 7 items from other libraries and provided 35 interlibrary loans to other institutions. The library's membership in the Inland Empire Academic Libraries Cooperative (IEALC) [IIB.4-02] provides students with library borrowing privileges at 16 Colleges located in the Inland Empire region, including CSU San Bernardino. In 2014-15, 2 of the College's students were issued IEALC cards to borrow materials from other libraries. The program may not be widely used due to the College's remote location; the nearest collaborative university library is a distance of 34 miles.

The library participates in the Community College Library Consortium (CCLC) [IIB.4-03] for negotiated prices for online database subscriptions. The consortium, a partnership between the Council of Chief Librarians and the Community College League of California, works on behalf of the California Community College system libraries to negotiate contracts for electronic resources.

Librarians consult the CCLC database reviews and track database usage statistics to evaluate the usefulness of these subscriptions in meeting curricular needs. The library also maintains a membership in the Council of Chief Librarians [IIB.4-04], a professional organization which represents, promotes, and advances libraries in the California Community College system.

The district contracts with a third-party vendor that provides four photocopy machines in the library; these machines are self-service with black and white copies for10 cents per page. The library's physical collection is secured by a 3M radio frequency theft detection system that sounds an alarm when materials are taken from the building without being properly checked out through the circulation process. Public access computers are protected through a security software program called "WinU" that prevents access to the desktop/program files. The Technology and Information Services (IT) Department maintains all hardware and access to instructional and administrative campus networks. The library's technology plan [IIB.4-05] ensures effective maintenance of the SirsiDynix integrated library automation system through a 5-year annual maintenance agreement, while the server itself is maintained by the IT Department. Maintenance and Operations Department (M&O) provides maintenance of the library building. Security is enhanced by periodic walk-throughs by Campus Police. General wear and tear on the building has been exacerbated by two classrooms on the lower floor of the library, which also contribute to problems related to noise and food/drink brought into the building. The library has requested budget augmentation in the past two year cycles of PRAISE studies for replacement of damaged, worn-out chairs, couches and tables in the library [IIB.4-06]. In August 2016, the Superintendent/President announced a $100,000 one-time budget allocation from Fund 71 to replace library furniture.

Learning Support Services

The Basic Skills Lab has general rules, and each student is given one with the syllabus. The lab's maintenance needs are ongoing and the Instructional Assistant ensures that the IT department is aware of any lab issues [IIB.4-07].

Business Education Technologies lab agreements are kept in the IT department on campus. Dean Ellerson and instructor Barbara Becker are collaborators for the BET lab. The lab is evaluated on its effectiveness every semester. There is currently no security protocol for the BET lab other than campus police [IIB.4-07].

Every year the Communications Center is evaluated to track student visits and use of the resources in the center. Each semester the student use has either increased or, at a minimum, remained constant. Contract renewal and support requests are directly related to the benefits the center provides to the College's students. The center is maintained by the facilitator at all times during the hours of operation. All equipment and center use must be coordinated through the facilitator. Maintenance needs are addressed on an as needed basis. Any maintenance needs can be taken care of by submitting a work order to the Maintenance and Operations department.

Math Department Chair, Stephen Toner and the Math Lab Facilitator, Nichole Carver are the main collaborators for the Math Success Center. The Math Success Center Facilitator evaluates the performance of the MSC at the end of each semester [IIB.4-08; IIB.4-09]. They then present

feedback to the Department Chair for further deliberation. The Math Department meets regularly to discuss current successes and failures, suggesting ways to intervene to help students in need of better services. The MSC Facilitator or attendant on duty will contact campus security if the need arises. The facilitator monitors maintenance needs on a daily basis.

The ESL Lab has general rules, and each student is given one with the syllabus. The lab's maintenance needs are ongoing and the Instructional Assistant ensures that the IT department is aware of any lab issues [IIB.4-07].

The Nursing labs are evaluated by students and instructors each semester. Maintenance needs are evaluated every semester. If specific services are required, the vendors are notified to address the issues. All high tech mannequins have service contracts that are utilized when they do not work correctly. The College's maintenance department provides services as needed [IIB.4-07; IIB.4-10; IIB.4-11; IIB.4-12; IIB.4-13; IIB.4-14; IIB.4-15].

Evaluation

Library

The College meets the standard by taking responsibility for assuming the effective maintenance, security and reliability of services provided in terms of library technology, services and facilities. The library does not rely on external institutions or other sources for library materials to support instructional programs. When collaborative agreements to supplement library resources are utilized through interlibrary loan or reciprocal borrowing at other academic libraries, formal agreements exist, and these services may be easily accessed and utilized.

Learning Support Services

The College meets the standard by taking responsibility for effective assurance of security, maintenance, and reliability of services provided by Learning Support Services either directly or through contractual agreement. When the institution relies on or collaborates with other sources for Learning Support Services instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes and are easily accessible and utilized. The College regularly evaluates such services to ensure their effectiveness.

Action Plan

No Action Plan Required

IIB.4 Evidence

IIB.4-01. OCLC - Online Computer Library Center, Inc.
IIB.4-02. IEALC Agreement 2015-2016
IIB.4-03. Community College Library Consortium
IIB.4-04. Council of Chief Librarians
IIB.4-05. Library Five-Year Information Technology Plan, 2010-2015

IIB.4-06. Library Annual Update to PRAISE Report, 2015
IIB.4-07. Online IT Work Orders Link
IIB.4-08. Math Success Center Student Tracking
IIB.4-09. Math Success Center
IIB.4-10. Nursing Process 1 Simulation & Skills Lab Schedule Spring 2016
IIB.4-11. Nursing Process 2 Skills Lab Schedule Spring 2016
IIB.4-12. Nursing Process 2 Schedule Spring 2016
IIB.4-13. Nursing Resource & Remediation Lab Schedule Spring 2016
IIB.4-14. Nursing Process 4 Schedule Spring 2016
IIB.4-15. Nursing Process 4 Simulation Lab Schedule Spring 2016

Standard IIC Student Support Services

IIC.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Description

The College regularly demonstrates that its services support student success and complements the execution of the College mission by regularly evaluating the quality of student support services at all locations and by all instructional modalities including distance education. Two of the methods used to identify student needs for support services, as well as the quality of student support services and programs, are the enrollment planning process through the Student Success and Support (SSS) Committee and the Annual Surveys [IIC.1-01], which officially provide the mechanism for the College to fulfil one of its multiple missions. The SSS enables the College to provide comprehensive and organized processes for support services for all modalities including face-to-face and distance education [IIC.1-02]. This will afford students continuity of services, regardless of location or means of delivery.

The College is committed to providing quality student support services that contribute to the achievement of student learning. The institution's Program Review, Allocation, and Institutional Strategies for Excellence (P.R.A.I.S.E) process in conjunction with the Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO), and Student Learning Outcomes (SLO) development ensures that the college consistently evaluates its services to meet the needs of its diverse student population.

The implementation of a comprehensive P.R.A.I.S.E Report cycle has helped the institution make informed decisions about its support services and programs [IIC.1-03]. Data collection is a vital component of the P.R.A.I.S.E Report process and is conducted at various levels within the different Student Services Division departments (Admissions and Records, Assessments, Athletics, CalWORKs, CARE, Career Center, Counseling, Disabled Student Program and Services, EOPS, Financial Aid, Puente, Recruitment and Outreach, Student Lab, Student Success and Support Program, Transfer Center, Upward Bound and Veterans Resource Center). Deans lead the process and maintain communication of progress with the Executive Vice President, Instruction and Student Services [IIC.1-04]. Results are used to make improvements and changes to student support services.

Data collection is part of the area's P.R.A.I.S.E report process and it is analyzed. Findings are discussed at the area level and at the Deans' level and recommendations are documented in P.R.A.I.S.E. Reports. Regular and documented dialogue [IIC.1-05] has resulted in all Student Services completing the P.R.A.I.S.E. Report and effectively embedding ILOs and SLOs in the P.R.A.I.S.E. Report.

A timeline is developed and implemented to ensure all areas follow what is required of them in order to complete and submit their P.R.A.I.S.E. reports, required documents and evidence such as

student satisfaction surveys, monthly or periodic student service meetings and evaluations. The PRAISE Report is the tool that connects student support areas to resources and actions for improvement each year. Additionally, two-way reporting from campus committees and department meetings results in service level actions that enhance delivery. The results are used by the Dean of Student Services to prioritize the division needs [IIC.1-06]. It is then reviewed by the Executive Vice President of Instruction & Student Affairs, Instructional Deans and then by the Financial Budget and Planning Committee for budget impact and recommended priorities for funding. This recommendation is forwarded to the Superintendent/President for final decision-making on budget allocation at the institutional level pursuant to established procedures [IIC.1-07; IIC.1-08].

The College seeks to reach all students through multiple communication outlets so that they equally have the opportunity to interact with needed information and gain knowledge and understanding about programs offered. Making use of the technology tools available to assure the quality of its student support services are delivered to all students and the community in general the College combines the use of the traditional correspondence, media, the website, e-mails, marquee, Blackboard, WebAdvisor and phone texts. The goal is to provide the same amount and quality of services to the students on campus as provided those enrolled in the Distance Education Program.

To improve efficiency and convenience departments update their webpage regularly, providing FAQs and links to information [IIC.1-09]. Throughout the College's website (www.vvc.edu) students are able to complete many tasks online. They can apply to the College through CCCApply and set appointments for their Assessment Test and Counseling. With their WebAdvisor account they are able to view registration dates, register and drop classes, access their Financial Aid Award Letter and documentation that may need to be submitted, pay fees, order a parking permit, print unofficial transcripts and registration statements, and complete orientation. Counselors also communicate with students via phone and/or email (counselor@vvc.edu). For students out of the area, counselors can provide Preliminary Ed Plans via email. The Assessment Center helps students out of the area who cannot take the assessment test at the College but have access to other colleges and/or sites that also use the Accuplacer Test; The College creates a username and password for them and allows the proctor from their local institution to administer the test. Students also have the ability to take the College's orientation online (7 parts, quiz for students after each section: https://webadvisor.vvc.edu/orientation2.jsp.) Specific information regarding DE courses and adding DE courses is provided; in addition, information is provided to students regarding readiness for a DE course [IIC.1-10].

Beginning in October 2015, the College hosted a series of focus groups to contextually discover emerging student needs through the Student Success and Support Program (SSSP) committee [IIC.1-11]. These sessions were designed to see what the student liked and disliked about the college. This information will be used to educate the institution and potentially change student service procedures in the future. Student success initiatives and practices are put into place from these discussion forums. For example, the "Success Contract" is a component of a larger system for Student Early Alert of success barriers is in its third trial and expecting to be in place soon. This process is intended to help ensure that at-risk students are taking goal-appropriate courses,

identifying personal barriers and learning about techniques used to overcome them prior to registration.

Evaluation

The College meets the standards by conducting statistical studies, satisfaction surveys, and on-demand studies to meet institutional needs. By hosting a series of focus groups and establishing a Student Success and Support Committee, the College is able to provide a comprehensive and organized process for support services for all modalities. Making use of the technology tools available assures the quality and efficiency of its student support services, providing the same amount and quality of services to those students on campus as well as those taking part in distance learning.

Action Plan

To improve student services, it is important to survey students who had completed a "Success Contract" with counselors to determine whether the forced intervention fostered improved learning and conduct analysis of grade trends for students who received "Success Contract" strategies.

IIC.1 Evidence

IIC.1-01. Student Services SAO Survey Spring 2013
IIC.1-02. SSS Committee Meetings- SharePoint
IIC.1-03. AP6200 Timeline
IIC.1-04. PRAISE Reports
IIC.1-05. SS Directors Meeting Agenda
IIC.1-06. SS Directors Meeting Minutes
IIC.1-07. Board Policy 3250, Institutional Planning
IIC.1-08. Administrative Procedure 6200, Budget Development
IIC.1-09. VVC Student Services Webpage
IIC.1-10. VVC's Online New Student Orientation Website
IIC.1-11. Recommendations from Fall 2016 SSSP Focus Group

IIC.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Description

The College identifies and assesses learning support outcomes for its students and then uses the data to drive improved existing processes as well as new initiatives [IIC.2–01]. Meeting discussions, based on student input data, commonly breed actions that staff can take to better serve their students. SharePoint also contains PRAISE report activity for each program [IIC.2-02]. Student Services directors and other leaders use survey data in their annual PRAISE reports to

justify staffing, funding, material and other resources needed to improve student support processes.

Likewise, Learning Support Programs such as the Campus Library, the Math Success Center, the Communications Center and the Writing Center conduct their individual student surveys and, when appropriate, respond with enhanced services and initiatives.

With a mandate for amplified Student Equity services, the College has heightened its attention to this area of student success. The College created and filled a Dean of Student Equity and Success position. Under the supervision of this dean, a Student Equity Counselor and other staff positions identify students who may be at-risk of underperforming and may flourish from involvement in special initiatives. They provide services, often in collaboration with Student Learning Support and Student Services, aimed at increasing learning achievements in the students who benefit from the added contact. Aligning with the Math Success Center and the Writing Center, the Student Success and Support counselor and other general counselors provide in-classroom workshops and services aimed at generating higher rates of achievement, particularly at pre-collegiate levels of math and English.

The College collects and reports comprehensive data about its DE student population as part of the PRAISE Process via TracDat on SharePoint. Information is posted about the authorization policy, best instructional practices and other useful documents about DE on the-College's website [IIC.2-03]. Moreover, to better understand online students, geographical location is studied periodically using zip code [IIC.2-04]. Most online students reside in the High Desert with very few being outside of the district boundary.

Part of the initial assessment test (currently "Accuplacer"), which includes math, English and ESL, also tests for such computer basics as file management, word processing, and information technology. This assessment can determine whether a student has the computer skills that an institution or specific program requires. Currently, the college students are able to take a self-assessment entitled "Are you ready for an online course." Information is provided to students regarding readiness for a DE course [IIC.2-05].

All students, regardless of whether they are Distance Education students, have the ability to apply for admissions online through CCCApply. The College is aware that there are students who may not have the opportunity to come to campus in person to follow all matriculation steps to enrollment. With the exception of the Assessment/Placement exam and meeting with a Counselor, students can complete all other steps to enrollment navigating through online processes. These steps are clearly defined on the website.

The online automated Admissions and enrollment services to students has been improved over the last several years and the College continues to find solutions for improvement to meet the needs of Distance Education and on-campus students. CCCApply in October 2013 was upgraded to the most current version. Registration functionality is improved and recently implemented is the ability to receive and send transcripts electronically. The College has recently begun to post external transcript course equivalencies for transfer students in the Student Information System,

which allows students to register for classes that have prerequisites without having to come to campus.

Evaluation

The College meets the standard. Identifying and assessing learning support outcomes for its students allows continuous improvement of processes. Survey data is used in annual PRAISE reports as well as input from staff based on feedback from students and trends noticed. Learning Support Programs conduct surveys and respond with enhanced services and initiatives. All of these have helped to continuously improve student services support programs and services.

The College is open to developing preparatory courses to help students succeed in DE courses. The College has steadily improved its response to DE. The faculty, staff, administrators and students who first collaborated as the Distance Education Advisory Committee that produced and vetted the DE Plan in 2012 were proactive in anticipation of DE's imminent emergence. Since then, the College has continued to further develop its DE programs.

Action Plan

The College will continue to improve its response to a growing need for DE policies, procedures, practices and services.

IIC.2 Evidence

IIC.2-01. Student Services-SAO Survey Spring 2013
IIC.2-02. PRAISE Reports
IIC.2-03. Distance Education Website
IIC.2-04. Curriculum Output and Enrollment Efficiency Study
IIC.2-05. Online Readiness Survey

IIC.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Description

Each Student Services department conducts its own form of surveys to determine whether the needs of their student populations are met. Data compiled from these surveys are reported to constituent groups to improve services where needed, and the data are also reported in each department's PRAISE report [IIC.3-01].

The College offers a comprehensive range of student support services that reflect its diverse student population. These offices and services consist of: Academic Counseling, Admissions and Records, Assessment Center Career/Transfer Center, Bursar's Office, California Work Opportunity and Responsibility to Children (CalWORKs), Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Financial Aid, Outreach,

Veteran Services and a Veteran Resource Center, Student Lab, and the K-16 Bridge Program. Days and times of operation are posted in their building locations and on each department's webpage. Information on these programs and services are provided to students using several methods--the college website, which can be accessed remotely by DE students, the student portal, the college catalog, online events calendar, the marquee, bulletin boards and program brochures.

The Counseling Department has made several improvements to expand its effectiveness in assisting a diverse student population within the last few years. In the past year, there have been three full-time and two part-time counselors hired. In spring 2016, the Athletic counselor relocated to the gym; this counselor has also been making regular visits to the Regional Public Safety Center, an off campus site, to provide counseling and educational plans to those students. During fall semesters counselors do some outreach with an Information Table in strategic places to answer questions and encourage students to see a counselor in mid-semester. [IIC.3 -02]

The College is also one of the 13 pilot colleges working on the development of the electronic educational plan that the Chancellor's office wants to be used statewide with weekly phone meetings being held with EPI committee members [IIC.3-03].

The College utilizes an automated online admissions application. However, students still have the option to get assistance in person if needed. Students can register for classes and add and drop classes online. Admissions and Records (A&R) has implemented a transcript online ordering process so students have the ability to order and pay for transcripts online, with the option to have them sent electronically mailed to a specified location or pick them up at one of the A&R office windows. Students, employers and other agencies can verify a degree, type of degree and date awarded through the National Student Clearinghouse system. A&R has updated the Web Advisor registration program that allows a more "student friendly" approach after receiving suggestions that it was difficult to navigate. They have created and implemented the use of authorization codes for students to add classes using their Web Advisor account. The web page has been enhanced to give the most current information and access to the A&R forms. In spring 2016, email notifications started going out informing students when they have gone from a course wait list status to officially enrolled status. During peak times office hours are extended for student convenience.

The College administers the computerized Accuplacer Test, Ability to Benefit (ATB) Accuplacer Test as well as the CELSA English as a Second Language (ESL) Test at no cost to students. The Accuplacer assessment covers several skill areas, including reading, English, arithmetic, elementary algebra and college-level mathematics. The ATB Accuplacer is for students applying for Financial Aid and provides the level of English and math courses that are essential for student success in their program of study. The CELSA Test is designed to test English learners' language skills. Online assessment test appointments have been made available along with extended hours for student convenience. A copy of the test results is provided before the student leaves the center and is also made available online through a student's WebAdvisor account to view within 48 hours of test completion.

Students have access to their information 24 hours a day when they login to WebAdvisor. An online flexible payment plan option has been implemented for students when they are unable to pay their fees all at once [IIC.3-04].

The College's Transfer Center has a designated counselor to assist students with all their transfer requirements. This department also provides many services to assist students with their career and transfer goals to include: Dress for Success workshops, Resume Review, and an annual Job Fair. Also a Career Exploration Website is available for those seeking employment. In addition, the department offers University Campus Tours, Mini College Fairs, Transfer 101 sessions, Study Abroad, Scholarships & Transfer Enrichment Programs, Transfer Admissions Guarantees (TAG), CSU Admission Guarantee: SB1440 Degrees (AA-T/AS-T) offered at the College, University Catalog Loans, GPA Calculator and Housing and Financial Aid information for those aspiring to transfer [IIC.3-05].

California Work Opportunity and Responsibility to Kids (CalWORKs) is a state funded welfare-to-work program designed to help students on public assistance. CalWORKs provides students and their families with educational and career opportunities to find meaningful employment that will enable them to be self-sufficient. Several support services are available to aid in student academic success that include an orientation, priority registration, career and personal counseling, vouchers, gas cards, a loan library, child care, supplies, Work-Study/Job Placement and meeting the work study participation requirements. They also work jointly with other programs on campus to inform them of all options available. Surveys are given during orientation prior to the beginning of each semester to assess the presentation effectiveness and future modifications [IIC.3-06]. The number of workshops offered has been increased and has had positive feedback.

Disabled Students Program and Services (DSPS) is a "bridge for students to have their limitations not be a hindrance to their education." This group of staff and volunteers continuously dedicate their time to help students with physical, learning, psychological and hearing disabilities. Specialized counseling, physical accommodations, and aid in the classroom is provided for students who are a part of the program. This allows students an equal opportunity to the same quality education as any other student. DSPS has a Partnership with Adult Schools in the service area to assist adults with disabilities or who test poorly for basic skills to achieve a GED/High School Diploma. (State Mandate AB 104--formerly known as AB 86). In addition, they have added a Technology Enhanced Classroom (previously referred to as "smart" classroom) that has been developed with a variety of technological devices that can enhance the learning environment.

The purpose of the Extended Opportunity Program and Services (EOPS) & Cooperative Agencies Resources for Education (CARE) department is to encourage the enrollment and retention of students who are educationally and economically disadvantaged. A strong relationship with local agencies such as Family Services, Social Services, Health Services, and shelters offer students the stability needed to stay on track. This program requires students to have frequent contact with an EOPS Counselor. Students are also required to meet with an EOPS Peer Advisor during mid-semester. This continued contact ensures that students are succeeding and also serves as an early warning system that additional support is needed. The program provides an orientation, priority registration, book vouchers, tutoring, career counseling, and an opportunity to work for EOPS

through the work-study program as well as caps and gowns for graduates. C.A.R.E. is a support program for single parents receiving Temporary Assistance for Needy Families (TANF). An Orientation, Priority Registration, counseling, transportation grants, book service, food/gas gift cards, and parking vouchers are available to assist students with their educational costs to alleviate the financial burden and allowing them to focus and succeed in their educational goals.

Financial Aid (FA) is comprised of federal, state and local programs that assist eligible students with the cost of attending College. These programs include but are not limited to the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study (FWS), California State Grants (CALB and CALC), Full Time Student Success Grant (FTSS), California Chafee Grant, Dream Act, California Board of Governors Fee Waiver (BOGW), Veterans Affairs, Scholarships and Foster Youth. The College reaches out to community high schools, libraries, churches and to any other group of future students to establish a positive open relationship and to link the gap in educational services helping students succeed in reaching their dreams [IIC.3-07].

The College is a veteran friendly campus with two locations to serve veterans, dependents of veterans and active duty personnel. Located within the Financial Aid Department, in the Student Services building, is a designated window that serves these men and women and their dependents. In addition, a Veterans Resource Center (VRC) was recently opened (April 2015) with a library of books on various subjects for students to borrow at no cost. A designated veteran counselor is available 12 hours per week on a walk-in basis for student convenience to ask questions, receive professional guidance and have an education plan developed. Additionally, VA work study staff have been hired to assist students with any questions on admissions, financial aid, GI Bill benefits, community resources, or to simply relax and interact with other Veterans.

The Student Lab offers students, prospective students and visitors the opportunity to ask questions about the college, review the college catalog, course offerings, and program brochures to better prepare them for success. Computer access can be utilized to apply for admissions, schedule an orientation, assessment test, student success workshop, or a counseling appointment and assistance with the process to set up a WebAdvisor account. Students may also go online to pay fees, request a parking permit, and apply for financial aid. In addition**,** the following improvements have been made for student ease and comfort: new visual aids on the wall directing students on how to apply to the college, set up WebAdvisor, and helpful contact numbers have been added.

The K16 Bridge Program has significantly increased the number of high school students who have access to college information and early matriculation services [IIC3-08]. The program supports and further accomplishes the statewide matriculation goals of providing access to college for all students; assessing students at off-site locations; providing on-line orientation; counseling and advising; monitoring students' academic progress; providing training for staff, faculty and administrators; ensuring coordination; conducting meaningful matriculation research; and ensuring that students know their rights and responsibilities in the college environment.

The K16 Bridge Program utilizes high school counselors, CTE directors, administrators and program directors along with a wide variety of staff and student success personnel. The program

works hand-in-hand with Admissions and Records, CTE, Financial Aid, DSPS, ASB, STEM, and other departments. The program is under the direction of Dean of Student Services and Executive Vice-President of Instruction & Student Services

Evaluation

The College meets this standard. As noted in the other Standard sections that examine Student Services, particularly with respect to off-site and DE populations, he College has been vigilant and compliant in its efforts to provide excellent support, comparable to that afforded on-site students. To this point, however, the focus of administrative, staffing, funding and other resources has been on the development and delivery of support for students within these non-traditional modalities. The campus has only begun to turn its attention to effective methods of collecting DE and off-site assessment data to measure a level of effectiveness in serving these student groups. For student services like Admissions and Records and Financial Aid, the College anticipates comparable levels of success in serving their needs due to the digital nature of processes these Student Service departments offer. In other words, from the FAFSA to the College's admission application to the WebAdvisor course enrollment process (as well as financial aid documentation information on WebAdvisor), student service is largely a web-based process that students complete without direct staff contact. Even Orientation services are web-based through the WebAdvisor currently, and it will continue to be digital upon the rollout of the new Cynosure interactive orientation product. Counseling (general and specialty), Assessment and any other support traditionally offered face-to-face will be the areas on which the College must concentrate efforts to develop DE and off-site student feedback mechanisms. Constituents from all Student Services have already begun to brainstorm and formulate best practices of extracting student data. Once the College obtains DE and off-site student service efficacy information, then appropriate improvement measures can be implemented.

The College continues to comply with the Federal regulations mandating that it assures access to appropriate, comprehensive and reliable services and delivery of materials to students with remote access to information. As mentioned in responses to previous prompts, such as under Standard IIC 1.1-1.4, the College maintains updated admission, assessment, program, counseling, course, cost, support, safety and other forms of information materials on its website. From the main page, students, whether their location for learning is on-site, off-site or DE, have the ability to apply, complete assessment, receive counseling and advisement, complete orientation, connect with financial aid and register for classes, using the course enrollment system (WebAdvisor). Tutoring information is also accessible through the College's web page. The Math Success Center, for example, encourages on-site tutoring and also lists math-related websites students can visit. From the College's Assessment Center web page, students can link to math and grammar websites that provide added tutorials and test prep materials. The College's website is maintained and updated regularly. The College's Webmaster is on staff and works with department and division leaders to maintain the information that is posted for public access. The Office of Instruction, in collaboration with the College's information technology staff and other campus constituent groups, such as Admissions and Records, Financial Aid and the College's Curriculum Committee, approves information for publication within the WebAdvisor system.

Action Plan

Continue efforts to identify the learning modalities of students, collect achievement information about all populations, compare those of one learning environment to the others and implement appropriate service initiatives that increase their success rates. New Orientation will be available to students this year, providing new students a more comprehensive experience than the dated video orientation currently used. The College is one of 13 Education Planning Initiative (EPI) pilot colleges working with the California Community College Chancellor's office and Hopson's University to create an innovative statewide project in the deployment of a new academic advising and planning platform. The platform will assist students in identifying their academic goals, developing structured personalized Ed Plans for success and making informed course choices about their education. All counselors will be supporting the SSSP Counselor and Student Equity Counselor in their efforts to connect at-risk students to success intervention resources, such as the Writing Center, Communications Center and Math Success Center.

The College will make available to all students an online account of what they owe in an itemized format and if they are a financial aid recipient, what fees are covered with the FA entitlement.

Planning for services to veterans include to hire several tutors for Math and English, Priority Registration for a Spouse of a disabled Veteran, (Board Approved 12Apr16) and an online and hard copy survey for student suggestions about ways to enhance this program.

IIC.3 Evidence

IIC.3-01. PRAISE Reports
IIC.3-02. Transfer Center Kickoff 2016
IIC.3-03. EPI VVC Project Schedule
IIC.3-04. Payment Plan Webpage
IIC.3-05. Transfer Center Webpage
IIC.3-06. CALWORKS-Survey
IIC.3-07. Financial Aid Outreach
IIC.3-08. VVC Bridge Data Report Comparing 2014, 2015 and 2016

IIC.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Description

The College determines what co-curricular programs are appropriate for its students by assuring they meet the College's mission. The College's goals of co-curricular programs are to cultivate social responsibility, embrace difference in the students' communities by integrating their wealth of multicultural knowledge into a cohesive learning environment for all, and to empower the student to learn by modeling integrity, democratic citizenship, and meaningful contribution to society.

The College evaluates the quality and effectiveness of its co-curricular programs with a combination of self-regulation by each club as well as assessment by the ASB department. The self-regulation is overseen by the co-curricular programs' internal leadership. Co-curricular programs that are effective with their missions are re-chartered at the beginning of each academic semester by ASB [IIC.4-01].

The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the Board of Trustees (Board Policy 5700) [IIC.4-02], State Education Code Section 67360-67365, and Federal Register of Title IX. The CCCAA maintains the general oversight of all athletic sport programs in the California Community College System. Annual gender equity and financial reports are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) and self-evaluation report to the CCCAA to provide statistics and information to the public. The College is also a member of the Foothill Athletic Conference and competes with other community college conferences [IIC.4-03].

The college music and theater departments offer co-curricular performance and production programs [IIC.4-04]. These co-curricular programs offer students and the community the opportunity to participate in or enjoy performances and productions.

Evaluation

The College meets the standard. The co-curricular programs are aligned with the college mission and provide cultural and social experiences for students and the surrounding community. The quality and effectiveness of the athletics programs is determined by the success of the individual sport as well as the success of the individual athlete in each specific sport and in the classroom setting. Since athletics are aimed at supplementing an athlete's education, grades, transfer rates, and graduation rates are all indicators of the quality and effectiveness of athletic programs. This program follows policy and protocol.

Action Plan

Athletics will grow its student success in partnership with all student and academic support services. The Athletics specialty counselor, now located in an office near the coaching, athletic training and the Athletic Director offices, will assist student athletes in identifying campus resources.

IIC.4 Evidence

IIC.4-01. ASB Website
IIC.4-02. Board Policy 5700, Athletics
IIC.4-03. Athletics Website
IIC.4-04. Performing Arts Center Website

IIC.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Description

The College's Student Services Division designs and maintains counseling programs to support student success. In compliance with the Student Success and Support Program (SSSP), along with initiatives funded through the Student Equity Program, proactive administrative leaders recently funded and filled vacant counseling positions. General counselors and specialized counselors, alike, are skilled in assisting students with their university transfer planning. Services and initiatives for transfer students have been successfully enhanced due to a counseling position that is dedicated to transfer counseling and related activities.

Specialized counseling continues for various student populations, including military veterans and for college athletes. To better serve the needs of students in these populations, each dedicated specialty counselor's office has been relocated to campus locations that afford their respective populations more immediate access to needed services. For example, the Veterans counselor has offices in General Counseling as well as in the Veteran's Resource Center, and the Athletics counselor is now located near the gymnasium and Athletic Director's office. The College's counseling for students in specialized student populations, such as DSPS, EOPS/CARE, Foster CARE/Kinship, Puente and CalWORKs remains robust. Recently, a specialized counselor for the new UMOJA program was added, who will also have a focused role in the College's student equity initiatives.

In compliance with regulations, the College has established a counseling presence for students whose courses are located at the off-site Regional Public Safety Training Center. Likewise, the College's distance education students and those who prefer to make their counseling contacts via email can do so by clicking the "Ask the Ram" link on our main web page (or from the Counseling web page). Their inquiries are routed to a designated counselor's inbox for response. The counseling faculty instruct, assess, update and develop courses aimed at educational and personal growth. Our Guidance and Counseling courses offer students a variety of college level classes that assist students with their development in these areas such as College Success, Orientation, Building Math Confidence, Self-esteem, Peer Advising Techniques, Career/Life Planning, the First Year Experience, Personal/Career Success, Learning Strategies and other special topic courses that can be meaningful to students.

To maintain continuity among counselors and to continually offer training and information updates, the counselors (including those in specialized areas) meet twice each month [IIC.5-01]. The Counseling Department Chair prepares the agenda of information and training items and then forwards meeting notes to all the counselors. Additionally, new full-time and adjunct counselors, in addition to those participating in the counseling internship program, attend training and they observe established counselors in session with student clients services and other relevant information that they can share with their high school student clients.

To help ensure that the K-16 High School Bridge students (local area high school seniors) receive education planning consistent with that which counselors would otherwise provide them, the Counseling Department Chair coordinates and facilitates annual training sessions for the high school counselors who develop Bridge Program Preliminary Education Plans (PEPs). Services are ongoing for students enrolled in the K-16 Bridge Program, within which high school seniors receive Preliminary Education Plans (for their first semesters at the College) from their Bridge counselors. The College employs these high school counselors on an adjunct basis and the Counseling chair facilitates updates and training sessions in an effort to maintain as much continuity between College counselors and the K-16 Bridge Program counselors as possible. The chair also plans and organizes an agenda filled with activities for the annual High School Counselor Round Table, in which high school counseling and advising personnel visit the College and receive updated information about majors, training programs, student services and other relevant information that they can share with their high school students [IIC.5-02].

Evaluation

The College meets the standard. In consultation with the counseling faculty and reception staff, the Counseling Department chair prepares an annual program review "PRAISE" report that accounts for staffing resources, material resources, budget, department successes and plans for improvement. While the vast student feedback has consistently reflected high satisfaction with counseling services, the main unfavorable factor has been about student access to counseling appointments during peak seasons. To help eliminate this perennial student inconvenience, the department implemented a noon check-in system and a drop-in approach that carried a more positive student experience, especially in the way it eliminated the need for students to line up outside the Counseling Building door prior to business hours. In general, according to individual face-to-face counseling session and "student satisfaction surveys" the reception staff collects, students are highly satisfied with counseling services.

In accordance with the faculty contract, Guidance and Counseling course instructors may collect class student evaluations as a part of the faculty peer evaluation process. Student Learning Outcome (SLO) assessments are conducted each semester, as is an appropriate step within the accreditation self-evaluation process. Using the data collected about SLO assessments, the guidance and counseling course instructors consult with each other within the department and adjust pedagogical methods, as needed, seeking to improve their course outcomes continually. These data are collected and submitted to the campus repository database, and then they also become a part of the program-level review process for the Counseling department. The PRAISE report is the primary mechanism for evaluating at the program level. One or more instructors for the same course title also participate in the course update and development process. The College's course update system is CurricUNET, so Guidance and Counseling and Developmental Studies (also often counselors) instructors are required to complete their course update approval process every six years. The Curriculum Committee reviews and approves the course updates before they can be Board of Trustees vetted and CCCCO approved to be offered to the student community. This process has been explained in the Standard II A section. Counselors understand that their relationship with students inherently connects them campus-wide with every other instructional discipline, and with nearly all the other departments that serve functions for students, whether directly or indirectly; therefore, many counselors serve on committees. They maintain a two-way

information flow, reporting to fellow counselors the progress and issues discussed in their committee meetings, and they carry messages from Counseling to constituents in their committees. Furthermore, many counselors serve as direct line liaison representatives to instructional disciplines and programs such as Honors and the Child Development Center. Discipline and program leaders connect with their counseling liaison counterparts for streamlined student referrals and to share updates about their programs that they need counselors to pass along to students who may be interested in or currently participating in them.

Action Plan

The counseling chair, with support from the Student Services division dean, will be leading a selection of additional full-time and part-time counselors in the near future. The augmented counseling staffing will help improve the department's level of SSSP compliance and enhance its ability to meet student needs.

Several counselors are participating in the system-wide EPI Project, providing input about a strategy to implement an electronic education planning system and an improved degree audit system. If the current delivery product is vetted and appropriate, counselors from all areas will be training to migrate away from hand-written education plans and into processing education plans electronically in the future.

IIC 5. Evidence

IIC.5-01. Counseling SharePoint
IIC.5-02. Counselors Round Table 2015

IIC.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Description

The College adheres to admission policies consistent with its mission. Its catalog and website provide information about admissions, student fees and other obligations like degrees, certificates, graduation and transfer requirements [IIC.6-01]. Students are provided clear pathways to achieve their goals from the very start of enrolling at the College. They are required to take an assessment test that immediately gives them their results as to what math and English classes they placed into. Along with their scores, they are given a course sequence guide for both the math and English. After assessment, students then meet with counselors to complete an educational plan. First-time college students are also encouraged to enroll in Guidance courses.

Admission to the College is governed by the laws of the state and such supplementary regulations as have been prescribed by the Board of Trustees [IIC.6-02].

To initiate the admissions procedure, students are directed to the "Apply for Admission" link on the campus main web page. Students access a recently adopted CCCApply service from this link

to complete their admission applications. The main web page also contains a link to "Steps to Enrollment" in which students will follow a progression through the required SSSP process and ultimate enrollment into courses.

The catalog explains the essential information regarding student fees and other financial obligations for students [IIC.6-03]. Enrollment fees, nonresident tuition, nonresident tuition waiver, and other mandatory and optional fees are specified. In addition, payment fee deadlines, refund of fee policies, textbooks and small supply information are outlined. These guidelines are also listed on the website under Fees and Refunds as well as from the Financial Aid and Admissions and Records websites. Fees are explained within Administrative Procedure 5030 and guided by sections within the California Education Code [IIC.6-04]. Students are able to view their fee obligations, as well as financial aid awards within their personal VVC WebAdvisor Registration System menu.

The Career/Transfer Center provides many services to assist students with their career and transfer goals. Dress for Success workshops, Resume Review, an annual Job Fair, and a Career Exploration Website are available for those seeking employment. Counseling services, University Campus Tours, Mini College Fairs, Transfer 101 sessions, Study Abroad, Scholarships & Transfer Enrichment Programs, Transfer Admissions Guarantees (TAG), CSU Admission Guarantee: SB1440 Degrees (AA-T/AS-T) offered at VVC, University Catalog Loans, GPA Calculator and Housing and Financial Aid information are offered for those aspiring to transfer. Students can find the details for these services, a calendar of events, and a link to submit transfer questions on the VVC website [IIC.6-05].

General counselors and specialized counselors are skilled in assisting VVC students with their university transfer planning. Services and initiatives for transfer students have been successfully enhanced due to a counseling position that is dedicated to transfer counseling and related activities.

Currently, an Admissions and Records evaluation staff expert clears students for graduation and certificate completion. Students self-initiate the process by submitting a graduation application form (and/or certificate completion request form). The evaluator utilizes a degree audit program and corresponds with the students through email about whether all requirements for their goals have been met.

Evaluation

The College meets the standard. The College's catalog and website contain all requirements for admissions, fees and financial obligations, and degree or certificate attainment and four-year university transfer requirements. This information is updated annually and can be easily accessed. Students are also given this information when participating in either an on-site or online orientation.

The catalog outlines the degree, certificate, graduation, and transfer information completely and comprehensively. The requirements for associate degrees, certificates of achievement (18 or more units), certificates of career preparation (less than 18.0 units) and transfer requirements to four-year universities are detailed in the catalog. Additional goal completion information can be found

within the catalog's detailed section for each department. Students can also find degree, certificate and transfer requirements through web links from Admissions and Records, Counseling and the Transfer Center web pages. Students are encouraged to meet ongoing with counselors for assistance with their education planning. Counselors prepare Preliminary and Comprehensive Education plans that outline goal completion requirements for students to follow.

Implemented in summer 2015, counselors presented a shorter version of the New Student Orientation in English 6, Math 10, and Basic Skills classes. Having such great success, counseling expanded this outreach process in spring 2016 to include 80 sections of English, math, and Basic Skills with three class visits in this term and concluding with the comprehensive educational plans. For several semesters, they have offered Guidance classes as part of the Early College Program to an offsite location at Hesperia High School. Starting in spring 2016, services were expanded by having a counselor along with a financial aid specialist present a new student orientation on two separate occasions at Hesperia High School for the VVC students.

Action Plan

As technology advances, so will methods of information sharing with respect to the elements of this standard. The College is developing an integrated registration and fee payment screen that automatically populates upon student enrollment into VVC courses. The new Orientation video upgrades and interactive enhancements will be completed soon through the efforts of a Student Services Orientation advisory committee. The new Orientation video will contain the latest admissions, fees and requirement information by spring 2017.

The College is in the process of implementing a new business process in the Admissions and Records office, in which staff will enter transfer equivalent course work from other colleges into a student's degree audit form and ultimately their VVC transcript. At this point in a transfer student's transition to VVC, Admissions staff would exempt them from assessment (if applicable) and would input appropriate prerequisite clearances to facilitate their expedited WebAdvisor enrollment. The College will use a "phased-in" approach and begin posting transfer equivalent coursework for students who have attended colleges in Region IX and provide Admission and Records office with their official transcripts from these colleges.

IIC.6 Evidence

IIC.6-01. Catalog 2016, pages 27-92
IIC.6-02. Board Policy 5010, Admissions
IIC.6-03. Catalog 2016, page 66
IIC.6-04. Administrative Procedure 5030, Fees
IIC.6-05. Transfer Center Webpage

IIC.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The College has used an online application process for many years. In October 2013, the CCCApply online application from the Chancellor's Office was initiated. All students are to use the online application as the method for completing the admissions process. This has been effective in improving student access to the college and the enrollment process, especially for those students that are not located here in the Victor Valley area. The College is also able to accommodate special needs and ESL students with a paper application if necessary to complete the process. The online application link can be found on the College website directly from the front page or from the Admissions & Records page, while the paper application is found in the Admissions & Records office in both an English and Spanish version [IIC.7-01].

Adopting the CCCApply admissions application has helped to standardize the student information and residency determination (per California Education Code and Title 5, Sections 54000-54072). In March 2016 the Chancellor's office updated the CCCApply application. Those updates have been incorporated into the system to ensure compliance with changing state mandates. Along with moving over to the CCCApply online application, the College initiated a "Welcome to VVC" email. This email is received once the student's information is pulled into the system. The email contains the student's ID number, residency information and the "Steps to Enrollment." The College meets the standards of AB 3 78212(b) (1) and Title 5 55520(a), 55522 and 55510(a)(4).

The College administers the computerized ACCUPLACER Test, ATB (Ability to Benefit) ACCUPLACER Test and the CELSA (Combined English Language Skills Assessment) ESL Test. As approved instruments, they have passed the California Community College Chancellor's Office scrutiny for test instruments as required by Title V regulation 55522. The ACCUPLACER assessment covers several skill areas including reading, English, arithmetic, elementary algebra and college-level mathematics. The CELSA Test is designed to test English learners' language skills for appropriate placement into credit English and Reading courses or the non-credit program. Students answer a series of educational history and demographic questions prior to completing the actual test questions. Their responses figure into course placement, along with the validated cut-score tier levels that are established by VVC faculty in collaboration with the Office of Institutional Research.

Utilizing ACCUPLACER has allowed students to be able to receive scores and placement recommendations immediately upon completion. These scores are also available to the students through their WebAdvisor. Results are used by the students and counselors to determine appropriate course selections. The College also offers ACCUPLACER testing at local high schools to accommodate the Bridge Program students. High school personnel sign Proctor Agreements and a user name and password is created for that institution. Out-of-state students may locate a nearby school that administers ACCUPLACER tests as the College is able to use those scores. The College meets the standards of AB 3 78212(b) (3)(A), 78212(b)(3)(B),

78212(b)(3)(C), 78212(a), and 78213(b)(2). Also Title 5 55520(c), 55521(a), 55521(b), 55521(c), 55521(e) and 55522.

In the fall 2015 term, the math department began a review of the testing and assessment cut scores and VVC began implementing new cut scores for math placement starting in the spring 2016 term. The math department has been working together with the IER and the Assessment Center through the beta-testing process, implementation and follow-through of the new cut scores. Along with the changes in cut scores, the College has implemented multiple measures as part of the placement process. These measures include AP scores, CLEP test, EAP scores, high school GPA, last math class taken, most recent math class, along with other college transcripts and placement scores. The math department has already begun to analyze student performance and make changes in the student placement process starting in the spring 2017 term. Starting in spring 2017, students will receive both a STEM placement score based on their test score and multiple measures, as well as a non-STEM placement using only multiple measures. The assessment instruments have passed the California Community College Office's scrutiny for test instruments as required by Title V regulation 55522.

A yearly "PRAISE" report is prepared by the Admissions and Records Director that accounts for staffing resources, material resources, budget, department successes and plans for improvement. These items are based on feedback from students and trends noticed by the Admissions staff while helping students [IIC.7-02].

Evaluation

The College meets the standard. Adopting the CCCApply admissions application has helped standardize the student information and residency determination. In March 2016 the Chancellor's office updated the CCCApply application. Those updates have been incorporated into the system to ensure compliance with changing state mandates. Along with moving to the CCCApply online application the College initiated a "Welcome to VVC" email. The "Welcome" email is in the process of being updated to give the student necessary information in a shorter form to accommodate use of smart phones and tablets when reading.

The PRAISE report accounts for staffing resources, material resources, budget, department successes and plans for improvement. This report has also helped the College evaluate the effectiveness of practices and tools of admissions for DE/CE programs and traditional programs are the same. The College has found that most students prefer to navigate its website and complete the steps to enrollment using the technology services that it offers. As technology improves, so does the College's ability to implement new and enhanced admissions and enrollment services to students.

Action Plan

With the Chancellor's Office Common Assessment Initiative (CAI) steering committee and work groups developing the Common Assessment System (CAS), which is currently being piloted at 12 California Community Colleges, VVC will be changing from Accuplacer as the testing program into the new program when it becomes available.

IIC.7 Evidence

IIC.7-01. Admissions and Records Website
IIC.7-02. Admissions & Records PRAISE 2015

IIC.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files in full compliance of the California Code of Regulations, The FERPA act of 1974, and the Educational Code. Student Record Notice/Directory Information. Information is published and follows established policies for the release of student records [IIC.8-01, IIC.8-02].

Beginning in 2013 the College invested in the ImageNow imaging system to further maintain student records securely and confidentially. In addition, records are backed up on a daily basis through MIS/IT department.

The College has transferred a majority of its student records into a document-imaging system and is scanning current documents into digital form [IIC.8-03]. This has given the College a greater emphasis on green technology and allowed it to securely store sensitive material. The College has established multiple firewalls to protect the integrity of security systems. Students may access their matriculation information through personal passwords.

Evaluation

The College meets the standards. VVC maintains hard copy and imaged permanent records in secure and confidential locations. Records are backed up regularly.

Action Plan
No Action Plan Required

IIC.8 Evidence

IIC.8-01. Catalog 2016, Page 19
IIC.8-02. Administrative Procedure 5040, Students Records and Directory Information
IIC.8-03. Image Now Screens

Institutional Analysis of Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard IIIA Human Resources

IIIA.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority

Description

The College strives to create a student centric learning environment that is inclusive, diverse, and reflective of the community it supports. This statement applies not only to the student population, but to the College's faculty and staff as well [IIIA.1-01].

The determination for the need and function of every position at the College begins at the department level in consideration of the district mission, goals, and department SLOs/ASOs [IIIA.1-02]. Staffing resource needs that are identified are submitted to the President's Cabinet for prioritization evaluation through the annual PRAISE process. Job descriptions for both management and classified positions are evaluated for relevance and effectiveness during the annual PRAISE process, during times of vacancy and through the reclassification process [IIIA.1-03, IIIA.1-04]. HR Staff provides an active role in job description development providing equity, compliance, labor relations oversite, and formatting consistency [IIIA.1-05, IIIA.1-06].

Job descriptions for administrative, confidential and classified employees include the essential functions and duties of the position as well as the specific experience, education, knowledge, skills, and abilities required to perform the duties of the position. Job descriptions for administrators cite a clear basic function, which includes planning, departmental oversite and leadership, ensuring each and every administrator's job description is linked to the institutional mission and priorities [IIIA.1-07, IIIA.1-08].

All open positions are advertised in compliance with Title 5 and the Fair Employment and Housing Act. They are posted on the District's website as well as an assortment of both printed

and electronic media outlets including Ed Join and the CCC Registry. The College utilizes Job Elephant to coordinate advertising and posting of job announcements. These job announcements include the requirement of understanding and sensitivity to diverse student populations of the college [IIIA.1-09, IIIA.1-10].

Job announcements for each faculty position serves in lieu of a job description. Further responsibilities of faculty members are detailed in both the faculty handbook as well as the collective bargaining agreements as shown on page 15 in the Full-Time Faculty Agreement [IIIA.1-11]. Each posting clearly lists the state minimum education and experiential requirements as set by the CCCO, District and Academic Senate. Additional desired qualifications may be cited according to departmental needs in achieving student success. Faculty postings provide the detailed steps of the recruitment process and include a concise list of documentation required to be submitted in order to be considered for a position.

Depending on the department, job announcements also contain information regarding technical/computer/DE experience [IIIA.1-12]. In addition the new full-time Librarian position (Systems emphasis), required extensive technical experience to maintain elements such as databases and the Library website for accessibility, including to DE students [IIIA.1-13].

Job announcements for administrators, management and confidential positions include all of the basic functions, duties, educational and experiential requirements set forth in their respective job descriptions as well as a concise list of documentation required to be submitted in order to be considered for a position. Classified and administrative postings list the essential duties required of the position. Cited education, experience and required documents for the application process vary according to the position posted [IIIA.1-14, IIIA.1-15].

Hiring procedures for all employee groups are outlined in Chapter 7 of the Board of Trustees Policy handbook [IIIA.1-16]. Hiring committee compositions listed in AP 7120 [IIIA.1-17] are varied and based on the position being hired. Each hiring committee is formed for each employee group accordingly. HR provides a Fair Employment Representative to each classified and management hiring committees to participate in the recruitment process that serves as a non-voting member of the committee with a key function of ensuring an equitable process to each candidate [IIIA.1-18]. Faculty Hiring committees have an HR-trained faculty FER appointed by the Academic Senate [IIIA.1-19].

All applicants are screened by HR to determine whether or not applications submitted are complete and whether or not applicants demonstrate the minimum requirements of the position posted based on listed experience and required educational documentation. HR provides all hiring committees with standard forms used to evaluate candidates for their proximity to meeting the needs of the department above the minimum requirements as a potential hire in the position under consideration [IIIA.1-20].

The Board designates hire authority to the President for classified, classified management, full-time and part-time faculty, but Academic Administrator hires must be board approved. Individuals hired have 60 days to produce the original documentation cited in the application and to produce prior work verification from previous employers to HR so that their qualifications may

be validated [IIIA.1-21, IIIA.1-22]. All foreign transcripts must be submitted with certified documentation of equivalency from an accredited clearing house before they are accepted as a consideration in the verification of minimum qualifications [IIIA.1-23].

Initially, the College had distance education coordination lodged as an additional assignment that was doled out to an instructional dean. The College made the determination that the scope and nature of distance education required dedicated staff. The Dean of Instruction, Distance Education and Library Sciences was created and BOT approved on 09/13/2016. The Instructional Designer, a classified position, was also created in order to address the job duties described in the DEP [Distance Education Plan]. The College addresses the faculty facilitation of distance education in the form of a DEF [Distance Education Facilitator] and does so by providing release time to a full-time faculty member to perform the duties of the DEF. [IIIA.1-24]. The job duties for the College DE Staff were written comparable to similar positions at community colleges and universities and followed the same origination path as all other administrative, faculty and classified positions created at the College [IIIA.1-25, IIIA.1-26].

In the current DE Plan, there is specific criteria by which the DE Coordinator and DEAC determine if a faculty member is qualified to teach DE courses [IIIA.1-27].

The DEAC is currently creating a "DE Instructor Certification Packet" that is planned to be distributed to faculty in several ways: at new hire (full-time and adjunct) orientation; as part of the DE Handbook (currently in production); and availability on the "Faculty Resources" page of the VVC Blackboard website and in the DEAC SharePoint site. The DE Instructor Certification process being developed is partly based on the high quality standards established by the Online Education Initiative (OEI), including their online course rubric. The OEI course rubric will be presented to the VVC Academic Senate in spring 2017 as a guideline for ensuring sustainable DE course quality and continuous improvement.

While the DE experience on college hiring committees may vary, in the 2016 hiring cycle, the following positions had at least one faculty participant with DE experience: Math, English, Psychology and Library.

Evaluation

The College meets this standard. The College effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness. The College ensures that the vanguard charged with the integrity and quality of its programs and services are the most qualified faculty and staff the area has to offer. Faculty and staff are hired to perform the duties of mission-oriented job descriptions that are a culmination of collaborative planning by the departments, HR, subject matter experts, the president's cabinet, bargaining units, and the Board of Trustees. This is achieved by consistently applying mission-centric policies and procedures designed to support the mission and goals of the college and yield employees that possess the requisite training, education and experience to perform the duties the College requires to achieve its goals and mission.

Action Plan

- The College will continue to engage in effective hiring processes to ensure that Administrators, Faculty, Staff are qualified with the appropriate skills and education for the roles they are required to perform with the institution.
- The College will meet with Department Heads, Union leadership and various constituency groups to review, update and create job descriptions that are current and adequately represent the duties needed to be performed to accomplish the District's Mission.

IIIA.1. Evidence

IIIA.1-01	Board Policy 7120
IIIA.1-02	SLO Coordinator Resolution
IIIA.1-03	Classified Agreement
IIIA.1-04	HR PRAISE Example
IIIA.1-05	Administrative Procedure 7120
IIIA.1-06	Board Policy 2431
IIIA.1-07	Administrative, Management, Confidential Job Descriptions
IIIA.1-08	Classified Job Descriptions
IIIA.1-09	Job Announcements
IIIA.1-10	Job Elephant invoices
IIIA.1-11	Full-Time Faculty Agreement
IIIA.1-12	Psychology Job Posting
IIIA.1-13	Librarian Job Posting
IIIA.1-14	Job Announcement Administrative Position
IIIA.1-15	Job Announcement Classified Position
IIIA.1-16	Board Policies Chapter 7
IIIA.1-17	Administrative Procedure 7120
IIIA.1-18	FER Script
IIIA.1-19	Faculty Hiring Procedures
IIIA.1-20	Paper Screening Form
IIIA.1-21	Hiring Checklists
IIIA.1-22	Memo to Applicant
IIIA.1-23	Foreign Transcript Evaluation
IIIA.1-24	Distance Education Plan
IIIA.1-25	Job Description Instructional Designer
IIIA.1-26	Job Description Dean of Instruction, DE and Library Services
IIIA.1-27	DE Certification Requirements

IIIA.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Description

All applicants considered for a full-time faculty position at the College undergo a rigorous screening process prior to being forwarded for an interview. All faculty applicants are reviewed by HR according to the documentation they have submitted with their application [IIIA.2-01]. Transcripts and resumes are required to accompany all faculty applications for open positions, and the applications must be complete before being forwarded in the recruitment process. This permits both HR personnel and the hiring committees to fully review and assess the professional experience, discipline expertise, and scholarly activities of the applicants.

The documents are paired against the listed minimum and desirable qualifications for the faculty position that are clearly stated in the job announcements [IIIA.2-02]. Further experiential qualifications are demonstrated with applicant-supplied information on their previous teaching assignments. All applications that meet the standard of completeness and minimum qualifications are then forwarded to the hiring committee for review and screening for desirable qualifications. Teaching demonstrations are required of all full-time faculty applicants that advance to the interview level of the recruitment process. Applicants that are successful in the recruitment process will undergo a full reference check from multiple previous employment sources before being offered a position with the College. Faculty members that are hired have 60 days to present original documents to verify education and experience [IIIA.2-03].

Applicants for faculty and administrative positions are required to demonstrate that they possess sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. This is a requirement stemming from both California Education Code and Title 5 of the California Code of Regulations [IIIA.2-04]. This particular qualification is related to the candidates' potential to contribute to the mission of the College and ensure the open, equitable learning environment vital to student success. Hiring committees are able to assess this qualification through supplemental and interview questions related to working with diverse groups of faculty, staff and students [IIIA.2-05].

The College identifies faculty expertise in DE/CE instruction. Currently, the College has criteria identified in the 2012 DE Plan [IIIA.2-06], as well as the Academic Senate-approved DE Instructor Certification Requirements [IIIA.2-07].

The DEAC is currently creating a "DE Instructor Certification Packet", that is planned to be distributed to faculty in several ways: at new hire (full-time and adjunct) orientation; as part of the DE Handbook (currently in production); and will be available on the "Faculty Resources" page of the VVC Blackboard website and in the DEAC SharePoint site. The DE Instructor Certification process being developed is partly based on the high quality standards established by the Online

Education Initiative (OEI), including their online course rubric. The OEI course rubric will be presented to the VVC Academic Senate in spring 2017 as a guideline for ensuring sustainable DE course quality and continuous improvement.

The College utilizes tools such as evaluations and student feedback to assess faculty expertise in online teaching. The College has also defined "effective teaching" through the DEAC and has adopted the "Distance Education Class Quality Checklist" [IIIA.2-08]. This document is used as a rubric, along with the online course evaluation form, as shown in Appendix E-6 of the Full-Time Faculty Agreement [IIIA.2-09], to gauge the quality of online courses during formal evaluations.

In addition, as per the DE Plan (2012; revision 2016), the DEAC and DE Coordinator examine any faculty's training and experience before that individual is provided with the opportunity to teach a DE course. Please see the DE Plan, p. 10-14 [IIIA.2-06].

Evaluation

The College meets this standard. The College utilizes a number of policies and procedures to ensure that all faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed as an instructor with the institution: hiring committees and HR personnel evaluate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution when assessing the qualifications of applicants seeking faculty positions with the College. All faculty job postings include development and review of curriculum as well as assessment of learning as a major component of the duties to be performed by faculty members employed by the College.

Action Plan

- The College will continue to receive guidance from the Chancellor's Office regarding qualifications for faculty.
- The College will continue to develop and encourage avenues for faculty professional development.
- The College will continue to engage in rigorous hiring practices.

IIIA.2. Evidence

IIIA.2-01	Salary Placement Form
IIIA.2-02	Faculty Job Posting
IIIA.2-03	Memo to Applicant
IIIA.2-04	Job Posting Diversity Statement
IIIA.2-05	FER Script
IIIA.2-06	Distance Education Plan
IIIA.2-07	DE Certification Requirements
IIIA.2-08	DE Class Quality Checklist
IIIA.2-09	Full-Time Faculty Agreement

IIIA.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Description

The educational and experiential requirements are in compliance with law and regulation. Desirable qualifications are initially identified at the departmental or division level, progressing to cabinet and to HR and the postings themselves [IIIA.3-01, IIIA.3-02]. All qualifications and essential functions in the posted administrative and classified job descriptions are developed to support the College's mission objectives and seek to ensure the continued level and/or improvement of the College's programs and services.

All applicants are required to demonstrate that they possess sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. This particular qualification is related to the candidates' potential to contribute to the mission of the College and ensure the open, equitable learning environment vital to student success. Hiring committees are able to assess this qualification through supplemental and interview questions related to working with diverse groups of faculty, staff and students [IIIA.3-03].

The basic functions of administrators are clearly stated in the administrator job descriptions and postings. All administrators must demonstrate that they possess the knowledge, skills and abilities to perform the required duties with documented education and work experience. All administrators serve at the behest of the Board.

Job descriptions for classified employees list the needed qualifications to perform the duties of the positions and supervisors list desired qualifications on classified job postings. All classified staff must demonstrate that they possess the knowledge, skills and abilities to perform the required duties with documented education or work experience. Classified staff also have a one-year probationary period that requires multiple evaluations as described on page 34 of the Classified Agreement [IIIA.3-04]. All staff continue to develop and expand their skills and expertise through continuing training and through programs such as upward mobility as described on page 11 in the Classified Agreement, and through the professional development committee offerings [IIIA.3-04, IIIA.3-05].

Evaluation

The College meets this standard. While all administrators and other employees responsible for educational programs and services employed by the College possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality, the College faces certain challenges that have been identified in gaining and keeping these key individuals. The College has a documented high turn-over rate for administrators and VPs. This is an issue that can lead to instability and inconsistency with program implementation, maintenance and regulatory compliance.

The College's first dilemma in obtaining qualified personnel with any permanence is that the High Desert has a reputation as an undesirable location in Southern California. The College's second dilemma in maintaining qualified individuals in key positions is a contractual issue.

As a solution to these challenges, the College should spend more time highlighting the advantages of living in the High Desert, which include a lower cost of living, less congested traffic, greater potential impact of the individual due to smaller populations, and central location to many attractions to name a few.

Action Plan

- The College will generate a promotional campaign that will highlight advantages of living in the Victorville area in order to promote applicant interest in working for VVC.
- The College will continue to enhance on-boarding and retention plans, including the drafting of a retention plan for Administrators.

IIIA.3. Evidence

IIIA.3-01	Payroll Hiring Requisition
IIIA.3-02	Payroll PRAISE Report
IIIA.3-03	Sample Question
IIIA.3-04	Classified Agreement
IIIA.3-05	Employee Professional Development Committee

IIIA.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

All applicants that apply for positions that have educational requirements at the College must provide written documentation that they have completed the required education from an accredited institution at the time they apply [IIIA.4-01]. The institutions listed by the candidates are verified through the Department of Education website by HR [IIIA.4-02]. Candidates selected for a position with the district must provide official transcripts within 60 days of their hire in addition to the documentation they supplied with their application [IIIA.4-03]. Foreign transcripts must also be routed through an accredited clearing house certifying that the foreign degree held is equivalent to the educational requirements of the position being applied for [IIIA.4-04].

Evaluation

The College meets this standard. All faculty, administrators and other employees that hold required degrees as a minimum qualification for their position have degrees that are from institutions accredited by recognized U.S. accrediting agencies. Any employees that possess degrees from non-U.S. institutions as a way to satisfy qualification requirements are only considered if equivalence to a degree recognized U.S. accrediting agency has been established.

Action Plan

- The College will continue to receive guidance from the Chancellor's Office regarding qualifications for faculty.
- The College will continue to working with the dean's offices and applicants to ensure that all faculty candidates that have degrees from foreign institutions are recognized only if equivalence has been established.
- The College will continue to ensure that required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies.

IIIA.4. Evidence

IIIA.4-01	Faculty Job Posting
IIIA.4-02	Department of Education Website
IIIA.4-03	Memo to Applicant
IIIA.4-04	Foreign Transcript Evaluation

IIIA.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

All regular employees and adjunct faculty have a written and documented process for evaluations, and the evaluation process varies by employee group. However, evaluations for all employee groups are designed through interdepartmental and negotiated processes in order to ensure that each of the following take place:

- Establish a communicated level of expected performance.
- Ensure all employees are performing assigned duties to a satisfactory level.
- Establish professional goals and opportunities for improvement.
- Provide the employee with the opportunity to receive clear and concise performance feedback from their direct supervisors.

Full-time faculty evaluations are divided into two processes, one for tenure track faculty and the other for tenured faculty. Tenure track faculty evaluations have four components that include full-time faculty self-evaluation [IIIA.5-01], student evaluations as shown in Appendix E-6 in the Full-Time Faculty Agreement [IIIA.5-02], peer review as part of the committee summary and the Evaluation Committee Review and Administrative Action. Tenure-track faculty members are evaluated each year until they receive tenure. Tenured full-time faculty evaluations are comprised of a full-time faculty self-evaluation, student evaluations, a Peer Review component, and a Summary Meeting. Full-time tenured faculty members are evaluated once every three years.

Currently under review by the full-time faculty union and the VVC Academic Senate is a revision of the current faculty evaluation form modified for DE sections [IIIA.5-03]. This document will have to be negotiated for inclusion into the full-time faculty contract.

Classified employees are evaluated twice in the first year of probationary employment and then annually thereafter. If a classified employee meets or exceeds standards in every area of evaluated performance during an annual evaluation, the supervisor may opt to evaluate the employee once every two years. Classified evaluations include a supervisor's review as well as an employee self-assessment.

Management/Supervisor evaluations are performed once every two years and consist of four components that include a supervisory assessment, a co-worker assessment, a self-assessment and a goal setting and achievement section. Confidential employee evaluations are also conducted once every two years and consist of a supervisor review.

If any employee requires improvement in any evaluated area, a written improvement plan with specific goals and structured meetings and re-evaluation timelines is constructed. Any required training is identified and provided [IIIA.5-04, IIIA.5-05].

Evaluation

The College meets this standard. The College has set procedures and forms for evaluating all of their personnel systematically and at stated intervals. The College has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. All evaluations conducted at the College are designed to foster improvement and professional progress. Any areas for improvement are addressed in a formal, timely manner and are appropriately documented.

While the processes for evaluations are thorough and well established, consistent tracking and completion of evaluations have become an increasing concern. This is largely attributed to understaffing in HR and frequent turn-over among supervisors. As of the writing of this self - study, plans are being discussed to implement the evaluation tracking component of the applicant system in NEOGOV as the current systems of evaluation tracking is flailing under the weight of understaffing.

The College has requested NEOGOV evaluation tracking through the PRAISE process that will include all employee groups and will allow a more efficient process of evaluations. The request has been reviewed through the PRAISE process and was prioritized, scored and recommended by the Finance, Budget & Planning committee to cabinet for approval to purchase in the next fiscal year [IIIA.5-06]. Evaluations have provided HR with an area for goals setting for improved performance.

Action Plan

- The College will bring the NEOGOV evaluation component online in order to assist with evaluation tracking and interval regulation.
- The College will create regular evaluation training events for all supervising staff that will cover both evaluation methodology as well as internal process and procedure.
- The College will assist supervisors in constructing effective, standardized improvement plans as a part of the evaluation process.

IIIA.5. Evidence

IIIA.5-01	CTA CBA Evaluations Article
IIIA.5-02	Full-Time Faculty Agreement
IIIA.5-03	Student Evaluation Draft
IIIA.5-04	Management Evaluation Process
IIIA.5-05	Confidential Employee Evaluation Process
IIIA.5-06	HR PRAISE Report

IIIA. 6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Description

SLOs are a component of faculty evaluations: Full-time faculty have SLOs listed as a component under "improvement of instruction" for self-evaluation [IIIA.6-01]. Article 6.4.4 of the AFT CBA lists the use of SLOs to improve teaching and learning [IIIA.6-02]. The use of SLOs as a component of an evaluation can be further assessed through student evaluations, peer and classroom observations, and during the supervisor review.

As part of the PRAISE process, programs are also encouraged to discuss and evaluate DE sections [IIIA.6-03]. In the next program review cycle, specific space to discuss DE sections will be provided. For the fall 2016 cycle, college programs were asked to discuss DE in their comprehensive PRAISE reports.

Evaluation

The College meets this standard. The College has a documented a thorough evaluation process for faculty, academic administrators, and other personnel directly responsible for student learning. A major component of those evaluation processes is the consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Action Plan

- The College will continue to incorporate SLOs as a component of faculty evaluations.
- The College will institute an SLO component in evaluations for other staff members that work directly with students.

IIIA.6. Evidence

IIIA.6-01	CTA CBA Evaluation Component
IIIA.6-02	Article 6.4.4 of the AFT CBA
IIIA.6-03	BET PRAISE Report

IIIA.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Description

The College strives to maintain the Faculty Obligation Number (FON) as set by the CCCO continuously and consecutively [IIIA.7-01] and has been consistently compliant with the 50% law. Student to faculty ratio is set in both the AFT and CTA contracts in order to establish appropriate student support and optimal student learning outcomes [IIIA.7-02, IIIA.7-03].

Additionally, staffing and department needs are in a state of constant review through the annual PRAISE process, and continuous discussions occur at the cabinet level that include consideration for human resource allocation needs campus wide [IIIA.7-04].

Initial organization of staffing for DE operations for the college was mainly determined by the DE Plan [IIIA.7-05] in which staffing was part of the overall plan design in building DE operations for the college. Organization of administrative support for DE is also discussed and decided upon during meetings between the DE Coordinator and VPI.

Currently, staffing of DE consists of the following personnel specifically dedicated to DE issues and support:

- Vice President of Instruction/Student Services, Peter Maphumulo
- Interim Dean of Instruction/DE Coordinator, Mark Clair (appointed November 2016)
- DE Facilitator, Tracy Davis
- Blackboard Instructional Designer, Michele Laveaux

The Distance Education Advisory Committee is made up of the personnel above, and a representative of Academic Senate who plays an important role by researching resources and support for the college's DE Program.

In its evaluation of effectiveness, it is acknowledged by all in the VVC DE Program that staffing and support both for DE students and personnel is not optimal. As noted above, the creation of a Department of Distance Education should enable the current staffing and support to expand to a

level where students and personnel engaged in DE are able to get the support needed to be successful. It must be added that VVC administration, specifically the VPI/SS and the Superintendent/President are supportive of the DE Program, DE professional development, and expansion of DE course offerings in line with the college's Mission, Values and Goals.

In the revision of the 2012 DE Plan (in progress), one important change to DE at the College is the creation of a "Department of Distance Education." While this is in the early planning stages as of fall, 2016, as this is further investigated, the implementation of this specialized department can lead to further investigation of the optimal staffing and resources needed.

Evaluation

The College meets this standard. The College continuously maintains a sufficient number of qualified full-time, part-time and adjunct faculty, assuring the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College recently received a notification from the Chancellor's office that the projected faculty obligation number (FON) will increase from 116 for the 2014/2015 FY to 125 for the 2015/2016 FY [IIIA.7-01]. The College's current full-time faculty number is 118. The College engaged in a retirement incentive that decreased the number of full-time faculty that coincided with the increase of the faculty obligation number. The College is currently hiring to meet the increase in the faculty obligation number; the budget is for 119, but as of the writing of this document, there has not been adequate time to fill the new positions. No less than four full-time faculty will be hired by FY 2017. Projections for the 2016/2017 faculty obligation number are set to 128. The President's cabinet has begun a review of PRAISE reports to establish areas of need for more full-time faculty hires.

Action Plan

The College will continue to maintain a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

IIIA.7. Evidence

IIIA.7-01	FON 2015
IIIA.7-02	Full-Time Faculty Agreement
IIIA.7-03	Part-Time Faculty Agreement
IIIA.7-04	HR PRAISE Report
IIIA.7-05	Distance Education Plan

IIIA.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Description

Oversight is provided by the area Dean with support provided by department chairs. All newly hired adjuncts undergo an extensive onboarding process that covers all of the district policies and procedures as it relates to their employment [IIIA.8-01]. Additionally, all newly hired adjuncts are invited to a new hire orientation every semester that incorporates campus-wide participation. All adjuncts are evaluated according to the evaluations procedures outlined in page 10 of the AFT contract [IIIA.8-01, IIIA.8-02].

The current staffing and administration in the College's DE Programs comes from the current (in revision) 2012 DE Plan [IIIA.8-03]. While not all recommendations in that plan have been able to be implemented, the key personnel of the administrative DE Coordinator (also Dean of Instruction) and DE Facilitator (faculty position), have enabled the DE Program to expand.

Evaluation

The College meets this standard. The College rigorously enforces employment policies and practices that provide for adjunct faculty orientation, oversight, evaluation, and professional development. The College continuously seeks out new and improved ways to provide opportunities for integration of part time and adjunct faculty into the life and culture of the campus.

Action Plan

- The College will create a professional development calendar that includes events and programming that will provide for adjunct faculty participation.
- The College will continue to provide for adjunct faculty orientation, oversight, and evaluation.
- The College will evaluate ways to provide opportunities for integration of part-time and adjunct faculty into the life of the institution.
- The College will continue to meet FON and adjunct scheduling needs and requirements.

IIIA.8. Evidence

IIIA.8-01	Adjunct Orientation Agenda
IIIA.8-02	Part-Time Faculty Agreement
IIIA.8-03	Distance Education Plan

IIIA.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Description

The College maintains a pool of both adjunct instructors as well as temporary classified support staff through continuous advertisement. The College annually assesses staffing needs both at the department and cabinet levels through the PRAISE report process [IIIA.9-01]. The College is currently undergoing a major staffing re-evaluation and restructuring as a result of the mass exodus of employees via a retirement incentive as well as generation of several new positions required to support newly received grants. Additionally, in 2015/2016, the College received an increase in the faculty obligation number from the Chancellor's office that resulted in an increase of 8 percent full-time faculty [IIIA.9-02]. These changes have created both direct and indirect re-evaluations of department staffing needs campus wide. These events have, in turn, triggered a review of current otherwise unaffected job descriptions to determine their regency and relevance.

Evaluation

The College meets this standard. While the College currently has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution, there have been strains due to previous budget constraints. Staffing needs are in a constant state of re-evaluation. The College has difficulty due to demographics and needs technical expertise in re-evaluating staff needs.

Action Plan

- The College will hire an administrator specifically charged with ensuring the success, equity and relevance of the distance education program.
- The College will include DE as a separate component for all institutional planning process.

IIIA.9. Evidence

IIIA.9-01	HR PRAISE Report
IIIA.9-02	FON 2015

IIIA.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Description

All administrators hired by the College undergo a stringent screening process during the hiring process and receive evaluations and training session throughout their employment with the College [IIIA.10-01]. Most of the administrators exceed the minimum requirements outlines in the BOT approved job descriptions [IIIA.10-02].

Evaluation

The College meets this standard. While the College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the College's mission and purposes, administrative turn-over rates have admittedly plagued the College in the area of providing effective leadership. Since the hiring of the new President, Dr. Roger Wagner, regular management training sessions have been instituted to improve both morale and management leadership skills.

As cited earlier in this writing, offering standard length contracts of three years or more with consistent application to administrators and management staff would greatly improve the strength and stability of leadership for the institution.

Action Plan

- The College will hire an administrator specifically charged with ensuring the success, equity and relevance of the distance education program.
- The College will include DE as separate component for all institutional planning processes.
- The College will create and maintain a scheduled calendar of training events for management personnel.
- The College will standardize contracts for all administrators and management personnel.

IIIA.10. Evidence

IIIA.10-01	Administrative Procedure 7120
IIIA.10-02	Chart of qualifications for administrators

IIIA.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Description

Personnel board policies and administrative procedures, as outlined in Chapter 7, are adhered to and applied in a consistent manner [IIIA.11-01, IIIA.11-02]. The College insures consistent and equitable application of personnel policy and procedures through interdepartmental communication and training with administrators and union leaders as well as through regular training and review for HR personnel [IIIA.11-03]. The policies and procedures are reviewed for relevancy and current compliance as needed. Any recommendations for official changes to be made to policy are routed through the shared governance procedure before being ratified for BOT approval.

HR has a number of internal procedures as well. Most of these procedures are written and posted on the College's website, which include the processes for completing non-classified hiring forms, personnel action forms and requisitions for hire [IIIA.11-04].

The HR Director is responsible for the administration and interpretation of all policies, procedures, and collective bargaining agreements. The College engages in interest-based collective bargaining that helps to ensure open communication between the District and constituent groups and helps to take in multiple viewpoints when considering the equitableness of policies and procedures.

All new employees also receive a thorough onboarding orientation that covers policies and procedures including policies on electronic use, drugs and alcohol, sexual harassment, emergency procedures, Violence Against Women Act, complaint procedures, and a copy of their specific Collective Bargaining Agreement if applicable [IIIA.11-05].

Evaluation

The College meets this standard. The College has established, published, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. The College has been inundated with new laws and compliance issues due to new legislation. Compliance has been maintained, but the area needs to be reviewed for more efficient methods. The College is currently working on a process to update policies; however, HR is currently understaffed and this area of consideration would greatly improve if the compliance officer position was re-instituted. The HR PRAISE report includes adding a compliance officer in HR to address increase in policy enforcement.

Action Plan

The College will continue to establish, publish, and adhere to written personnel policies and procedures that are available for information and review. Such policies and procedures will continue to be fair and equitably and consistently administered.

IIIA.11. Evidence

IIIA.11-01	Board Policies Chapter 7
IIIA.11-02	Administrative Procedures Chapter 7
IIIA.11-03	Training Invite
IIIA.11-04	HR Procedures Webpage
IIIA.11-05	Onboarding Packet

IIIA.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

The College seeks diversity and maintains programs and policies that support its diverse faculty, staff, and student populations [IIIA.12-01]. The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence. The Director of Human Resources is the Advocate for the Diversity Committee, a shared governance committee [IIIA.12-02].

Evaluation

The College meets this standard. Through its policies and practices, the College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission [IIIA.12-03, IIIA.12-04].

Action Plan

The College will continue to promote diversity and equity in its policies and practices.

IIIA.12. Evidence

IIIA.12-01	Job Posting Diversity Highlighted
IIIA.12-02	Diversity Committee Minutes
IIIA.12-03	Equal Employment Opportunity Plan
IIIA.12-04	Board Policy 7100

IIIA.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Description

The code of ethics starts with BOT with BP 2715 BOT code of ethics. All employees' behavior and conduct is governed by both negotiated agreements and the code of ethics adopted by the BOT in BP2715 [IIIA.13-01]. Additionally, specific fields have area specific code of ethics such as in the nursing area, an example of which can be found on the Nursing webpage under "Nursing World-Site of The American Nurses Association" [IIIA.13-02].

Consequences for violations of these codes of conduct correlate to the offense and are listed in the Classified Agreement on page 57 [IIIA.13-03], the Full-Time Faculty Agreement on page 3 [IIIA.13-04], the Part-Time Faculty Agreement on page 32 [IIIA.13-05], BPs and State and Federal law. HR is active in assisting supervisors in navigating discipline procedures as well as

assisting them in providing training to employees in order to increase awareness of potential issues [IIIA.13-06].

Evaluation

The College upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Action Plan

The College will continue to uphold a written code of professional ethics for all of its personnel, including consequences for violation.

IIIA.13. Evidence

IIIA.13-01	Board Policy 2715
IIIA.13-02	Nursing Webpage
IIIA.13-03	Classified Agreement
IIIA.13-04	Full-Time Faculty Agreement
IIIA.13-05	Part-Time Faculty Agreement
IIIA.13-06	Management Handbook

IIIA.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

The College has a campus-wide Staff Development Committee that is comprised of members from all three employee groups [IIIA.14-01]. In addition to this committee, there are upward mobility programs for both the management and classified groups, as described on page 11 of the Classified Agreement [IIIA.14-02]. Faculty have sabbaticals available to them for professional work as described on page 56 of the Full-Time Faculty Agreement [IIIA.14-03].

The College provides extensive opportunities for personnel to explore and improve DE instruction and support:

- Twice yearly (Fall and Spring) DE Academies [IIIA.14-04]
- Workshops are held throughout the year for DE-related activities, including over the winter and summer sessions; these workshops include both on-campus and off-campus venues [IIIA.14-05].
- The College has sent faculty and staff to the annual Online Teaching Conference, held yearly in June [IIIA.14-06].
- The DEAC newsletter provides resources and information regarding DE activities [IIIA.14-07].

- Useful information is collected and available to personnel regarding DE issues and activities in various ways such as in the DE Resources folder, Faculty Resources page and Academic Senate webpage [IIIA.14-08, IIIA.14-09]

Evaluation

The College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Action Plan

The College will create and maintain a scheduled calendar of training events for all personnel.

IIIA.14. Evidence

IIIA.14-01	Employee Professional Development Committee
IIIA.14-02	Classified Agreement
IIIA.14-03	Full-Time Faculty Agreement
IIIA.14-04	DE Academy
IIIA.14-05	DE Workshops
IIIA.14-06	Online Teaching Conference
IIIA.14-07	DEAC Newsletter
IIIA.14-08	DE Resources webpage
IIIA.14-09	Academic Senate webpage

IIIA.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

All personnel records are stored in the Human Resources Office in an HR personnel only restricted area. Access to HR is restricted through locked doors that are occasionally re-keyed to ensure security. Keys to HR are only issued to mission essential personnel including the President, HR personnel, the campus police chief and one lead custodian.

Personnel Records are kept in a separately keyed room within HR and then double locked within fire safe filing cabinets. Access to the file room is restricted both during work hours as well as after work hours.

HR personnel are the only individuals issued keys to the file room. Keys for the file cabinets themselves are also kept in a locked room on large unmarked key rings so that only those familiar with the key ring sets know which keys go to which cabinets.

Employees wishing to review their personnel file set up an appointment with HR [IIIA.15-01]. At the appointed time, the employee is given the opportunity to review their personnel file with an

HR representative present. The review is signed and documented by the employee reviewing the file in the personnel log.

Evaluation

The College makes provision for the security and confidentiality of personnel records. Each employee has access to his or her personnel records in accordance with law.

Action Plan

The District will continue to make provisions for the security and confidentiality of personnel records and will ensure each employee has access to his or her personnel records in accordance with law.

IIIA.15. Evidence

IIIA.15-01 Employee File Log

Standard IIIB Physical Resources

IIIB.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

Located in Southern California on the north side of the San Gabriel Mountains, Victor Valley College's main campus encompasses 253 acres just adjacent to the historic Mojave River and centrally located near three major cities for which it serves. The College first opened its doors to students in 1961 with only 4 original buildings. The main campus now consists of 42 buildings, many which surround a beautiful five-acre, man-made lake [IIIB.1-01].

The District also owns three additional properties. The first is 160 acres of unimproved land in the Baldy Mesa area eight miles west of Highway 395. Only partial utilities are available to the site at this time. A second property is a 55 acre parcel located in Hesperia on the corner of Main Street and Highway 395. This Westside site is intended to accommodate a workforce development complex and to obtain eligibility for center status when fully developed [IIIB.1-02]. The project is currently on hold due to inability to sell bonds.

The third developed property, located in the town of Apple Valley approximately 15 miles northeast of the main campus, is 9 acres of land obtained through a lease agreement between the District and Apple Valley Fire Protection District [AVFPD]. In 2011 the District completed construction of the Regional Public Safety Training Center [RPSTC] [IIIB.1-03], which includes 41,500 square feet of administrative space, classrooms, labs, shower facilities and restrooms, student and faculty lounges, tactical indoor 9-lane shooting range with virtual and live-fire training simulation, a fire technology/EMT 4-bay apparatus building, CERT city, fire training tower and prop yards.

To ensure the safety and sufficiency of physical resources, the District identifies campus facilities in need of updating, renovating, replacing or new construction in the Facilities Master Plan [IIIB.1-04]. The Facilities Master Plan was recently updated and approved by the Board of Trustees in July of 2015 to reflect the current needs of the campus and community [IIIB.1-05]. In the annual Five-Year Capital Construction Plan [IIIB.1-06] the District focuses on the identified campus facility's needs. These planning tools are driven by the District's Education Master Plan [IIIB.1-07], creating an integrated planning and resource allocation system that takes all areas of the learning environment into consideration.

During the construction of a new or renovated facility, the District hires professional inspection services. A state-approved Inspector of Record [IOR] is on site during all construction. Material testing and special inspection firms are also contracted to ensure all new and renovated facilities are constructed to current building code standards as required by the Division of State Architect's office [DSA]. Facilities are assessed for fire life safety during the construction/renovation

process. These mechanisms used during construction ensure that the buildings are built to the highest standards, creating a safe learning environment for students.

Whether it is on the main campus or at any off campus center or distance education location, the District also assures the safety and sufficiency of its facilities and equipment through periodic and annual inspections, which are completed by the District's insurance administrators Keenan and Associates [IIIB.1-08]. Property and Liability [P&L] inspections are done bi-annually for the sole purpose of reducing the frequency and severity of potential hazards. The inspection includes but is not limited to areas of Security, Emergency Preparedness, Fire Prevention, Chemical Safety, and Injury and Illness Prevention. Following this inspection, a report is sent to the District with recommendations of areas that need to be addressed as they may pose potential safety hazards. These recommendations are given to the Executive Director of Facilities and Operations, who works with the departments where the issues have been identified to find solutions to correct them. The department, along with Maintenance & Operations, then works to correct the safety issues. The following year after a P&L inspection, a follow-up visit is scheduled to determine if all recommendations were addressed.

Evidence of how this integrated process works can be seen in a recent inspection of the campus [IIIB.1-08]. A High Priority recommendation was identified at the Construction Technology Department [CT] calling out various hazards including blocked fire extinguishers, passageways, and emergency evacuation routes. To address these issues, CT established an ad-hoc committee [Construction Technology Shop Organization Committee] to create a timeline and to-do list with specific goals in mind. CT has worked diligently to create a safer, more organized environment for their students and staff [IIIB.1-09].

Shared Governance Committees play a key role in assuring access, safety, security and a healthful learning and working environment as well. Both the Facilities Committee and the Environmental Health and Safety Committee discuss and make recommendations to correct issues at all College locations.

Evidence of this process can be seen through recent meetings [IIIB.1-10, IIIB.1-11] from both committees that addressed safety issues in Parking Lot #10. Campus Police and the Facilities Department researched ways to correct the issues, requested budget resources from the Superintendent/President, and moved forward with creating a safer, more accessible parking lot.

Issues were brought to the attention of the Campus Police regarding unsafe merging at the main entrance of the main campus. The issue was discussed and a solar powered flashing yield sign was purchased and installed. Feedback from the campus community expressed appreciation via email [IIIB.1-12].

The College's O.P.R.A. Work Order System [IIIB.1-13], an electronic work order program, is available to all staff and faculty. Utilizing this program, the Maintenance and Operations department is alerted of any safety or access issues, repairs, or upkeep of all areas of the campus and at all off-site locations. All reported safety concerns are evaluated and addressed within an 8-hour period. Safety issues, accidents, injuries or incidents are also reported to the Risk Management office. The Risk Management office may also work in conjunction with Facilities

Construction, Maintenance and Operations, and the Campus Police departments to minimize the overall risk exposure of the District's assets and operations in order to ensure a safe, secure and healthful learning and working environment.

Trainings with staff are also conducted through Keenan SafeColleges, an online safety training and tracking system designed specifically for education agency employees. These trainings help to promote safe working environments. Live trainings for the Maintenance and Operations staff are also conducted to ensure safe, proper usage and continued reliability of all equipment. In April and September 2016, forklift trainings were conducted for staff by Keenan and Associates [IIIB.1-14]. These trainings involved safe forklift driving and proper operating practices.

The Campus Police Department shares the responsibility of the College to ensure a safe and secure environment for students, staff and campus visitors. The Department operates 24 hours a day, seven days a week, year round. There is always an officer on duty who will respond to calls for assistance. Most buildings on campus have security systems including video surveillance. The Department is responsible for ensuring compliance with local, state and federal laws as well as maintaining compliance with federal and state-mandated crime statistics reporting and procedures. These include the Clery Statistics Reporting [Clery Act] [IIIB.1-15], Crime Statistics, Crime log, and the Violence against Women Act [VAWA] Program & Policies Manual [IIIB.1-16]. Campus Police is also responsible for enforcing the Emergency Preparedness Plan [IIIB.1-17] and emergency procedures.

Prop 39 funds have been used to upgrade outdoor lighting to LED, including building exterior lighting and parking lot lights on both the Main Campus and at the RPSTC [IIIB.1-18]. Not only does this work reduce the District's operational costs, it also creates a safer environment for all campus visitors.

Campus communications are another way the District ensures a safe learning and working environment. Email correspondence is sent out to faculty and staff regularly regarding any construction projects, road closures, vendors on campus, and the like so that staff can post the email to alert students [IIIB-19].

The Americans with Disabilities Act is an important part of the remodeling planning process in order to update accessibility. To ensure accessibility in the planning of remodeling projects, the College may add automatic doors, automatic door openers, ramps and compliant doorway thresholds, and improvements to paths of travel. Signage, with contact information should students need to report a compliance/access issue, have been placed in each classroom and on all automatic doors on campus. Requests for ADA compliant furniture are submitted electronically to the Maintenance and Operations department each semester to meet the needs of students with disabilities.

Most recent evidence regarding the assurance of access can be evidenced in two recent upgrades to the Main Campus. Additional ADA sidewalk ramps were installed along Fish Hatchery Road on the lower campus where the Farmer's Market is held every Thursday. These ramps not only assure access for students and staff, but due to the heavy traffic of the market, the District has assured that the community needs are met as well [IIIB.1-20].

Another project that is was recently completed is the installation of new automatic sliding doors at the Student Services II building where programs such as EOPS and DSPS are housed [IIIB.1-21]. The old sliding doors were becoming worn out, so this project was placed high on the list for completion due to the student population that frequents this building.

The District has multiple off campus sites where it holds instruction and ensures sufficient and safe facilities dependent on the arrangement made with each site individually.

The Regional Public Safety Center is part of the Victor Valley College District and is therefore under the college's regular schedule of facilities inspection and maintenance. When a need is identified outside the regular inspection timeframe, a work order is completed using the OPRA system [IIIB.1-13].

The Southern California Logistical Airport is leased by the District as the location for the College's Aviation Airframe and Powerplant Technician Program. Paragraph 12 on page 3 of the 2015 lease states that the Sublessee shall be responsible for all operating expenses associated with maintaining the subleased premises including, but not limited to, cleaning, light bulb replacement, supplies, maintenance, Sublessee logos or signage, furniture, window cleaning, repairs to trade fixtures and/or equipment, doors, ceilings, floors. Paragraph 17a on page 7 of the agreement details the amount of commercial general liability insurance required [IIIB.1-22].

The other sites, including four high school locations, are under the same regulations as that of the College due to their K-12 status. Each off-campus location is maintained to assure access, safety, security and a healthful learning environment based on independent lease agreements with each facility [IIIB.1-23].

Equipment is maintained or replaced as needed to support the campus and assure safety and security. In June 2016, the District entered into an agreement to purchase a new digital radio system. There are somewhere between 150 – 200 radios being used on campus by various departments. Some of these departments include Maintenance, Night Custodians, Grounds, Campus Police, I.T., and Building Emergency Coordinators. The previous radio system was over ten years old and consistently experienced equipment and battery issues. The District decided to switch to a digital radio system to prepare the campus for the future FCC regulation changes and to have access to previously unavailable features with the potential to increase safety on the campuses by easing the strain of emergency communication. Because so many departments use these radios, it was determined that it was in the best interest of the entire campus to replace the old system [IIIB.1-24].

Additionally, to further ensure input from students and staff regarding the safety and sufficiency of facilities, a campus-wide survey addressing multiple topics including pedestrian walkways, campus lighting, and accessible wheelchair access, was distributed at the end of 2014 to faculty and staff, and then to students during the Spring 2016 semester. The findings of the survey were predominantly positive across the board for all groups [IIIB.1-25, IIIB.1-26, IIIB.1-27]. This tool enables the District to evaluate its facilities through the eyes of those who work and learn here.

Evaluation

The College meets this standard. In order to assure access, safety, security and a healthful working and learning environment, the District utilizes many mechanisms in the construction and maintenance of its physical resources, both on the main campus and at distance education facilities. Through systematic planning, evaluation, and re-evaluation, the District works diligently in order to address all issues and create the best possible environment for students and staff to learn and work.

The District prides itself on utilizing all possible means available. Whether it be through integrated construction planning, the Shared Governance process, program review, annual inspections, surveys and other communications, or the work order system, the District strives to hold itself to the highest standards to meet and exceed the College's vision, values, mission and goals.

Action Plan

Through many funding sources the District is able to continue to expand and renovate its facilities and offer educational courses in various locations of its service area. And while the College is meeting the Standard by assuring access, safety, security and a healthful working and learning environment at the new and renovated facilities, it must now take action to look at possible budget allocation to supplement staff in order to continue assurance of meeting the Standard.

Many services in support of facilities that are offered as basic services on the main campus continue to be understaffed at off-site locations. Some of these services include postal and inner office mail and package delivery, copy paper and basic classroom supply delivery, maintenance, custodial and technology support, and campus police presence.

As off-site facilities become older they require more extensive maintenance programs and services to support proper operation. This applies to both Maintenance and I.T. services. As the District continues to build new facilities on its Main Campus, such as the new Science Building and the Vocational Complex, it must consider the upkeep and maintenance of these as well. While the District is meeting the Standard, improvement can be made in the areas of staffing to continue to meet the Standard.

IIIB.1. Evidence

IIIB.1-01 Campus Map
IIIB.1-02 Workforce Development Center
IIIB.1-03 Regional Public Safety Training Center
IIIB.1-04 Facilities Master Plan
IIIB.1-05 Board Approval of Update to Facilities Master Plan
IIIB.1-06 Five-Year Capital Construction Plan
IIIB.1-07 Educational Master Plan 2012 and Beyond – Updates as of June 2013
IIIB.1-08 SWACC Property & Liability Inspection
IIIB.1-09 CT Meeting Notes Jan 2015

IIIB.1-10 Facilities Committee Meeting Minutes
IIIB.1-11 Environmental Health and Safety Committee Meeting Minutes
IIIB.1-12 Yield Sign Email Feedback
IIIB.1-13 OPRA Work Order System (example)
IIIB.1-14 Victor Valley College Forklift Training Letter
IIIB.1-15 Clery Statistics Reporting
IIIB.1-16 VAWA Program & Policies Manual
IIIB.1-17 Emergency Preparedness Plan
IIIB.1-18 LED Lighting Project
IIIB.1-19 Examples of Campus Communication for Construction Work on Campus
IIIB.1-20 Shipley Construction & Plumbing – ADA Curb Ramps Contract
IIIB.1-21 Action Door Controls, Inc. – Automatic Sliding Doors Contract
IIIB.1-22 Southern California Logistical Airport
IIIB.1-23 Off Campus Agreements
IIIB.1-24 Hi-Desert Comm – Digital Radios Contract
IIIB.1-25 Facilities Survey Results Faculty/Staff
IIIB.1-26 Facilities Student Survey – Spring 2016
IIIB.1-27 2016 Narrative Summer of Student Survey

IIIB.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Description

Understanding of the critical connection between successful learning and a positive learning environment, the College is committed to developing new facilities and providing improvements and enhancements to existing facilities and equipment to support the student population.

Resource allocation involves balancing the competing needs and priorities of the College to determine the most appropriate course of action to maximize the effective use of limited resources to support the College's programs and services.

Through integrated planning, ongoing systematic evaluation and cost-effective resource allocation, facilities are designed and constructed to function effectively to enhance the ability of the College to meets its educational mission.

The need for new or renovated facilities is established through annual processes that assess current and future needs the community serves. These planning processes include enrollment and population growth projections, annual Room Use Analysis [IIIB.2-01], the annual Space Inventory Report [IIIB.2-02], the Five-Year Capital Construction Plan [IIIB.2-03] and the individual department PRAISE process [IIIB.2-04]. During construction and renovation of facilities, the Facilities Construction office works directly with the faculty and staff that will be

the main users of the facility impacted by the project. Questionnaires may be sent out to gather and disseminate information [IIIB.2-05]. Multiple meetings with end users and the design professionals are conducted [IIIB.2-06]. During the planning of a new or renovated facility, tours of other campuses similar facilities may take place [tour information]; such has been the case for the upcoming One-Stop Student Center building.

Using integrated planning, implementation and evaluation of its processes, the Facilities Construction and Maintenance & Operations departments consistently seek the highest standards to contribute to exceptional and accessible lifelong learning opportunities.

These include enrollment and population growth projections, annual Room Use Analysis, annual Space Inventory Reports, individual departmental PRAISE reports, annual Five-Year Capital Construction Plans, and the Educational and Facilities Master Plans.

One example of this can be demonstrated in Vocational Complex Expansion project funded through Bond Measure JJ [IIIB.2-07]. The Room Use Analysis report [IIIB.2-01] demonstrated a space shortage in the automotive and welding lab spaces. This information was used in the planning process and is now currently under construction. The Room Use Analysis identifies the percentage of efficiency of every lab and lecture room on campus. This report depicts the assignable square footage (ASF) calculated with the weekly student contact hours (WSCH) generated, giving a percentage of overall actual usage of the room. This percentage shows the earning potential of the program. Any percentage over 100% can then be equated into justification for additional ASF. This analysis can also assist in the assigning of faculty as well as anticipate future hires in conjunction with an Educational master plan that establishes growth goals for these same programs. The College has used this data to update the Facility Master Plan [IIIB.2-08] and coordinating with the Five-Year Construction Plan [IIIB.2-03] to guide the College's construction program.

Facilities planning development begins with the PRAISE process and continues through the budget and resource allocation planning processes outlined in Administrative Procedure 6200 [IIIB.2-04]. Budgets are developed annually for the coming fiscal year in conjunction with the annual program review and planning process [PRAISE process]. As part of the PRAISE process, instructional and non-instructional programs determine their needs for Facilities, Technical Infrastructure and other resources based on their program evaluations. This process helps ensure campus-wide efforts for long-range planning that supports institutional improvement while maintaining safe and sufficient physical resources that are adequately resourced.

Shared Governance Committees are another way the institution uses ongoing, systematic cycles of evaluation. The Facilities Committee [IIIB.2-09] reviews departmental PRAISE reports from all programs to identify facility-related needs, then makes recommendations to the Superintendent/President's Cabinet for effective use of space and resources. Individuals from all constituents on campus, including management, classified staff, students, and faculty, participate in this shared governance group. The Facilities Committee has established an Administrative Procedure [IIIB.2-10] and Facilities Renovation-Remodel Request form [IIIB.2-11] in which faculty and staff can request remodels/renovations of their classroom, lab, or work space. This

process allows the Committee to evaluate, prioritize, and recommend to the Superintendent/President projects based on safety, demonstration of need, and available funding.

The Facilities Committee maintains and implements the Facilities Master Plan as well as other planning documents that guide the College in facilities planning. The District uses the Facilities Master Plan [IIIB.2-08] and the Five-Year Capital Construction Plan [IIIB.2-03] for planning physical resources. The long-range Facilities Master Plan is the anchor for the District as far as facilities planning. The Five-Year Capital Outlay Plan is how the District implements the long-range plan. These planning documents are the mechanisms that led the College to remodel and expand and make code compliant the Music Building [IIIB.2-12] and the Dr. Prem Reddy Health and Science building [IIIB.2-13]. The upcoming One-Stop Student Center building is also an example of the Facilities Master Plan guiding the next construction plan in the process.

The College annually evaluates the condition of existing facilities to create a prioritized list of maintenance projects that require funding during the subsequent five years. The Five-Year Scheduled Maintenance Plan [IIIB.2-14] is supported through combined State and local funding. The O.P.R.A. Work Order System [IIIB.2-15] is available to all campus staff to electronically report any required repair or upgrade issues to the Maintenance and Operations department. These work orders are prioritized and addressed on an ongoing basis. The assessment and replacement of equipment is ongoing in order to provide for changing needs in classrooms and work areas to make the environment safe and ergonomically correct for students and staff.

Departments will most often use existing budget for equipment needs. However, if budget is not available, equipment repair, replacement, or new equipment requests begins with the PRAISE process. Based on their evaluations, instructional and non-instructional programs their equipment needs.

Evaluation

The College meets this standard. In order to plan, acquire or build, maintain, and upgrade or replace the institution's physical resources, the District utilizes planning processes such as enrollment and population growth projections, annual Room Use Analysis, the annual Space Inventory Report, the Educational Master Plan, the Five-Year Capital Construction Plan and individual department PRAISE reports. Through systematic planning, evaluation, and re-evaluation, the District works to ensure effective utilization and continuing quality necessary to support its programs and services and achieve its mission. Utilizing all possible means available, the District also prides itself on using Shared Governance process and program review PRAISE process to meet the College's physical resources mission and goals.

Action Plan

The College goes to extensive lengths in its planning process for the construction and renovation of current and future facilities. Understanding and implementing the true total cost of ownership every step of the decision-making process will ensure that the District takes advantage of its planning process. This will ensure not only quality facilities for students but cost effective facilities and the most prudent use of state and local tax dollars.

IIIB.2. Evidence

IIIB.2-01 Room Use Analysis
IIIB.2-02 Space Inventory Report
IIIB.2-03 Five-Year Capital Construction Plan
IIIB.2-04 Administrative Procedure Budget Development AP6200
IIIB.2-05 VVC FMP Update Questionnaire
IIIB.2-06 Architect's Meeting Notes
IIIB.2-07 Bond Measure JJ Seventh Annual Report
IIIB.2-08 Facilities Master Plan
IIIB.2-09 Facilities Committee Policy
IIIB.2-10 Administrative Procedure Implementing Remodels AP 6601
IIIB.2-11 Facilities Renovation-Remodel Request form
IIIB.2-12 Music Building Code Compliance and Renovation Project
IIIB.2-13 Dr. Prem Reddy Health and Science Project
IIIB.2-14 Five Year Scheduled Maintenance Plan
IIIB.2-15 O.P.R.A. Work Order System (example)

IIIB.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Description

As described in the previous section, the District utilizes many mechanisms in the planning and evaluation of its facilities and equipment. Facilities Master Plan Updates, Five-Year Capital Construction Plans, Scheduled Maintenance Reports and the Room Use Analysis are conducted anywhere from annually to approximately every 3 to 4 years.

In order to fully evidence just one of the processes listed above and how the College uses it in the planning process to assure effective utilization and continued quality to support its programs and services, the College can focus on how the Room Use Analysis supports the College mission.

A Room Use Analysis [IIIB.3-01] compares space capacity against the load it generates and is expressed in Weekly Student Contact Hours [WSCH]. It looks at each individual classroom and laboratory and their directly associated support spaces based on the State issued TOPs code Taxonomy of programs, providing a detailed view of the campus via its individual spaces.

Using college-supplied First Census data sorted by room number, a room use analysis computes the total Lecture and Lab WSCH "load" actually generated within each room. This is compared against the WSCH "capacity" of that room plus its support spaces.

The advantage of a room use analysis in institutional planning is that it identifies, by instructional discipline, space shortages and surpluses, thus giving a detailed guidance for future new construction and remodeling projects.

By revealing either space shortages or surpluses, the analysis provides the Institution with an early measure of programs that are growing, holding their own, or declining. With that data, reassignment of space can be justified and implemented in order to address inequities in space assignment.

Revealing a program's growth status through its space usage, this analysis can also assist in the assigning of faculty as well as anticipate future hires, especially in conjunction with an Educational Master Plan [IIIB.3-02] that establishes growth goals for those same programs.

A recent example of the District utilizing the Room Use Analysis report and the PRAISE process is the Vocational Complex Expansion project funded through Bond Measure JJ [IIIB.3-03]. The Room Use Analysis report [IIIB.3-01] demonstrated a space shortage in the automotive and welding lab spaces. This information was used in the planning process and is now currently under construction. The request for modernization is documented in the Welding PRAISE [IIIB.3-04].

Detailed guidance of future new construction and remodel or reallocation of space is the ultimate outcome of knowing the space usage within each program. The College chooses to complete this analysis approximately every 2 to 3 years because it provides a timely measure of each program's growth trends, both near term and long-term. The College has used this data to update the Facilities Master Plan [IIIB.3-05], and by coordinating with the Five Year Plan [IIIB.3-06], it has helped guide the college's construction program and resource allocation plans.

The Facilities Master Plan [IIIB.3-05] focuses on the renovation of campus facilities identified as being in need of updating, renovating, or replacing. They are identified and reported in the District's annual Five Year Capital Outlay Construction Plan. The annual Five Year Plan [IIIB.3-06] is a fundamental tool in the support of planning and assuring effectiveness of physical resources in support of institutional programs and services. Whether the results of the current educational planning efforts call for adjustments or confirm what has been proposed in the plan, the District can proceed with assurance that it is responsive to the changing community needs and the role of the College within it. This long-range planning and implementation of long-range planning assures that the College plans and evaluates its facilities on a regular basis, taking utilization and relevant data into account.

The upcoming One-Stop Student Center building currently in the next construction plan in the process [IIIB.3-07] is an example of physical resources documented in the Facilities Master Plan and the Five Year Plan. These two planning documents combined with the Facilities committee [IIIB.3-08] is a driving force for the current planning process.

This planning process is effective as it evaluates facilities utilization and provides relevant data that is used in support of the College's programs and services. This can be evidenced in the creation of the Math Success Center. A request from the Math department for a dedicated space for Math tutoring is documented in PRAISE [IIIB.3-09] and was presented to the Facilities Committee. The committee reviewed and then made a recommendation to Cabinet to house a Math Success Center in the Academic Commons due to this space's underutilization, which was identified though a room use analysis report [IIIB.3-10]. It was determined that the Math Success

Center would be housed in this location for a trial period so that further analysis could be completed as to the effectiveness of the needs of the program and the space. Funding sources were established and allocated, including a grant from Southern California Edison (SCE).

The Math Success Center has since been relocated to building #21, the Technology Center, and incorporated into what is now the Tutoring Center. The entire planning process, from the PRAISE reports to Facilities Committee meeting discussions, to establishing a location, budget and timeframe of events, has led to a more extensive project in the form of a full Tutoring Center. The Tutoring Center has evolved with the same processes and in much the same way the Math Success Center began. The District formed a tutoring center task force to determine the need and possible locations for a tutoring center. A district-wide survey was created to assess the different criteria in determining need and location. The survey was used to first establish if there was truly a need for a tutoring Center. If there was a need, what tutoring services would be offered and located in the center and where the center would be located to best serve the students [IIIB.3-11, IIIB.3-12]. The new tutoring center opened in building #21 at the start of the fall 2016 semester. The center will be evaluated for a period of one year and then potentially expanded to incorporate additional services.

A more recent example that can be evidenced is the relocation of the Veteran's Resource Center [VRC]. A chronological compilation [IIIB.3-13] of events began back in March 2014 with the initial establishment of a formal location of a VRC. After two years in this location, the VRC determined that the location was not optimal for their students, and a request was sent to the Facilities Committee to make a recommendation for a new location better suited for their needs. A proposal was presented and evaluated by the committee, and a recommendation for a new location was sent to the President for review and ultimately approved. This planning process for allocation and reallocation of space has proven to be very effective.

The District evaluates its facilities and equipment through various other means as well. The exterior lighting project was first brought to the facilities committee by the Associated Student Body (ASB) as part of their annually established and prioritized goals. The original goal pertained to campus beautification, but during discussion with the Facilities department, parking lot lighting was included in their request. This past planning year, the Facilities Construction and Contracts department performed a lighting assessment and developed a project to improve exterior lighting on the Main Campus and at the RPSTC utilizing Prop 39 and District funds.

This process is evidence that the College utilizes all means in the planning and evaluation of its facilities and equipment, taking utilization and relevant data into consideration. What started as an ASB student goal prompted the assessment of current exterior lighting, which led to the planning that included examination into total cost of ownership and return on investment, and ultimately led to the Board of Trustees approving a contract for the completion of a project. This entire planning and evaluation cycle has resulted in a better lit, safer campus for the students, staff and community, and a reduction in operational costs for the District.

Those who work with equipment identify needed new and replacement equipment at the line level. Their suggestions and requests are forwarded through meetings with their supervisor, who in turn completes the formal budget request document. Equipment needs are identified in the

Program Review process [PRAISE] in order to assure the College plans and evaluates its equipment on a regular basis [IIIB.3-14].

The District also evaluates its facilities and equipment through periodic and annual inspections, which are completed by the District's insurance administrators Keenan and Associates [IIIB.3-15]. Following this inspection, a report is sent to the District with recommendations of areas that need to be addressed as they may pose potential safety hazards. These recommendations are given to the Executive Director of Facilities and Operations, who works with the departments where the issues have been identified to find solutions to correct them. The department, along with Maintenance & Operations, then works to correct the safety issues. If equipment replacement is needed, the department can begin with a request through the PRAISE process. The following year after a P&L inspection, a follow-up visit is scheduled to determine if all recommendations were addressed.

Evaluation

The College meets this standard. The institution uses its facilities and equipment, including those related to DE/CE effectively. Using the Facilities Master Plan and annual Five-Year Capital Outlay Construction plan, the District regularly plans and evaluates its facilities, taking utilization and other relevant data into account such as the Room Usage Report. Through the PRAISE process and shared governance, the District assures facilities and equipment are planned and evaluated to support institutional programs and services. The District uses all possible processes together to assure the feasibility and effectiveness of physical resources.

Action Plan

The District will continue to assure the feasibility and effectiveness of physical resources using all means available in the evaluation and planning of its facilities.

IIIB.3. Evidence

IIIB.3-01 Room Use Analysis
IIIB.3-02 Educational Master Plan 2012 and Beyond – Updates as of June 2013
IIIB.3-03 Bond Measure JJ Seventh Annual Report
IIIB.3-04 Welding PRAISE Report
IIIB.3-05 Facilities Master Plan
IIIB.3-06 Five Year Capital Outlay Construction Plan
IIIB.3-07 One-Stop Planning Process
IIIB.3-08 Facilities Committee Meeting Minutes Aug 2016
IIIB.3-09 Math PRAISE report
IIIB.3-10 Math Success Center Chronological Sequence of Events
IIIB.3-11 Tutoring Services Survey
IIIB.3-12 Tutor Task Force Meeting Minutes
IIIB.3-13 VCR Chronological Sequence of Events
IIIB.3-14 AP 6200 Budget Development
IIIB.3-15 SWACC Property & Liability Inspection

IIIB.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

Effective long-range capital planning of District facilities and equipment is vital in supporting sustainable growth to programs and services. Cost-effectiveness is a primary component of design at the College. Long-term cost implications of building projects range far beyond the initial design and construction expenditures. As the campus grows and ages, the cumulative cost of operating and maintaining facilities significantly impacts the overall institutional budget.

The passage of local Bond Measure JJ in November 2008, Proposition 39 grants, Instructional Support Grants, and allocation of redevelopment funds have all played a part in affording the College to provide safe and sufficient physical resources for the campus as described in the previous Standards.

During the long-range planning of facilities, all costs are measured. These costs may include hard and soft costs of acquisition and construction, set-up and deployment and secondary affects (moving departments, equipment, etc.), operational costs including staffing, maintenance, and infrastructure support (heating/cooling, lighting, IT support, etc.), insurance and financing costs, and depreciation.

All new construction projects, whether State or locally funded, are established based on the current cost index established by the State and found on their facilities website, Fusion. The current cost index identifies funding for FF&E (furniture, fixtures and equipment) for each project based on the programming of the space and the use of the facility. Each facility has a different Taxonomy of Programs code (TOPS) [IIIB.4-01], which is used to calculate spending on instructional programs based by TOP discipline.

During the evaluation of design build firms during the Request for Proposal [RFP] process, the College uses life-cycle costs for roofing systems to evaluate the total cost of ownership for roofing systems being proposed by the design build firms. These are evaluation factors used in the scoring process and eventual selection of a design build firm [IIIB.4-02].

The College continually seeks ways to plan for projects that save and/or reduce operational costs while improving student services without adding additional operational costs, or that increase revenue to the College through energy efficiency incentives.

The District leadership made a resource and financial commitment in 2010 to create a comprehensive sustainability program to reduce its dependency on utilities and reduce future expenditures [IIIB.4-03]. Some of the projects that were part of this plan included:

- One MegaWatt concentrated solar voltaic [CPV] facility, which was installed in June 2010 and reduces the campus electrical demand by roughly 30%, while bringing in monthly incentive checks from Southern California Edison [IIIB.4-03].

- 250 kw solar covered parking at the College's new Lead Gold Regional Public Safety Training Center, which also reduces the facilities electrical demand and brings in monthly incentive checks from Southern California Edison [IIIB.4-03]
- 200 kW solar covered parking structures on the main campus [IIIB.4-03]
- Campus lighting retrofit replaced all exterior building lighting with T-5 fluorescent technology to reduce energy consumption by over 50%. Interior occupancy sensors were also installed [IIIB.4-03].
- Campus energy management upgrades [EMS] – installation of a new web-based EMS system allows for more efficient operation of equipment [IIIB.4-03].
- Boiler replacements in various buildings on campus [IIIB.4-03].
- Phase I of the sustainable landscaping project removed over 26,000 of nonfunctional turf, saving over 865,000 gallons of water each year, which requires less labor to maintain, eliminates the use of harmful chemical fertilizers and herbicides, and reduces green waste in landfills [IIIB.4-04].
- Indoor lighting retrofits [IIIB.4-03].
- Tying more buildings into the Central Plant [IIIB.4-03].
- Plug load occupancy sensor and power management software installation [IIIB.4-03].
- Savings by Design [IIIB.4-03].

Savings by Design is a program used by the College, which is a program offered through Southern California Edison [SCE]. The design of new construction projects are reviewed and pre-approved by SCE, qualifying that the design meets and exceeds Title 24 energy requirements. SCE reviews the design and pre-approves a set amount of incentive dollars that will come back to the District once the project is completed and post inspections have verified energy savings through design.

The results of the College's sustainability program include not only a reduction in operational costs, but also over $3.3 million in rebates and incentives.

The reduction in utility expenditures by roughly $600,000 annually can be applied to other areas, including additional and/or improved instructional spaces and equipment to support the College's programs and services and achieve its mission.

The District received in 2015 the California Community Colleges Board of Governor's Honorable Mention Award for overall best project – Variable Frequency Drives on HVAC units [IIIB.4-05].

The District also received the 2013 California Community Colleges Board of Governor's Energy & Sustainability Award for District Leadership in a Comprehensive Sustainability Program [IIIB.4-06].

The District has just completed replacement of all exterior lighting with new, energy-efficient LED lighting. This is part of the ongoing commitment to reduce the carbon footprint, lower the overall energy consumption, and be good stewards of the financial resources of the District while at the same time, assuring the safety and security of the campus community-[IIIB.4-07].

Reduction in operational costs, reduction in greenhouse gas and other pollutants, and reduced dependency on utilities by lowering the overall demand are all benefits of the College's sustainability program.

Evaluation

The College meets this standard. The District has made a conscious decision and commitment to be at the forefront implementing energy efficiencies. The District's energy program has completed multiple projects resulting in millions of dollars of savings. Projects large and small are planned and evaluated for total cost of ownership and potential savings. The District uses Prop 39 energy funds along with a commitment of general fund dollars to continue its support and commitment to energy efficiencies at the District.

Action Plan

The District should continue to explore avenues in which to stay at the forefront in implementing energy efficiencies. It should continue to work with the utility companies to take full advantage of Savings by Design and other incentives that may be made available.

IIIB.4. Evidence

IIIB.4-01 Taxonomy of Program Code
IIIB.4-02 Request for Proposal Scoring Process
IIIB.4-03 Sustainability Program Presentation
IIIB.4-04 Landscape Sustainability Upgrades PowerPoint
IIIB.4-05 California Community Colleges Board of Governor's Sept 2015 Press Release
IIIB.4-06 California Community Colleges Board of Governor's Apr 2013 Press Release
IIIB.4-07 LED Lighting Project

Standard IIIC Technology Resources

The College recognizes the important contribution that technology makes to the success of its students by creating access to student services, supporting an engaging learning environment, and by contributing to efficient administrative operations. The College has balanced the investment in technology services and systems consistent with available funding and the demands of competing priorities. The College evaluates its technology to meet strategic goals, and it plans for implementation and improvement of these services in an on-going manner.

IIIC.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Description

The College invests in the technology services, professional support, facilities, hardware and software necessary to support a student-centric learning environment and an efficient business operation. This overall investment strategy has been guided by a Technology Master Plan 2012-2016 [IIIC.1-01]. The long-range technology plan is adjusted using input from the annual Program Review, Allocations, and Institutional Strategies for Excellence (PRAISE) process [IIIC.1-02], and tactical input from operational sources, including requests in the LiveTime ticketing system [IIIC.1-03], the Technology Committee [IIIC.1-04, IIIC.1-05], the Distance Education Advisory Committee [IIIC.1-06], and the Instructional Technology Committee [IIIC.1-07]. In addition to these operational sources, the Associated Student Body has provided technology goals as part of their annual goal setting and through student surveys [IIIC.1-08, IIIC.1-09].

The Information Technology Master Plan 2012-2016 provided the overall direction for technology investment during this period. 65 of 109 projects listed in the Master Plan have been completed. Technologies supporting academic functions and teaching and learning programs include 151 classrooms and learning laboratories with presentation systems and PCs for student use [IIIC.1-10]. Most buildings include WiFi connections to the College network for students and faculty using personal devices [IIIC.1-11]. The College uses CurricUNET Curriculum Management Software for Course and Program development and approval. TracDat 5 has been implemented as a tool to manage the overall Program Assessment Process. Course scheduling, enrollment, and record-keeping are done using the Ellucian Colleague ERP system. Schedule 25 scheduling software is being deployed to improve the class scheduling process. The Blackboard Learning Management System is used to support distance education and online learning. This system is hosted by a vendor.

Performance of Information Technology systems are part of the annual PRAISE cycle. Funding for regular upgrades to enterprise systems and College PCs is part of the annual budgeting process. Overall lifecycle replacement schedules are maintained by Information Technology Services and are used to inform the budgeting process [IIIC.1-12].

The DE Program has filed a Non-Instructional PRAISE report in accordance with BP 6200 (Budget Preparation) and AP 6200 (Budget Development) requesting specific technology and

software that can be used to meet their DE course needs [IIIC.1-13]. In addition, the College's IT department created, in Fall 2016, a tactical plan for implementing new and improved technology that apply to DE courses, personnel and students [IIIC.1-14]

In fall 2016, new computers for students were installed in the Advanced Technology Center. Ideally, DE students now have better computer tools at their disposal for completing both DE and traditional course work at the College.

A combination of vendor-hosted and locally hosted databases and applications are used to assist with efficient business operations. These include Financials 2000, Epic Human Resources Management, Ellucian Colleague Enterprise Resource Planning, and Microsoft Office and Microsoft Exchange. The College is evaluating the current performance of these systems in order to identify the best investment strategies over the next strategic planning cycle (2017-2022).

The Information Technology Service Department provides user support services through an IT Service Desk and instructional videos and guides on the ITS Website [IIIC.1-15]. The IT Service Catalog [IIIC.1-16] provides descriptions of the services available to staff, faculty, and students. It also gives directions on how to access those services, and where appropriate, Service Level Objectives (SLOs) for quality and timeliness.

In addition to feedback from internal sources, the College has engaged outside organizations to evaluate the quality of its technology services. PlanNet Consulting completed an IT Organizational Assessment in 2015, providing evaluation of technology services and personnel along with recommendations for improvement [IIIC.1-17]. In February 2016, the Board of Trustees approved a contract with Ellucian to provide technology management services for the College [IIIC.1-18]. The Ellucian team conducted an independent assessment of technology services in March and April of 2016 [IIIC.1-19]. These findings were in alignment with the findings of PlanNet Consulting. The external reviews identified issues with reliability, support, and security of College information technology systems. While the new IT management team is addressing these issues, many still exist [IIIC.1-20].

The College Library provides a wide range of technology-based resources to students and faculty. These include the Integrated Library System, the library online catalog, student study rooms and collaboration centers, and printer/copier services. The library technology investment plan has been guided by the Library Technology Plan [IIIC.1-21].

Evaluation

The College meets this standard. The demands for technology systems and services have increased substantially over the past five years. Desktop computer inventory has increased by over 25%, while many of these systems were also reaching the end of useful life. One-third of all of the College's PCs have been replaced during the past year. The PCs in teaching labs and classrooms were given priority. Plans are in place to bring all PCs to within lifecycle management timeframes over the next year. The demand for digital storage has also increased. A new SAN has been installed that not only increases storage capacity but also system responsiveness.

The pace of change in administrative technology and in teaching technology creates a challenge for the College. Administrative systems are increasingly interconnected, requiring data exchange processes that are reliable, secure, and near real time. Many of the business processes for the College are paper-based and manual. In order to reduce personnel costs and to provide more timely service to students, faculty, and staff, these processes need to be automated. The technical expertise needed for this work is scarce and costly.

Most of the college classrooms contain some technology. Many include smart boards and student PCs. Faculty are looking to introduce new teaching techniques that increase interactivity using wireless devices or allow students to use their own phones or tablets. These approaches will necessitate intelligent allocation of funds to build and maintain this infrastructure.

The College is investing in the systems and applications needed to build an engaging learning environment with efficient administrative processes. The Academic Senate and Information Technology Services are working together to identify the best choices for classroom technology. The College is working with Ellucian Technology Management to improve and automate business process and student services. Information Technology Services is working with the Library to update the technology available to students, staff, and faculty in the library. The results of these efforts will be reflected in the updated Technology Master Plan.

Updates to the Technology Master Plan are in progress. An overall framework for developing a revised plan was presented to the Technology Committee, and the area assessments outlined in this framework are in progress. The Academic Senate and ITS leadership have conducted a series of Town Hall discussions with College faculty to better define current and projected needs for instructional technologies. The ITS staff has evaluated projected infrastructure needs based upon current system performance and trends. External consulting support will provide greater insight into the costs and trade-offs associated with infrastructure choices. The College is also evaluating sources of grant money that might be used to improve network connectivity to lower campus and to the two remote sites. A similar approach will be used for applications and data infrastructure planning.

The College will continue the collaborative approaches to identify the technology needs for administrative processes, infrastructure, library technology, and academic technology. Updates to the Technology Master Plan will support budget decisions for FY 2017-2018. This will include valuating current business processes and identify opportunities for automation and improvement.

Action Plan

The College should consider updating the long-range planning process to regularly review the Technology Master Plan to ensure that it remains current with technology changes, organizational needs, and the realities of decisions made with each budget cycle. In this way, the Technology Master Plan will remain relevant as a guide to on-going technology investment decisions.

IIIC.1. Evidence

IIIC.1-01 Technology Master Plan 2012-2016
IIIC.1-02 IT PRAISE Report
IIIC.1-03 LiveTime ticketing system
IIIC.1-04 AP 1201
IIIC.1-05 Technology Committee Minutes
IIIC.1-06 Distance Education Advisory Committee Minutes
IIIC.1-07 Instructional Technology Committee Meeting Minutes
IIIC.1-08 Student Survey 2015-2016
IIIC.1-09 ASB Goals 2015, 2016
IIIC.1-10 IT Asset Management Inventory
IIIC.1-11 VVC WiFi Topology
IIIC.1-12 ITS Life-Cycle Replacement Plans
IIIC.1-13 Dean of Instruction Non-Instructional PRAISE Report
IIIC.1-14 ITS Tactical Project Plan
IIIC.1-15 ITS Website
IIIC.1-16 ITS Service Catalog
IIIC.1-17 PlanNet Consulting IT Organizational Assessment
IIIC.1-18 Ellucian Technology Management Contract
IIIC.1-19 Ellucian Information Technology Assessment
IIIC.1-20 Monthly ITS report to the President
IIIC.1-21 VVC Library Information Technology Plan 2010-2015

IIIC.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Description

Technology planning is done on both a tactical and a strategic basis. Information Technology Projects are approved three times per year for fall, spring, and summer execution [IIIC.2-01, IIIC.2-02]. The College has plan and projects costs for the life-cycle upgrades of all enterprise equipment such as servers, switches, classroom/lab and office PCs, and instructional technology over a 10-year cycle [IIIC.2-02]. These plans are updated and included in the annual tactical plans for budgeting and execution through the PRAISE process [IIIC.2-04, IIIC.2-02]. During the PRAISE process for the FY16-17 budget, only the Instructional Media Services division of the technology department provided any augmentation requests using PRAISE.

The annual process also includes a review of the IT Master Plan [IIIC.2- 04] to update projects as needed for changes in circumstances. Requests for projects not initially in the long-range IT plan may be requested by any department or through one of the technology committees [IIIC.2-05, IIIC.2-06, IIIC.2-07].

The College utilizes the DEAC as the main conduit of communication of DE program and service needs. In addition, the DE Facilitator is a member of the VVC Technology Committee. Evidence of evaluation of DE Program and Service needs are evidenced in the minutes of these two VVC committees [IIIC.2-08, IIIC.2-09].

The quality of technology infrastructure and service delivery is measured using performance benchmarks and Service Level Objectives. The results of this performance are measured monthly by the technology management team and reported monthly to the President's cabinet [IIIC.2-03].

Infrastructure lifecycle planning is based upon a 10-year cycle to balance technology refresh with affordability. The technology refresh budget is reviewed as part of the annual budgeting process, using the technology refresh plan as a guide. In FY 2015-2016 and FY 2016-2017, additional funds were expended on infrastructure improvements and refresh to make up for lower investment in prior years [IIIC.2-02, IIIC.2-10, IIIC.2-11].

Evaluation

The College meets this standard. A new cycle of long range planning is in process. A replacement for the Information Technology Master Plan 2012-2016 is needed to support the FY 2017-2018 PRAISE Cycle and investment priorities. The new Technology Plan should include planning for instructional, infrastructure, business operations, and library technologies.

The College reviews and updates infrastructure investment needs as part of the annual PRAISE process. This process also identifies the projects scheduled for the upcoming year. In the fall of 2016, the Technology Committee approved a process for tactical planning of projects three times per year. This change also provides a way to introduce projects submitted outside of the PRAISE cycle. Information Technology Services has drafted a recommended information technology request process that will allow new projects to be considered as part of the tactical planning process three times per year.

Action Plan

No Action Plan Required

IIIC.2. Evidence

IIIC.2-01 Information Project Planning Process
IIIC.2-02 Technology Life-cycle Replacement Plans
IIIC.2-03 Monthly ITS report to the President
IIIC.2-04 Technology Master Plan 2012-2016
IIIC.2-05 PRAISE Reports and Decisions
IIIC.2-06 Technology Committee Notes
IIIC.2-07 Live Time Ticketing Project Requests
IIIC.2-08 Technology Committee Meeting Minutes
IIIC.2-09 DEAC Meeting Minutes
IIIC.2-10 Information Technology Budget FY 2015-2016

IIIC.2-11 Information Technology Budget FY 2016-2017

IIIC.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Description

In addition to the main campus, the College supports information technology at 3 remote locations. All of these locations are supported through central Information Technology Services. Service Level Objectives define support expectations for these sites [IIIC.3-01]. In addition, the Information Technology Services staff makes regular visits to these locations to inspect network systems and to hear from the staff regarding any issues they may be experiencing [IIIC.3-02]. Issues with systems at these locations may also be identified through the IT Service Desk.

The network connections at these remote locations do not have the same bandwidth capability that is provided to the main campus. The connections to the Regional Public Safety Center and to the Southern California Logistics Center are provided via a microwave link, which limits the available bandwidth. The College is working to develop higher capacity connections to these locations [IIIC.3-03].

Information Technology Systems are maintained using a regular schedule of monthly maintenance, supplemented by special maintenance periods when longer system downtime is necessary. All enterprise systems and data are backed up using continuous disk-to-cloud processes. This system can then be used to restore data to the College data center or to another location if the data center became unavailable. Many of the college processes are provided using cloud-based applications, allowing anytime-anywhere access to these tools.

Hardware and software security is provided using industry standard approaches to physical security and data security. Formal change management and development approaches provide protection from unauthorized access or data corruption. The College has enterprise class firewalls and anti-virus/anti-malware software to protect data and systems.

Evaluation

The College meets this standard. As more classes are taught at the Regional Public Safety Training Center, bandwidth, infrastructure, and classroom technology needs will increase. These capabilities and operational support for these systems will be needed.

The existing systems and procedures provide a high level of reliability, safety, and security for the College systems and data. Operational experience, including system monitoring and real world events involving malware and power failures, demonstrates the resilience of the current design. Regular, periodic auditing would help identify weaknesses with respect to current technology trends and threats. The results of these audits could then be used as part of the PRAISE process.

All College systems are part of a long-range technology refresh program. This program is designed to minimize failures from aging equipment or introduce vulnerabilities through failure to keep pace with industry standards. Funding constraints have led to the delay in upgrading some systems. Changes in the external technology environment, including increasing data integration, security requirements for remote applications, and cloud-based services need to be factored into long-range plans.

Action Plan

No Action Plan Required

IIIC.3. Evidence

IIIC.3-01 IIIC.3-01 Information Technology Service Level Objectives
IIIC.3-02 IIIC.3-02 Notes from Visits to Remote Site
IIIC.3-03 IIIC.3-03-Remote Site Bandwidth Analysis

IIIC.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Description

The College professional development program is available to all staff and faculty who want to take classes in any area of technology relevant to their job [IIIC.4-01, IIIC.4-02]. In order to upgrade Information Technology Services staff and Student Services staff on the operation and maintenance of the Colleague ERP system, the College invested in six weeks of on-site training conducted by Ellucian consultants in system configuration and business processes [IIIC.4-03]. The California Community College Chancellor's Office has made online training in many areas of technology available to all faculty and staff through Lynda.com [IIIC.4-04]. The IT Service Desk provides a variety of User Guides for common technology processes [IIIC.4-05].

The Academic Senate has partnered with Information Technology Services to provide faculty with updates on technology trends that impact teaching and learning. The College has invested in a Center for Institutional Excellence to promote excellence in student learning, educational practices and quality of services by establishing and maintaining a campus culture of self-evaluation and improvement at all levels of the institution [IIIC.4-06].

Information Technology Services staff receive regular opportunities to upgrade and update their technical skills through attending seminars or through formal training classes [IIIC.4-07]. This training is scheduled on an annual basis as part of the budgeting process. The department takes advantage of ad hoc or vendor-provided training when possible.

DE professional development and technology training is included in the current DE Plan (2012; under revision 2016). It provides the baseline needs for information technology training related to DE [IIIC.4-08].

For the past 5 years, training opportunities in Blackboard, Google Docs and other technology-based tools have been a part of DE Academies, workshops, convocation and in-service days, and other public forums. The College has offered several other options for training on the current LMS, pedagogical training, current trends in DE, and other relevant topics. These trainings and workshops are not only valuable for DE personnel, but traditional, face-to-face personnel have also attended these workshops; many face-to-face personnel use the LMS in their courses for additional resources for students [IIIC.4-09, IIIC.4-10, IIIC.4-11].

In addition, beginning with the fall 2016 DE Academy, the VVC Academic Senate and the IT department will host "IT Forums" where college personnel can share their instructional technology needs [IIIC.4-12].

Most instructors alert students to the use of Blackboard in their DE courses, and for an example of a "welcome letter" to students with information on the LMS and other elements needed for successful completion of a VVC DE course [IIIC.4-13].

Evaluation

The College meets this standard. Changes in technology and personnel turnover necessitate on-going investment in staff training. Along with improvement to business processes, this training can improve operational efficiency and service quality. Students and staff need easily accessible guides for access to and use of available technology. Improving the instructions on technology use for student and staff will improve the both the administrative and learning experience of students.

Long-range training plans are needed to help guide the overall investment made by the College in the understanding and use of information technology.

The Professional Development Committee coordinates the overall training programs for staff and faculty. Participation in regional and national training events are approved as funding permits. If more funding were available, additional training opportunities could be provided. Addition of the Lynda.com training site will increase the availability of training on technical topics for all staff and faculty. The Information Technology Services Department provides user guides for use of many enterprise systems and continues to add to this library on the ITS website [IIIC.4-14].

Establishing the CFIE and CFIE classroom creates an environment for a variety of faculty training sessions, including training on classroom technology, teaching practices, and instructional support technologies.

Action Plan

No Action Plan Required

IIIC.4. Evidence

IIIC.4-01 Guidelines for Employees Professional Development Fund Requests
IIIC.4-02 Faculty/Staff Training Records
IIIC.4-03 Work Order for Colleague ERP Training provided by Ellucian
IIIC.4-04 Staff directions for use of Lynda.com
IIIC.4-05 IT Service Desk User Guides
IIIC.4-06 CFIE Website
IIIC.4-07 Information Technology Services Training Records
IIIC.4-08 Distance Education Plan
IIIC.4-09 DEAC LMS Information
IIIC.4-10 Distance Education Academy
IIIC.4-11 Distance Education Workshops
IIIC.4-12 IT Forums
IIIC.4-13 Welcome Letter
IIIC.4-14 ITS User Training Guides

IIIC.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Description

The Board of Trustees has directed the Superintendent/President to establish procedures that provide for appropriate use of information technologies [IIIC.5-01] and for providing disabled students with accommodating technologies [IIIC.5-02]. The College has implemented these Board Policies in appropriate Administrative Procedures [IIIC.5-03, IIIC.5-04, IIIC.5-05]. The College has established a Technology Committee as part of the shared governance structure to provide recommendations for information and communications technology investment and to monitor adequacy of current technology to support instruction, students and staff [IIIC.5-06]. The Information Technology Services management team provides the Technology Committee and the Management Committee with regular feedback regarding current projects and levels of service [IIIC.5-07, IIIC.5-08].

The Vice President Student Services and Instruction chairs an Academic Technology Committee that evaluates technical tools for the administration and assessment of instruction, program evaluation, and scheduling. This Committee evaluated and recommended new applications, including Series 25 scheduling software, TracDat program assessment software, and CurricUNET curriculum management software [IIIC.5-09]. This same team continues to evaluate the effectiveness of these choices as this software is being used. The results of these selections become programs funded through the PRAISE process and included in the Information Technology Master Plan [IIIC.5-10, IIIC.5-11].

The long-range planning process for information technology includes a review of technology trends and needs for teaching and learning [IIIC.5-07]. The Chief Information Officer and members of the Information Technology Services Department have held a series of town hall faculty discussions of classroom technologies and planning for the tools provided to support

teaching and learning. The recommendations from this discussion will be used in the next PRAISE cycle and will become part of the Information Technology Master Plan [IIIC.5-10, IIIC.5-11].

Most classrooms include a baseline set of technology that includes the capability to project from a PC or DVD player. Many classrooms include smart boards that allow annotation and interaction with projected material. All of the classroom systems are maintained as part of the ITS lifecycle management program [IIIC.5-12].

Evaluation

The College meets this standard. The College has developed policies and procedures for the use of technology in the teaching and learning process. These access control, data handling, password, and security standards. These policies are reviewed as part of the on-going practice of reviewing policies as part of the annual program assessments.

Action Plan

No Action Plan Required

IIIC.5. Evidence

IIIC.5-01 Board Policy 3720, Computer Use
IIIC.5-02 Board Policy 5140, Disabled Students Programs and Services
IIIC.5-03 Administrative Procedure 3720(a)
IIIC.5-04 Administrative Procedure 3720(b) – Computer Use – Email Procedures
IIIC.5-05 DSPS Website
IIIC.5-06 AP 1201
IIIC.5-07 Tech Committee Meeting Minutes
IIIC.5-08 ITS Presentations to Management Committee
IIIC.5-09 Academic Technology Committee meeting minutes
IIIC.5-10 Technology Master Plan 2012-2016
IIIC.5-11 PRAISE Reports and Decisions
IIIC.5-12 ITS Life-Cycle Replacement Plans

Standard IIID. Financial Resources

Planning

IIID.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Description

The distribution of financial resources are guided by the needs for student learning programs and services. Development, maintenance, and enhancement of programs and services are supported through the general fund with at least 50% of all unrestricted revenue directly applied to instruction. Additionally, support for student learning programs and services are supported by way of the Foundation, Guaranteed Investment Contract (GIC) [IIID.1-01] and the Measure JJ bond [IIID.1-02] approved by District voters and certified by the Board of Trustees (BOT) in 2008. Fund 71 (Capital Outlay) monies also aid in building and improving the College infrastructure [IIID.1-03].

The process used to prioritize and distribute financial resources to student learning programs and services is known as the Program Review process outlined in AP 1202 [IIID.1-04]. Requests for instructional budget needs are defined at the department level by faculty chairs. For non-instructional budget requests, the process is performed by the area director. Once these requests are identified, they are prioritized by the dean and/or vice president at the division level. Before the budget requests are sent to the Superintendent/President, they are reviewed by the Finance/Budget & Planning Committee (FBPC) [IIID.1-05]. Having this hierarchical and shared governance structure provides campus-wide dialogue about budget requests, and with the involvement of FBPC, budget requests can be considered in light of the College's current budget situation. Therefore, budget requests are considered in relation to the enhancement of college programs and services while maintaining a minimum of 5% reserves and fiscal stability.

At the start of 2015, the Superintendent/President convened two task forces to review VVC's current expenditures and provide guidance on how to improve the College's fiscal condition. The IPEDS task force was convened in March of 2015 to help identify the reasons why VVC's expenses are higher than cohort colleges. The charge of the task force was to review all expenditures for every instructional and non-instructional department on campus. In doing this the College would be able to identify the categorization of its expenses in the IPEDS report and identify why VVC's expenses appear to be higher than cohort colleges. The task force consisted of all constituencies on campus and met regularly for approximately six months. The Institutional Effectiveness and Research staff was tasked with disaggregating the data by IPEDs category. It was discovered that the best method for this disaggregation was to use the Annual Budget and Financial Report, also known as the CCFS 311 reports, and compare each category to cohort colleges. In addition, the size of department, operationally defined by FTES generation and/or FTEF, was included to help assure that costs were as comparable as possible. Through the process, the missing piece was the availability of human resource data. The number of full-time

faculty by department could be identified, but the College was unable to solidify the number of adjuncts and classified employees by Activity/TOP code. For this reason, improving VVC's position control process was included as a recommendation submitted to the Superintendent/President in February 2016. In order to assure financial stability, efforts such as this should be ongoing and even though community colleges are unique when considering both restricted and unrestricted funds making cohort comparison difficult, a better understanding of the college's expenditures should always be a goal. The Consolidated Reports Task Force was also convened in early 2015, and it was developed to review the Fiscal Crisis & Management Assistance Team (FCMAT) [IIID.1-06] report and the Cambridge West Curriculum and Enrollment Management Report [IIID.1-07]. Recommendations from this report provided insight into VVC's wide array of topics including the scheduling of classes and how to maximize return on investment. Both of these groups have completed their assignments and recommendations have been provided.

Internal financial management procedures, aligned with federal and state regulations, have been updated to help ensure consistent business processes in fiscal services. As a result, the College has received unqualified audits the past three years [IIID.1-08].

Staffing and other required resources needed for Distance Education is determined by the DE Coordinator in conjunction with the Distance Education Advisory Committee (DEAC), the Vice President of Instruction and Student Services, and follows the College's planning efforts through the PRAISE process.

The DE Program has a sufficient budget of $10,500 to conduct training, professional development, programs and services.

Much of the DE Program budget is currently focused on training and professional development. For example, DE faculty and staff attended the OTC conference in San Diego in June, 2016, the twice-yearly DE Academies that provide on-campus training and professional development for faculty and staff. During fall, spring, winter and summer semesters/sessions, small workshops are offered that are focused on specific DE tools and best practices.

In the DEAC meeting agendas and minutes, discussion on how to better utilize the DE budget for the activities noted above as well as extending training and other professional development activities to more faculty and staff and more off-campus locations has been conducted [IIID.1-09].

Evaluation

The College meets the Standard. After a five-year review of the budget, anomalies in both revenues and/or expenses were discovered that led to discrepancies between the adopted and actual budgets. It was discovered that instead of five years of deficit, there were only two. Having the need for a more accurate adopted budget and ways to identify how to backfill cuts that may be necessary to achieve a balanced budget, the Superintendent/President convened two task forces in 2015. The IPEDS Task Force-[IIID.1-10] was developed to compare VVC's expenditures with cohort colleges. The Consolidated Reports Task Force [IIID.1-11] was charged with reviewing the 2013 FCMAT report and the 2014 Cambridge West Curriculum and Enrollment Management

report. Both analyses have been completed and are circulating through the shared governance process with the intent that the recommendations from these efforts will become the basis for a number of operational, fiscal, and cultural changes at the College.

Similar to other community colleges, VVC has also been challenged with decreasing enrollment in the past few years. This trend was realized in 2014-2015 when the College was unable to meet base funding and therefore fell into stabilization. Because of stability, basic allocation did not change and there has been no ill effect on serving students. In addition, the College has developed and the BOT has approved a proposed tentative budget for fiscal year 2016/17 that is balanced and does not include the use of its unrestricted reserves.

Action Plan

Recommendations stemming from the CRT and IPEDS Task Forces should continue to be vetted through the shared governance process and be reported out soon so that operational and fiscal changes may be realized.

IIID.1. Evidence

IIID.1-01 BP 6320a Use and Distrib of GIC
IIID.1-02 Bond Measure JJ
IIID.1-03 Five Year Capital Construction Plan
IIID.1-04 AP 1202 Implementing Institutional Effectiveness
IIID.1-05 Finance Budget and Planning Committee
IIID.1-06 FCMAT Report April 2013
IIID.1-07 Cambridge West Report Oct 2014
IIID.1-08 Annual Audit Documents
IIID.1-09 DEAC Meeting Minutes
IIID.1-10 Recs for IPEDS Task Force
IIID.1-11 CRT Summary Report

IIID.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Description

The College goals [IIID.2-01] are fiscal stability, student success, accreditation recommendations, and image. Fiscal stability is defined as the College's financial resources being sufficient to support quality programs and services and the ongoing improvement of all college operations [IIID.2-01]. Integration of financial planning with overall institutional planning is developed through the program review process as outlined in AP1202 [IIID.2-02].

Procedures are established by the Superintendent/President to assure adequate internal controls exist and to communicate fiscal procedures to the Board and employees in a timely manner. In addition, procedures exist to assure that the management information system data as it pertains to fiscal information is accurate and that responsibility centers are clearly delineated for fiscal management in Board Policies 6300 and 6330 as well as AP 6330 [IIID.2-03, IIID.2-04, IIID.2-05]. Budget development is aligned with state mandates for content and timeline [IIID.2-06].

Several projects are evidence of fiscal expenditures that support the college mission by helping to assure fiscal solvency. Examples include a 1 megawatt solar field on the campus, which reduced the annual electricity cost by approximately 30%. A supplemental early retirement plan (SERP) was offered in 2011–2012 to reduce payroll costs, and the heating, ventilation, and air conditioning (HVAC) systems were updated for improved efficiency. In addition, the Measure JJ bond was approved by voters in the fall of 2008 devoting $297.5 million to capital improvements. These funds were used to build the Public-Safety Training Center on the eastside, a new addition to the science building, and currently new automotive and welding buildings are under construction on the lower campus.

College financial resources are received primarily from the State of California. However, additional resources come from sources such as grants and federal funds. The College maintains appropriate reserves evidenced by a BOT mandated contingency reserve of 5% [IIID.2-07]. The College participates in a Joint Powers Authority (JPA) for its property protection and liability through the Statewide Association of Community Colleges (SWACC). As a member of a JPA, the College and JPA ensure that appropriate levels of coverage are maintained.

Beginning in October 2014, the Superintendent/President initiated a new process in which budget updates are delivered via email to all constituencies on a monthly basis. The report details adopted revenues and expenditures by object code as well as activity to date, adjustments, percent spent, and remaining balance. A figure accompanies the report for easier viewing. This information is also posted on the Administrative Services Division webpage [IIID.2-08]. Active participation in the financial planning process by all constituencies are encouraged through the Finance/Budget and Planning shared governance committee [IIID.2-09].

Evaluation

The College meets the standard. The budget updates [IIID.2-08] have been well received by the campus. The BOT receive quarterly financial reports. An annual budget calendar is approved by the BOT in January. Subsequently, the BOT approves the tentative fiscal in June and the final adopted budget in September.

Action Plan

The College may consider a process designed to solicit participation from all constituency groups to assess the budget augmentation process built into PRAISE and the effectiveness of budget updates.

IIID.2. Evidence

IIID.2-01 BP 1200 District Vision
IIID.2-02 AP 1202 Implementing Institutional Effectiveness
IIID.2-03 BP 6300 Fiscal Management
IIID.2-04 BP 6330 Purchasing
IIID.2-05 AP 6330 Purchasing Approval
IIID.2-06 AP 6200 Budget Development
IIID.2-07 BP 6200 Budget Preparation
IIID.2-08 Monthly Budget Updates
IIID.2-09 Finance Budget and Planning Committee

IIID.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

Campus-wide dialogue in regards to the allocation of financial resources begins with the annual program review and planning cycle through the process known as the Program Review, Allocations, and Institutional Strategies for Excellence process (PRAISE) [IIID.3-01]. Augmentation requests are defined at the department level by faculty chairs. For non-instructional budget requests, the process is performed by the area director. Once these requests are identified, they are prioritized by the dean and/or vice president at the division level. Before the budget requests are sent to the Superintendent/President, they are reviewed by the Finance/Budget & Planning Committee (FBPC) [IIID.3-02]. Having this hierarchical structure provides campus-wide dialogue about budget requests and with the involvement of FBPC, budget requests can be considered in light of the institution's current budget situation.

Additionally, the Finance, Budget and Planning Committee (FBPC) provides representative oversight to budget allocations and enhancements through the shared governance process. The FBPC is a diverse team made up of the five major College constituencies. The charge of the committee includes making recommendations for the allocation of monies through the program review process, which is designated to assess the effectiveness of instructional, student, and campus support programs. Once the decisions have been made to allocate certain augmentation requests, the information is disseminated to all constituencies by way of College Council. In addition, the Superintendent/President provides a Campus Update via campus email [IIID.3-03]

Evaluation

The College meets this Standard. Based on campus feedback, the rubric used for program review resource allocation request has been revised [IIID.3-04]. The Superintendent/President sent out an email about approved new resource and personnel allocations, which results from program review, during the summer. The same information is conveyed again during the adopted budget workshop presented to the BOT [IIID.3-05].

Action Plan

The College may consider a process designed to solicit participation from all constituency groups to assess the budget augmentation process built into PRAISE. Piloting an instrument through FBPC for content and feedback would seem beneficial before a wider dissemination.

IIID.3. Evidence

IIID.3-01 AP 6200 Budget Development
IIID.3-02 Finance Planning and Budget Committee
IIID.3-03 Augmentation – Campus Email
IIID.3-04 Budget Augment Rubric Nov 16 2016
IIID.3-05 2016-2017 Budget Workshop Presentation

IIID.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

VVC assesses the availability of financial resources to meet the needs for current and future obligations and liabilities. The annual budget is built with the guidance of Board Policy 6200 - Budget Preparation [IIID.4-01]. BP 6200 states the annual budget will support the Educational Master Plans, unrestricted reserves shall be no less than 5%, and budget projections shall address long-term goals and commitments. The Board of Trustees approves the tentative and adopted budgets and is provided a copy of the budget book containing planning documents [IIID.4-02]. The budget book is also provided to VVC Administrators to ensure they have the financial data necessary for informational and planning purposes. Periodic budget updates and annual budget information is available on the Budget Office website [IIID.4-03]; annual audits and the CCFS 311 are posted on the Fiscal Services website [IIID.4-04].

Revenue comes from various sources to meet budgetary obligations and instructional needs such as state apportionment from the Chancellor's Office, property taxes, enrollment fees, and state, federal, and local revenues as shown in CCFS 311 [IIID.4-05]. The College renewed an agreement with Victor Valley College Foundation [IIID.4-06] in May 2014 for securing grants to benefit the College as well as administering the Contract and Community Education Departments to develop business opportunities and partnerships. Revenue and expenditures funnel through the District budget system, and all profits benefit the unrestricted General Fund Balance at year-end. Victor Valley College Foundation applies to external funding agencies for grants and forms local partnerships—for example, partnering with local prisons and local high schools for instruction through Contract Education. Other financial resources include lease of facilities to the San Bernardino County Head Start program, lease of facilities at the Regional Public Safety Training Center, revenues from the cell tower located on the Victor Valley College main campus, the solar panel agreement with Southern California Edison, and various grants secured by the Foundation. Additionally, the Victor Valley College Foundation allocates funds for department grants of approximately $30K relieving the unrestricted budget of these expenditures. Each award is for a specific project or purpose, and a majority of these are for instructional departments. In 2008, a

$297.5 million local bond (Measure JJ) was approved by voters [IIID.4-07]. This bond provides funds for capital improvements. A portion of the bond funds were utilized to build the Regional Public Safety Center in 2009 and then the new Science building in 2015. Currently, bond funds generated from Measure JJ are being utilized for the construction of the new Vocational building on the College's lower campus.

For planning and sustainability, VVC set up an irrevocable trust to be utilized for payment of the STRS and PERS increases for the next 2-3 years to relieve the General Fund and assist with balancing the budget. The trust was initially set up with $2 million from the unrestricted General Fund and $2.3 million of interest from the Guaranteed Investment Contract (GIC) [IIID.4-08, IIID.4-09, IIID.4-10] .

The Finance, Budget and Planning Committee [IIID.4-11] provides suggestions for budget allocations and makes recommendations for Program Review (PRAISE) [IIID.4-12] augmentations, which are aligned with institutional goals and the Education Master Plan [IIID.4-13].

Since VVC made the commitment to develop a balanced budget, efforts are needed to identify ways to increase efficiencies and improve its fiscal condition. In February 2015, the Superintendent/President developed The Consolidated Reports Taskforce (CRT) [IIID.4-14] to review the Fiscal Crisis & Management Assistance Team (FCMAT) [IIID.4-15] and the Cambridge West Curriculum and Enrollment Management Report [IIID.4-16]. Additionally, an IPEDS Taskforce was created to review the reports of peer colleges and make recommendations. These recommendations will be utilized to make operational, fiscal, and cultural changes.

Evaluation

The College meets the Standard. The College's institutional planning is intricately correlated with concise calculations of the financial resources available to the institution. The adopted budget for fiscal year 2015-2016 was the first budget since fiscal year 2010-2011 that did not utilize deficit spending as a way to cover operational expenditures. The college plan is to redesign the budget book to more clearly tie in the College's strategic priorities within the budget document. The College has developed financial resources and expenditure requirements by identifying more efficient ways of utilizing resources, including but not limited to the renovation of budget planning methodology to incorporate institutional goals while adhering to fiscally responsible spending practices.

Board Policy 6320a [IIID.4-17] was approved at the February 10, 2015 board meeting and allows the principle balance of the GIC to be utilized for General Fund expenditures as long as Board approval has been obtained. The policy also allows for the use of 100% of the interest until 2019/2020, and as of that time only 50% of the interest can be utilized for General Fund expenses or to cover a deficit.

The CRT Summary Report was completed in February 2016, and the IPEDS Taskforce recently completed their task. Enrollment management, positive attendance, and Schedule 25 have already been in discussions for increasing FTES and improving efficiencies. Currently, considerations are being made to effectively meet student needs instead of building a schedule to

only increase FTES. VVC is evaluating enrollment management practices that may be used to achieve mid-size college status allowing the student needs to drive the schedule while maintaining fiscal prudence.

Action Plan

The College will continue to cultivate revenue generating partnerships that will simultaneously increase services to students while enhancing the fiscal resources available to the District. The College will continue to craft goals of enhanced efficiency in the areas of enrollment management and curriculum development to maximize both course offerings and FTES. The District will continue to evaluate the utilization of technology as a means of expenditure reduction. The College will continue with the commitment of having a balanced budget.

IIID.4. Evidence

IIID.4-01 BP 6200 Budget Preparation
IIID.4-02 Adoption of the 2016/17 Budget
IIID.4-03 Budget Updates and Budget Info
IIID.4-04 Fiscal Services
IIID.4-05 2015-2016 CCFS-311A
IIID.4-06 Memorandum of Understanding
IIID.4-07 Bond Measure JJ
IIID.4-08 Trust Resolution
IIID.4-09 Board Cert for PARS Resolution
IIID.4-10 Board Cert for $2M Transfer
IIID.4-11 Finance Budget and Planning Committee
IIID.4-12 FBPC 2016-17 Recommendations
IIID.4-13 Educational Master Plan
IIID.4-14 CRT Summary Report
IIID.4-15 FCMAT Report April 2013
IIID.4-16 Cambridge West Report Oct 2014
IIID.4-17 BP 6320a Use and Distribution of GIC

IIID.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Description

The College builds the budget based on allocations primarily from the State of California as well as other revenues from other state, federal, and local sources through grants, contract and community education, leases, and student fee payments. VVC assesses its fiscal management practices through several internal components as a part of the annual budget development cycle. Expenditure budgets are aligned with educational mission and goals through the execution of Board Policy 1200, District Vision, Values, Mission and Goals [IIID.5-01] and Administrative

Procedure 1201, Shared Governance Structure and Responsibilities implementation [IIID.5-02]. The annual budget is developed in alignment with Budget Development BP & AP 6200 [IIID.5-03, IIID.5-04]; projections for two consecutive years are developed and disseminated for evaluation and review to several departments and contingency groups across campus through a variety of regularly scheduled processes and meetings prior to being submitted to the Board of Trustees for approval.

To assure the financial integrity and responsible use of financial resources, the District utilizes an internal control structure to guide budget development and disseminates information for decision making. Much of the budget planning process is initiated through the departmental program evaluation and budget development process: locally referred to as "P.R.A.I.S.E." (Program Review, Allocations, and Institutional Strategies for Excellence). The Finance, Budget and Planning Committee [IIID.5-05], a diverse Shared Governance team, provides oversight for program review (PRAISE) augmentations. Augmentation requests for PRAISE follow the College's integrated planning process [IIID.5-03, IIID.5-04]; these augmentations are aligned with institutional goals and the Educational Master Plan [IIID.5-06]. Results for the allocation are communicated by the Superintendent/President to the campus community.

In an effort to strengthen the District's internal control mechanisms, during the fiscal year ending June 30, 2011 VVC contracted with a new audit firm. VVC Administration requested a more comprehensive audit be generated that resulted in a total of 16 audit findings. Those findings facilitated their vision of internal financial management procedures to comply with auditor recommendations in 2012 and led to the creation and implementation of new internal and interdepartmental processes. The revisions ensured campus-wide consistency in fiscal practices and procedures. District policies are observed; federal and state regulations are followed, and have also been integrated in internal grant procedures. Procedures are reviewed and updated regularly, and the auditors are consulted in the event clarification is needed for updating internal controls.

The annual audit reports are made available on the college website [IIID.5-07] and in the event there are audit findings, institutional leadership and constituents are notified. The appropriate administrators are notified of the specific findings related to their area, and Fiscal Services will work with the administrator and staff to rectify the problem and put procedures into place to prevent future audit findings in that area.

Fiscal procedures are in place to control over-expending budgeted allocations. Before any purchases are approved through the configured approval path for each budget, sufficient budget has to be in place or in process for a purchase order to be created [IIID.5-08]. Additionally, to have better management over special purchases such as computers, instructional and non-instructional software, and software licenses, the aforementioned items have to be approved by the Information Technology budget account manager. This was implemented to gain control over purchases to ensure the computers, software, and licenses are compatible with VVC systems and technology and to avoid duplication or unnecessary purchases if the College has available site licenses for a particular software program.

The Superintendent/President sends periodic budget reports via email to all faculty and staff. He has also recorded video campus updates using the College's own Communications Department and sent the link via email to the campus community. These efforts, along with increased

commitment to shared governance, have improved the feelings of transparency and improved campus climate.

Evaluation

The College meets the Standard. Periodic budget updates and annual budget information is available on the Budget Office website [IIID.5-09]; annual audits and the CCFS 311 are posted on the Fiscal Services website [IIID.5-10]. Administrators, staff, and faculty chairs are provided access to the financial system to view budget and activity detail for their departments. Group training is provided to faculty and staff for purchasing and report modules and individual training is provided on an as-needed basis. The fiscal services department has fully integrated its planning and procedure practices with departments to ensure that the District's fiscal planning is regularly reviewed and is cohesive with planning on an institutional level.

The College continues to adhere to externally conducted annual and semi-annual audits. VVC has not received audit findings on the past three annual audits [IIID.5-10]. The Fiscal Department meets regularly with other departments in order to address changing regulations and adopt new procedures as necessary.

Action Plan

The College will continue to work closely with departments and constituency groups across the campus to insure that the fiscal resources are responsibly utilized through a network of internal control systems so that the fiscal integrity of the College remains sound. VVC will also continue to review procedures that are vital to successful audit processes and publicly disseminate auditor findings and corrections.

IIID.5. Evidence

IIID.5-01 BP 1200 District Vision
IIID.5-02 BP 1201 Shared Governance
IIID.5-03 BP 6200 Budget Preparation
IIID.5-04 AP 6200 Budget Development
IIID.5-05 Finance Budget and Planning Committee
IIID.5-06 Educational Master Plan
IIID.5-07 Annual Audit Documents
IIID.5-08 BP 6300 Fiscal Management
IIID.5-09 Budget Updates and Budget Info
IIID.5-10 Fiscal Services

IIID.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Description

To assure the financial reports reflect appropriate allocations and use of financial resources, the (FBPC) Budget Committee reviews the tentative and adopted budgets. They utilize the assumptions [IIID.6-01] and PRAISE process [IIID.6-02] to make recommendations on the augmentations. These recommendations are submitted to the President and Cabinet for review and action. The last step is the budget is presented to the Board of Trustees (BOT) for approval. At each of these reviews, there is an opportunity for revisions or realignment based on new information from the Chancellor's Office, a change in assumptions or corrections as new information becomes available from the Governor or State. Expenditures are expected to support student success and equity, the Education Master Plan, and the mission of the College.

The BOT engages an independent Certified Public Accounting firm to perform annual audits of the College's financial statements [IIID.6-03]. Annual audits include all College funds. Separate reports are issued for the College and Bond Measure JJ [IIID.6-04]. The auditors review the annual audit with the President, Vice President of Administrative Services and Director of Fiscal Services and with the Board of Trustees. The audit reports are posted on the website for the community. On a basis, the President sends out a report on the status of the College, which includes the income and expenditures so all employees and BOT members know where the College is financially.

The Student Success Initiative was passed in 2012. The initiative has had a five-year progression from planning in 2012/13 to funding in 2016. This initiative has had a tremendous impact on the way Victor Valley College (VVC) addresses the allocation of fiscal resources for meeting student needs. In addition to the standard budgeting allocations processes and planning conducted by the fiscal services department, a more in-depth level of planning for the financial resources dedicated to student programs is steered by the Dean for Student Support and Equity and the Office of Instruction. Financial considerations for student needs and programs will not only include the college mission goals and master plan, but will also take into account the requirements of SB1456 and the recommendations of the Student Success Task Force [IIID.6-05].

Evaluation

The College meets the standard. In prior years the budgets were built using prior adopted budget regardless of actual expenditures. The 2014-15 and 2015-16 Adopted Budgets were revised to reflect the actual expenditures to ensure the most accurate adopted budget possible at the onset of the fiscal year.

In 2013, 2014 and 2015 the auditors issued the College an unmodified opinion and offered no management comments or findings [IIID.6-04].

The Fiscal Services Department has created procedures and work flow to address the processing of Student Success and Equity expenditures to ensure that all the funds earmarked for that program are fully capitalized in order to adequately support student learning programs. Budget codes are uniquely created for the Student Success and Equity Department so that funds can be accurately tracked and its usage monitored for both efficiency and regulatory compliance.

Action Plan

The College will continue to reassess and revise both the procedures and the documents it produces to ensure budgetary expenditure relevance and reporting accuracy. The financial resources allocated to student learning will continue to be reviewed and monitored by pertinent departments, constituent groups and all applicable regulating entities.

IIID.6. Evidence

IIID.6-01 2016-17 Adopted Budget Assumptions
IIID.6-02 BP 6200 Budget Preparation
IIID.6-03 AP 6400 Audits
IIID.6-04 Annual Audit Documents
IIID.6-05 Overview of the Student Success & Support Program

IIID.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

The BOT engages an independent Certified Public Accounting firm to perform annual audits of the College's financial statements [IIID.7-01]. Annual audits include all College funds. Separate Reports are issued for the College, and Bond Measure JJ. The auditors review the annual audit with the Superintendent/President, Vice President of Administrative Services and Director of Fiscal Services to ensure an appropriate institutional response. The final audit report is reviewed and accepted by the BOT on or before the December 31 statutory deadline. The audit reports are posted on the website for the community. On a monthly basis, the President sends out a report on the status of the College, which includes the income and expenditures so all employees and BOT members know where the College is financially. In addition, the managers are sent reports of their respective programs and departments to review so they can keep updated on what has been expended and what is remaining in their respective budgets.

There were two audit findings in 2010 that were addressed. The College had a change in auditors for the year 2011; they were requested to give a more comprehensive review, which produced 16 audit findings. In 2012, the College reduced that to three audit findings and in 2013, 2014 and 2015 there have not been any findings [IIID.7-01]. Therefore, these findings were addressed in a timely manner. All of the Audit reports are posted on the College website for the community to see.

Evaluation

The College meets the standard. The College has received very positive unmodified audits for the past three years. An unmodified audit is an audit term, which means the auditors did not have to list any audit exceptions/findings or "modifications" as a result of the review. In addition, the auditors did not identify any deficiencies in internal control over compliance. The College posts the audit reports on the College website for the community to see.

Since the managers are sent reports for their respective programs and departments, they have a more realistic knowledge of what has been spent and what is still remaining in their budgets. This helps them to plan their spending to assist the students throughout the year.

Action Plan

The District will continue to submit all pertinent financial records and documents to external, autonomous auditors at regularly scheduled intervals. All audit results will continue to be reported publicly to the BOT at the Board of Trustee's meeting.

IIID.7. Evidence

IIID7-01 Annual Audit Documents

IIID.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Description

Financial 2000 is the system provided through the county schools consortium; it provides adequate data and reporting functions to the College to monitor its fiscal activities. The Financial 2000 system was developed in such a way to be used by both K-12 and community college districts. This past year, the county has transitioned from the Snowhite system to a web-based Financial 2000 system for payroll and a number of the financial systems. While College fiscal services staff provide support and training to College employees, the College has implemented the Ellucian Colleague enterprise system for student service areas. Both of these systems are built around a layered security system that includes data and network encryption packages, firewalls and audit tools that helps to thwart external attacks. The county performs a general ledger accounting close monthly to verify financial statements are in balance. In addition, the Vice Presidents and functional managers are responsible for interpreting board and administrative policies by establishing and monitoring internal controls through administrative procedures that protect the assets of the College and ensure validity of data and effectiveness of process.

Expenditures for special funds and the bond meet the requirements for each specific program. Staff attend training annually to make sure of compliance with the latest regulations. There is a bond oversight committee [IIID.8-01] that also makes sure the bond expenditures are in accordance with the regulatory and legal restrictions.

An independent Certified Public Accounting firm performs the annual audit of all financial recordings, including the Foundation and College Auxiliary Services [IIID.8-02, IIID.8-03]. The auditors express an opinion of the financial statements and the adequacy of the accounting procedures and internal controls. Separate reports are issued for Victor Valley College and the Victor Valley College Foundation. The audit reports issued as of June 30, 2015 had unmodified opinions with no material weaknesses.

The fiscal services team consistently looks for ways to improve financial and internal control processes. They are currently looking at updating the travel policy guidelines. In addition, they are looking at the contract review process and developing a tracking sheet that will ensure the appropriate personnel review contracts before the Superintendent/President reviews and prior to Board approval. Beginning in 2016, they will reviewing all of the policies and procedures to make sure they are updated and in compliance with the regulatory agencies.

Evaluation

The College meets this standard. The College is in a process of continuous assessment and improvement. One method of assessing financial and internal control systems is through the annual audit process. The College has not had any audit findings in the last few years. The College is reviewing the travel policy and updating information on contracts and developing a tracking sheet that will ensure that the appropriate personnel review contracts before the Superintendent/President reviews and prior to BOT approval.

Action Plan

The College is reviewing BOT policies and procedures to make sure they are updated and in compliance with regulatory agencies

IIID.8. Evidence

IIID.8-01 IIID.8-01 Measure JJ Bond Oversight Committee
IIID.8-02 IIID.8-02 Annual Audit Documents
IIID.8-03 IIID.8-03 BP 6400 Audits

IIID.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Description

The past few years the College has maintained more than the 5% reserve required for the unrestricted General Fund (see below). The Finance, Budget and Planning Committee (FBPC) has developed Institutional Effectiveness Partnership Initiative (IEPI) targets, which plan for an increase in the reserve level up to 10% within a six-year time period.
13-14 was 18.3%
14-15 was 6.4% [IIID.9-01]
15-16 was 8.7%

The Superintendent/President meets frequently with division and department heads as well as the Budget and Planning offices in order to assess fiscal risk, potential financial liabilities and possible contingency incidents to ensure that reserves and cash flow are adequate to address unforeseen occurrence that might be of fiscal impact to the District.

The College budgets $24,000 every year as a function of risk management. The budgeted amount is transferred to Fund 78, which is the Insurance Fund. The Insurance Fund is used to cover any necessary legal claims against the College. In addition, between $300,000 to $400,000 is budgeted every year as a reserve to be used for financial emergencies and unforeseen occurrences [IIID.9-02]. Board Policy 6320a, Use and Distribution of the Guaranteed Investment Contract (GIC) [IIID.9-03], was approved at the February 10, 2015 Board meeting and allows the principle balance of the GIC to be utilized for general fund expenditures as long as board approval has been obtained. The policy also allows for the use of 100% of the interest until 2019/2020, and as of that time only 50% can be utilized for General Fund expenses or to cover a deficit. The use of GIC interest is not budgeted for fiscal year 2016-17; however, the board policy allows for it as a contingency plan.

Evaluation

The College meets this standard. The unrestricted reserve has not fallen under the Board of Trustees required 5% reserve. Future plans are to increase the required reserves to at least double the current rate. There are sufficient plans in place to maintain appropriate cash flow and contingency reserves.

Action Plan

While the current cash flow and financial reserve levels are sufficient, the District will continue to look for methods of expenditure reduction and income generation in order to rely less on the interest generated by the GIC for operational needs and balancing the General Fund Budget. The District will continue to enhance and cultivate contingency planning sessions that are needed to address potential risks to the College's fiscal stability. The College will need to design and implement long-term financial strategies for raising and maintaining the reserve levels at a rate higher than 5%.

IIID.9. Evidence

IIID.9-01 Victor Valley CCD Fiscal Trend Analysis 14-15
IIID.9-02 2016-17 Adopted Budget
IIID.9-03 BP 6320a Use and Distribution of GIC

IIID.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

The College's Fiscal Services Department is staffed with qualified personnel to oversee all finances including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, the foundation, and institutional investments and assets. Board policies ensure compliance and sound fiscal management. For instance, BP 3280 guides the adoption of procedures to assure timely application and processing of grant applications. BP 6320 [IIID.10-01] provides the parameters necessary to ensure that funds of the district that are not required for the immediate needs of the district be invested. Budget preparation, budget management, and fiscal management are also guided by BPs (i.e. 6200, 6250, 6300) [IIID.10-02, IIID.10-03, IIID.10-04].

External state audits are performed by independent auditors and any deficiencies in compliance are identified. These audits include the Foundation and the College Auxiliary Services. Over the past five years there have been no supplementary special audits required as the College has been found to be compliant. In addition to the audit process, the Finance Budget & Planning Committee provides regular monitoring of resource allocations prioritized through program review.

Evaluation

The College meets this standard. The College has a number of controls in place to ensure the effective oversight of funds. The fiscal services department has grants and contracts staff assigned to review and report on categorical and grant funding. The department has a Director and ten staff who support program and College staff in determining compliance and reporting requirements. Financial Aid cash management and reporting occurs through the Fiscal Services Department for the College.

All expenditures are reviewed and authorized at multiple levels to ensure appropriate use of resources entrusted to the College. The categories of expenditures are reviewed and approved using authorized signers, as designated by the Board of Trustees in Board Policy 6150 [IIID.10-05].

Grants, contracts, and Memoranda of Understanding (MOU) may only be executed by the Superintendent/President to a limit of $64,000 with ratification by the Board of Trustees. All grants, contracts, and MOUs exceeding the $64,000 threshold must be approved by the Board of Trustees. Managers of restricted funds must submit budgets and maintain prudent balances to meet the constraints of the project for its duration. Fiscal services staff verify expenditures and audit if there are questionable expenses.

Grant proposals are developed by faculty, administrators or staff members and must be reviewed by the Cabinet and appropriate operational administrators before submitting to the funding agency. Consistent with Board Policy 3280 [IIID.10-06], the Superintendent/President must sign

grant applications after he receives feedback regarding the implication of the grant on the institution in areas such as facilities, information technology, research, fiscal services, maintenance and operations as shown by the workflow and forms developed for proposing grant concepts[IIID.10-07].

When grants are awarded, the grant administrator interacts closely with fiscal services staff to establish accounts and budget information and subsequently monitors the grant-funds expenditures for reporting purposes.

The Victor Valley College Foundation is identified as an independent not-for-profit 501c-3 organization [IIID.10-08]. As such, the Foundation manages its fiscal activities independently. The Vice President of Administrative Services, as a member of the Foundation's Finance Subcommittee, reviews the financial activities of the Foundation on a monthly basis. In addition, the Superintendent/President serves as a member of the Foundation Board and receives regular updates about the Foundation's financial standing. The Foundation provides monthly reports its contribution to the College's Board of Trustees for its review and acceptance.

Institutional investments are governed by the San Bernardino Superintendent of County Schools regulations. Other Post-Employment Benefits (OPEB) liabilities investment is managed by Keenan and Associates and is supervised by an investment board comprised of College administrators.

The College hired a Director of Financial Aid in March 2010. The fiscal services and financial aid staff collaborate to develop processes for facilitating and expediting payments to students and return funds to the Department of Education in compliance of Title IV regulations. The College budget is continually refined, and aspects of the budget are communicated to the College community.

Grant administrators and fiscal services staff access Snowhite and Financial 2000 to review revenues and expenditures. The College plans for components of a grant that must become institutionalized by earmarking resources from the general fund. Grant reports are completed and submitted as required by the terms of the grant and is one of the components in the College's annual audit [IIID.10-09]. Board Policy 6300, Fiscal Management [IIID.10-04], Board Policy 6330, Purchasing [IIID.10-10], and Administrative Procedure 6330, Purchasing Approval and Document Matrix [IIID.10-11] ensure adequate internal controls to assure the College's fiscal management is in accordance with the principles contained in Title 5 of the California Code of Regulations.

Payment for expenditures processed by Auxiliary Services staff are jointly reviewed by Auxiliary Services and Administrative Services staff. Consistent with Board Policy 2430 [IIID.10-12], the Board of Trustees delegates to the Superintendent/President the authority to enter into contracts on behalf of the District for up to $64,000.

Action Plan

The College should prioritize the administrative procedure formalizing grant proposal development and administration to make sure that this AP completes the vetting process and is finalized.

IIID.10. Evidence

IIID.10-01	BP 6320
IIID.10-02	BP 6200
IIID.10-03	BP 6250
IIID.10-04	BP 6300
IIID.10-05	BP 6150
IIID.10-06	BP 3280
IIID.10-07	Grant Concept Form
IIID.10-08	IRS Determination Letter
IIID.10-09	Annual Audit Documents
IIID.10-10	BP 6330
IIID.10-11	AP 6330
IIID.10-12	BP 2430

Liabilities

IIID.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Description

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. The College has several board policies that allow operation of the College in a manner that ensures fiscal solvency. Board Policy (BP) 6200 sets the criteria that unrestricted general reserves shall be no less than 5% [IIID.11-01].

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. A three-year budget is developed every year in order to consider long-term financial solvency. As the College considers the new fiscal year budget, it will also consider the needs of future years. For example, during fiscal year 2015-16 the College used $2.0 million of the one-time money received for state mandate compliance and $2.3 million from GIC interest [IIID.11-02] in order to create an irrevocable trust for pension-related expenses.

The College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. BP 6320 [IIID.11-03] addresses how the College handles investments. The College has been very prudent with the creation of two irrevocable trusts. The other post-employment benefits (OPEB) trust was created several years ago and is currently 94% funded. For fiscal year 2016-17, the budget includes a transfer into the OPEB trust that will bring the fund up to 99% funded. During the fiscal year 2015-16, the irrevocable trust for pension-related expenses was created. The budgets for fiscal years 2016-17, 2017-18, and 2018-19 include a three-year drawdown of that trust in order to pay for pension increases.

Evaluation

Starting with fiscal year 2015-16, the College has done well with structuring budgets that emphasize short-term as well as long-term financial solvency. For fiscal years 2015-16 & 2016-17, the Board of Trustees approved a balanced budget. The budget forecast for the next two fiscal years shows deficit spending.

Action Plan

The College meets the standard. The College has an early warning indicator of deficit spending based on the FY budgets of 2017-18 and 2018-19, which were presented to the Board of Trustees. These predictive budget forecasts demonstrate the need to either generate more revenue or create greater efficiencies in order to better control costs. Another opportunity for improvement would be to increase reserves. BP 6200 sets the minimum reserve at 5%; however, the national Government Finance Officers Association (GFOA) published a "Best Practice" report in January 2015, which recommends a minimum reserve level of 10% of regular General Fund expenditures regardless of a district's size. In order to increase reserves, the College will need to increase ongoing revenue, curtail expenditures or use any one time money it receives in order to build up reserve levels.

IIID.11. Evidence

IIID.11-01 BP 6200
IIID.11-02 Resolution and Funding
IIID.11-03 BP 6320

IIID.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Description

The College has taken steps to allocate appropriate resources for liabilities and future employee-related obligations by establishing a GASB 43 trust for future OPEB benefits. In October 2016 an actuarial study [IIID.12-01] was completed to access Other Post-Employment Benefits. The

College continues to evaluate liabilities and future obligations for planning and budgetary purposes and determine it was in the best interest of the College to establish a PARS Public Agencies Post-Employment Benefits Trust to help offset future costs of CalPERS and CalSTRS employer contributions.

Evaluation

The College meets the standard. According to the FCMAT report dated April 3, 2013 [IIID.12-02] there was an unfunded liability of $336,636. Therefore, the District decided there was a need to allocate additional resources to help cover the known and unknown future costs of CalPERS and CalSTRS.

At the end of fiscal year 2016, the VVC District transferred $2.3 million of the GIC interest accrued that fiscal year (FY) and another $2 million from the Unrestricted General Fund (GF) into a PARS Irrevocable Pension Trust.

BP6320(a) , Use and Distribution of the GIC [IIID.12-03], allows up to 100% of the interest earned on the Principal to be used for GF expense budget items or cover any GF expense deficit up to FY 2019/2020. Beginning FY 2019/2020 no more that 50% of the interest may be utilized for GF expense budget items or expense deficit.

CalPERS and CalSTRS rates are due to increase during FY 2016/2017 through FY 2020/2021. CalSTRS, for FY 2016/2017 will be 12.58% but is estimated to reach 19.1% by FY 2020/2021 and CalPERS, for FY 2016/2017 will be 13.89% but is expected to reach 19.8% FY 2020/21.

Pension Costs reported in the 2015-2016 311A [IIID.12-04] are below and can be found on page 48 of the report posted on the Fiscal Services webpage.

For Actual Year: 2015-2016 Budget Year: 2016-2017 District ID: 990 Name: VICTOR VALLEY

	STRS		PERS			Increase	
Fiscal Year	Amount	Rate	Amount	Rate	Total	Amount	Rate
2015-16	2,529,613	10.73%	1,439,972	11.85%	3,969,585	N/A	N/A
2016-17	2,991,418	12.58%	1,657,867	13.89%	4,649,285	679,700	17.12%
2017-18	3,453,223	14.43%	1,829,833	15.50%	5,283,056	633,771	13.63%
2018-19	3,915,028	16.28%	2,000,731	17.10%	5,915,759	632,703	11.98%
2019-20	4,376,833	18.13%	2,160,948	18.60%	6,537,781	622,022	10.51%
2020-21	4,618,968	19.10%	2,289,121	19.80%	6,908,089	370,308	5.66%

The administration felt the PARS Trust would allow the College to set aside funds in a tax-exempt vehicle to mitigate long-term contribution rate volatility.

Action Plan

The College will continue to monitor the OPEB and the PARS trusts to determine if they are sufficient to cover future liabilities. The College will continue to review the actuarial studies and utilize them for future planning purposes.

IIID.12. Evidence

IIID.12-01	Actuarial Study of Retiree Health Liabilities
IIID.12-02	FCMAT Report April 2013
IIID.12-03	BP 6320a Use and Distribution of GIC
IIID.12-04	CCFS 311

IIID.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Description

The College maintains appropriate reserves and prudent cash balances, managing its short-term obligations in an appropriate and fiscally responsible manner. The adopted budget of 2016-2017 includes plans for payment for liabilities and future obligations [IIID.13-01]. The College recognizes the base funding needs of each department and maintains that allocation on a yearly basis to the maximum extent possible as part of a maintenance of effort strategy. In addition, total cost of ownership considerations are key in evaluating departmental requests for equipment or technology. The District has a long-term general obligation bond, approved by the voters in the fall of 2008.

Since 2005–06, the College has accessed its long-term reserves to balance the revenue gap. During the past two fiscal years, the administration has aligned proposed budgets to prior years' expenditure trends in order to remove excesses from the expense budget. It also has applied onetime revenues from fiscal year 2010–11 through 2014–15 to reduce the budget deficit. These budgeting adjustments have enabled the College to balance its budget in fiscal years 2015–16 and 2016–17 without a need to access long-term reserves. However, the aforementioned contractual and inflationary factors [IIID.13-02] are predicted to produce budget deficits in fiscal year 2017–18 and beyond.

The College has a history of developing long-range financial plans. During the late 1990s it established a GIC [IIID.13-03] to support the institution's capital outlay and operational costs. In 2009, the College funded its Other Post-Employment Benefits (OPEB) obligations to ensure continued service to retirees, as well as to eliminate annual cost of premiums. Actuarial studies indicated an accrued liability of $11,174,445. The annual required contribution (ARC) is estimated at $644,720. The College's decision to fund the OPEB liability effectively reduced the budget deficit by the amount of the annual premium, hence preserving jobs.

The District has a long-term general obligation bond (Measure JJ) [IIID.13-04], approved by the voters in the fall of 2008. Resources from Measure JJ enable the College to update its aging mechanical and technology infrastructure to realize operational cost-savings in the future. One of the major initiatives of Measure JJ was repayment of a Certificate of Participation (COP) loan for approximately $52 million. Repayment of the COP eliminated the College's long-term debt and helped secure a higher bond rating.

A one megawatt ground mounted solar field, located on six acres of the main campus has provided $2.9 million in California Solar Initiatives (CSI) tax credits. Since 2011, the project reduces the College's energy operational cost by roughly 30% and is estimated to have a 5-year payback with a total savings over 25 years of over $20 million.

The College continues to update its heating, ventilation, and air conditioning (HVAC) systems to better serve students and realize energy savings from modern, more efficient systems. It has also updated its Information Technology infrastructure and server equipment to reduce the energy usage. These efforts have resulted in receipt of energy incentive credits and reduced utility cost. Implementation of cost-saving measures, SERPs, and updating the College's infrastructure has helped reduce the existing structural budget deficit.

Evaluation

The College meets the Standard. As part of the annual budget process, the amount of property tax revenue needed to cover the debt service for the general obligation bond is appropriately budgeted. The College's loan/lease arrangements are also included in the expenditure budget each year. As long-term projects are evaluated, funding sources are considered in the planning process.

Action Plan

The College will remain alert to needed budget management controls and provide accurate and timely information for decision-making. There are long-term loan/lease agreements that are being evaluated for possible refinancing in order to benefit from lower interest rates.

IIID.13. Evidence

IIID.13-01	2016-17 Adopted Budget
IIID.13-02	CCFS 311
IIID.13-03	BP 6320a Use and Distribution of GIC
IIID.13-04	Bond Measure JJ

IIID.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of funding source.

Description

The College has a history of developing long-range financial plans. During the late 1990s it established a GIC to support the institution's capital outlay and operational costs. In 2009, the College funded its Other Post-Employment Benefits (OPEB) obligations to ensure continued service to retirees, as well as to eliminate annual cost of premiums. An actuarial study was completed to figure the current liability. In fiscal year 2015-16, the College established an irrevocable trust to fund the estimated cost of employee pension benefits.

All financial resources, including bonds, auxiliary activities, fund-raising efforts and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. Resources from Measure JJ [IIID.14-01] and various grants has enabled the College to update its aging mechanical and technology infrastructure to realize operational cost-savings in the future. One of the major initiatives of Measure JJ was repayment of a Certificate of Participation (COP) loan for approximately $52 million. Repayment of the COP eliminated the College's long-term debt and helped secure a higher bond rating for the District. This bond rating has enabled the College to complete a 2016 refunding, which in turned saved the District's taxpayers over $18 million dollars.

The College has the Foundation, which works directly on securing grant funds and managing all fund-raising efforts meant for projects needed to further financial resources of the College. The Victor Valley College Foundation is identified as an independent not-for-profit 501c-3 organization [IIID.14-03]. As such, the Foundation manages its fiscal activities independently with oversight by a Board of Directors. The Vice President of Administrative Services, as a member of the Foundation's Finance Subcommittee, reviews the financial activities of the Foundation on a quarterly basis. In addition, the Superintendent/President serves as a member of the Foundation Board and receives regular updates about the Foundation's financial standing. The Foundation provides monthly reports of its contribution to the College's Board of Trustees for its review and acceptance.

Grant administrators and fiscal services staff access Financial 2000 to review revenues and expenditures. The College plans for components of a grant that must become institutionalized by earmarking resources from the general fund. Grant reports are completed and submitted as required by the terms of the grant and are one of the components in the College's annual audit [IIID.14-02, IIID.14-04] . Board Policy 6300, Fiscal Management [IIID.14-05], Board Policy 6330 [IIID.14-06], Purchasing, and Administrative Procedure 6330 & 6331 [IIID.14-07, IIID.14-08], Purchasing Approval and Document Matrix ensure adequate internal controls to assure the College's fiscal management is in accordance with the principles contained in Title 5 of the California Code of Regulations.

Payment for expenditures processed by auxiliary services staff are jointly reviewed by auxiliary services and administrative services staff. Consistent with Board Policy 2430 [IIID.14-09], the BOT delegates to the president the authority to enter into contracts on behalf of the District for up to $64,000.

Grant applications are evaluated to ensure consistency with the mission and goals of the College. All categorical, auxiliary fundraising, and grant expenditures require the program administrator to assure that expenditures are in compliance with the goals and objectives of the program and the College. Limitations are placed on which expenditure categories can be used with auxiliary funds and with categorical funds based on grants and categorical criteria. In addition, the College's external auditors select transactions to be reviewed for compliance with program and College objectives, as well as legal and other constraints applicable to the use of funds. San Bernardino County Superintendent of Schools audits financial transactions to ensure the proper account coding is used as well as County and District policies and procedures are followed.

Evaluation

The College meets this standard. The College ensures resources are used in a manner consistent with policies and guidelines.

With regards to the GIC and other investments, BP 6320 [IIID.14-10] ensures the funds not required for immediate needs are invested. Other Post-Employment Benefits (OPEB) liabilities investment is managed by Keenan and Associates and is supervised by an investment board comprised of College administrators. Measure JJ bond projects have an oversight board [IIID.14-01] along with a single audit [IIID.14-02] completed yearly.

The Foundation is governed by a Board of Directors. For additional oversight, the College's vice president of administrative services as well as the president are involved with reviewing the Foundation's financial activities. The Foundation submits reports for the monthly BOT meetings.

Fiscal services staff work with grant administrators in reviewing revenue and expenditures to ensure proper account coding, identifying budget issues, and ensuring grant guidelines are followed. During an annual external audit, financials are tested for compliance with state and federal regulations. There have been no findings in 2013, 2014, 2015, and 2016. San Bernardino County Superintendent of Schools reviews and audits financial transactions against their policies and procedures as well as those of the College.

Action Plan

Accepting grant money oftentimes comes with high administrative costs and demand on the existing workforce. The College secured the $15M California Career Pathways Trust (CCPT) grant in the 2014-15 fiscal year. This grant has placed high demand on the current workforce as well as requires the College to institutionalize two positions. These challenges must be considered at the beginning stages of grant development. Therefore, the College should prioritize the administrative procedure formalizing grant proposal development and administration to make sure that this AP completes the vetting process and is finalized.

IIID.14. Evidence

IIID.14-01	Measure JJ Bond Oversight Committee
IIID.14-02	Annual Audit Documents
IIID.14-03	IRS Determination Letter
IIID.14-04	BP 6400
IIID.14-05	BP 6300
IIID.14-06	BP 6330
IIID.14-07	AP 6330
IIID.14-08	AP 6331
IIID.14-09	BP 2430
IIID.14-10	BP 6320

IIID.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Description

The prior three (3) years default rates are as follows: 2011 was 24.6%, 2012 was 22.7% and 2013 was 21.5%. These were issued as follows 2011 on 7/26/14, 2012 on 8/8/15 and 2013 on 8/6/16. The default rate is within federal guidelines as it should be under 30% [IIID.15-01].
Even though the College meets federal guidelines for default rates, it is sending out student emails. In addition, the College has hired a default management firm to help maintain or reduce the default rate. The student loan program was eliminated in 2012.

The College continues to monitor and assess the Title IV programs to make sure it is in compliance with the Federal Regulations. The financial aid staff go to annual training, and both the financial aid and the fiscal service staff receive updates from the IFAP (Information for Financial Aid Professionals) website on changes as they occur.

Revenues are drawn down utilizing the three-day rule for Pell Grants and SEOG. Both are distributed to students using a debit/credit card so they have more access to utilize their funding in many various ways. They can also opt for direct deposit into their bank accounts.

Return to Title IV (R2T4) is monitored and calculated when students drop all of their classes or when they fail to complete all of their classes and school/student debts are returned within the required time frames. Financial aid sends letters to the students notifying them over their debt.

Students also have additional debts when they have no-show attendance in some of their classes, therefore producing an over-award that is due in full. Financial aid sends letters to the students notifying them over their debt. Currently VVC carries all of these debts.

The College has annual audits, which review all of the areas of financial aid: eligibility, awards, disbursements, over awards, debts, and drawing down of funds. The College has received unmodified audits for the past three years. An unmodified audit is an audit term that means the auditors did not list any audit exceptions/findings or "modifications" as a result of the review. In addition, the auditors did not identify any deficiencies in internal control over compliance [IIID.15-02, IIID.15-03].

Evaluation

The College meets this Standard. The College's default rates have been reduced each of the past 3 years, and the College plans to continue using a debt management company to continue to keep default rates below the federal guidelines. In addition, audit reports show the College has not had any findings or irregularities with internal controls. Attending training annually helps to keep current on the updates to the regulations so any changes can be implemented in a timely manner.

Action Plan

The College will continue to monitor the default rates and work with a default management company to keep the rate under the federal guidelines. In addition, the College will continue to monitor the student drops, no-shows, and failure to withdrawal that requires R2T4 calculations and annual training.

IIID.15. Evidence

IIID.15-01	Default Rates per NSLDS
IIID.15-02	Annual Audit Documents
IIID.15-03	BP 6400

Contractual Agreements

IIID.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Description

Grants, contracts, and Memoranda of Understanding (MOU) may only be executed by the Superintendent/President to a limit of $64,000 with ratification by the Board of Trustees. All grants, contracts, and MOUs exceeding the $64,000 threshold must be approved by the Board of Trustees. Managers must adhere to both unrestricted and restricted fund guidelines and are responsible for the maintenance of budgeted program balances. Fiscal services staff verify expenditures to the general ledger budget balances and work directly with the accounting/project managers in regard to any required reporting requirements.

All contracts for goods and services are reviewed and approved by the Board of Trustees either as a separate action item or included under the consent agenda. Contracts are reviewed by counsel and noted accordingly on each agenda item. The San Bernardino County Superintendent of Schools serves as the District's fiscal agent and therefore reviews all contracts for accuracy and compliance and occasionally audits selected transactions from requisition point through payment to the vendor (Board Policy 6400 [IIID.16-01], Audits [IIID.16-02] and Administrative Procedure 6400 [IIID.16-03]). Audits are in place to ensure that annual audits of funds, books, and accounts of the College are in accordance with regulations of Title 5 of the California Code of Regulations.

Evaluation

The College meets the Standard. Contractual agreements with external entities are consistent with the mission and goals of the institution. The College has processes in place to verify that the procedures are being followed. All requisitions for contracts must go through an approval path in the Financial 2000 system from the requesting department. The requisition will have to match the contractual agreement that is reviewed legally and has a wet signature of the Superintendent/President. After budget accounts are checked and funding sources are checked for compliance, it is created into purchase order with the approval of the Board of Trustees. The annual audit is performed to make sure that the College is in compliance with all board policies.

Action Plan

The College follows continuous improvement processes. A contract review process is currently under development to ensure that the College does not enter into any agreements that are not advantageous.

IIID.16. Evidence

IIID.16-01	BP 6400
IIID.16-02	VVCCD Annual Audit 2014-15
IIID.16-03	AP 6400

Institutional Analysis of Standard IV
Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IVA Decision-Making Roles and Processes

IVA.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Description

In order to encourage innovation leading to institutional excellence, the College's institutional leaders collaborate to develop a college-wide decision-making process through shared governance. Employees and students communicate and improve college programs, services and student success. Authorities, responsibilities and processes are implemented and outlined in BP/AP1201 [IVA.1-01, IVA.1-02]. BP 1201 and AP 1201 provide structure and authority for processes as evidenced in College Council and Shared Governance, such as the Finance/Budget and Planning committee, Student Support and Success Committee and the Academic Senate committees and other institutional processes, including Educational Master Plan, focus groups and college community forums [IVA.1-03, IVA.1-04, IVA.1-05].

College-wide committees (AP 1201)

- Committees are established according to California Education Code, District vision and goals, and State and Federal legislative directives.
- Meetings are public; individuals and groups request permission to speak and are heard; written meeting minutes are disseminated for all standing committees; appointees are responsible for keeping respective groups informed of proceedings and recommendations; appointees' professional responsibilities are to attend meetings and contribute.

- Nine standing committees include at least two representatives from faculty, Academic Senate, classified staff, CSEA (California State Employees Association), students, ASB Council, classified management, and educational administrators.
- The committees are: Diversity, Environmental, & Health & Safety, Facilities, Finance/Budget & Planning, Institutional Effectiveness, Employee Professional Development, Student Success & Support, Sustainability, and Technology.

Student Participation

Student participation in the governance process ensures representation of their interests in the College. The Associated Student Body (ASB) appoints representatives to the committees so that student perspectives are included in decision-making. The ASB communicates to students through its officer meetings and campus events.

Faculty and Staff

Faculty and staff improve services and programs through Program Review (PR), which is divided into two categories, instructional and non-instructional. Program Review involves staff, faculty, administrators and students in their respective areas in improvement of course and program offerings. Verification teams from the Instructional Program Review Committee (IPRC) and the Non-instructional Program Review Committee (NIPRC) review the Program Review reports for accuracy and completeness. Completed Program Review reports are posted on the College's SharePoint workspace [IVA.1-06, IVA.1-07]. In addition to cyclical Program Review, faculty and staff in Career Technical Education (CTE) programs meet regularly with program advisory committees to ensure that all program offerings are appropriately aligned with current industry standards.

College Council

The college-wide committee, College Council, practices shared governance. Representatives from each of the five major constituencies are: faculty, classified staff, students, classified management and educational administrators. Each constituency has at least two representatives. College Council assures the Board of Trustees that policies and procedures are revised and considered. The College Council reviews and evaluates the shared governance document for effectiveness and plans and implements changes.

Membership includes: President's Cabinet, Academic Senate, California Teachers' Association, American Federation of Teachers/Part-time Faculty Union, Classified School Employees Association, Management Association, and Associated Student Body. The meetings are open to all faculty, students and staff at regular times and days. The College Council agenda is emailed to the campus community.

College Council regularly meets and accepts input from all constituent groups to ensure widespread participation in the governance process and institution-wide improvement. College Council is a key leadership group that provides each constituency a decision-making process on the College's critical issues [IVA.1-01]. AP 1201 also establishes the process between the Academic Senate and the Board of Trustees (BOT) [IVA.1-02]. The process is used to address

the eleven academic and professional matters over which the Academic Senate has authority as defined in Title 5, 53200 of the California Code of Regulations (CCR).

The College constituent groups collaborate in decision-making roles and processes to help develop all institutional plans, including the 2012 Strategic Plan and the 2011 Educational Master Plan [IVA.1-08, IVA.1-09, IVA.1-10]. These broad institutional plans guide the BOT, the Administration and all programs and services as actions are taken. The BOT is informed of written and oral reports on college programs and services and completion of the yearly program review process each year.

Evaluation

The College meets this standard. The College is committed to shared governance, open communication, and collaboration within the College environment and encourages all employees and students to take an active role improving College programs and services and student success. All campus constituent groups are involved in the implementation of the authorities, responsibilities, and processes outlined in BP 1201, which establishes inclusive decision-making practices. BP 1201 provides clear authority and structure for systematic participation. This is evidenced in the discussions and actions of the College Council, Finance/Budget and Planning Committee, College-wide committees, Academic Senate Committee, Program Review reports, and other institutional processes, including forums used to generate ideas for cost savings, mission statement revision forums among other processes.

Action Plan

No Action Plan Required.

IVA.1. Evidence

IVA.1-01 Board Policy 1201
IVA.1-02 Administrative Procedure 1201
IVA.1-03 College Council Composite
IVA.1-04 Academic Senate Minutes 5-5-16, Item 6
IVA.1-05 Academic Senate Minutes 6-2-16, Item 6
IVA.1-06 SharePoint IRPC Workspace
IVA.1-07 SharePoint NIRCP Workspace
IVA.1-08 EMP 2012 and Beyond
IVA.1-09 Academic Senate 9-6-12, Item 1.8
IVA.1-10 Academic Senate 10-4-12, Item 1.4

IVA.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Description

The College has well-established policies and procedures allowing administrator, faculty, and staff participation in decision-making processes. BP/AP 1201 is in the process of review through all constituent groups and establishes the authority and responsibilities of the Board of Trustees, College president, administrative staff, faculty, students, and staff in decision making and governance [IVA.2-01, IVA.2-02]. AP 1201 outlines the processes for implementation--a description and delineation of the Shared Governance processes, including the committees' Charges and the information to College Council and the Superintendent/President. The policy also establishes the committee structure for the institution, including delineation of membership, roles, and responsibilities between types of committees.

The College also encourages students to participate in matters in which students have a direct and reasonable interest. BP/AP 1201 and 1202, BP/AP 4020 and 6200 provide for student views and participation in the formulation and development of District policies and procedures [IVA.2-01, IVA.2-02, IVA.2-03, IVA.2-04, IVA.2-05, IVA.2-06, IVA.2-07, IVA.2-08]. Those areas include: grading policies, code of student conduct, academic disciplinary policies, curriculum development, course and program discontinuance, processes for institutional planning and budgeting, standards for student preparation and success, student services planning and development and student fees under the District authority.

BP/AP 1201 specifies the process for constituent group participation in decision making at all levels of the College, including the shared governance process in which constituent groups have legally defined roles and responsibilities under state regulations and committees, including college-wide committees, Academic Senate committees, ad hoc committees, and special task forces. In this context, shared governance includes the Finance/Budget & Planning Committee reflecting the College's commitment to participation and decision making at the highest levels of the institution. This policy component includes the roles and responsibilities of the College Council--the College President and representatives from each constituent group--and provides a single point of contact for communication and information sharing between constituencies and the College President.

Evaluation

The College meets this standard. BP/AP 1201 and 1202 provide the College with clear standards for constituent group participation in decision-making. All campus constituencies (committees, the Academic Senate and work groups) participate, share and cooperate in the decision-making process to implement policy provisions.

AP 1201 and associated policies are currently being evaluated as a part of a larger review of Board policies. The College can improve and promote shared understanding of the participative processes outlined in AP 1201 through regular evaluation of this policy and related governance and decision-making process and structures. Such review will ensure consistent implementation of the policy and the roles of all constituent groups. Further evaluation and revisions are needed to ensure that future policy and process evaluations include explicit review of how policies and processes align with and support the institutional mission, student learning and success.

Action Plan

No Action Plan Required.

IVA.2. Evidence

IVA.2-01 Board Policy 1201
IVA.2-02 Administrative Procedure 1201
IVA.2-03 Board Policy 1202
IVA.2-04 Administrative Procedure 1202
IVA.2-05 Board Policy 4020
IVA.2-06 Administrative Procedure 4020
IVA.2-07 Board Policy 6200
IVA.2-08 Administrative Procedure 6200

IVA.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Description

The College clearly defines the roles of faculty and staff in the College's policy, planning and budget processes. BP 2510 and BP/AP 6200 introduce the College's philosophy on decision making--governance, planning and budget processes. "The Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommending policies" [IVA.3-01, IVA.3-02, IVA.3-03]. The District recognizes that Governance consists of three decision-making processes that function within California Community Colleges: Bargaining, Administrative and Shared Governance [IVA.3-04]. AP 1201 outlines the administrative-making process and specifies the role of administration in carrying out the policies and procedures of the College's daily operations [IVA.3-05]. In addition, AP 1201 outlines shared governance as distinct but inter-related processes: for example, mutual agreement on academic agreement with the Academic Senate, planning and budgeting conducted through the Finance/Budget and Planning Committee and consultation with all constituent groups with College Council.

The authority and membership of the Finance/Budget and Planning Committee are specified in AP 1201. Under this policy the Finance/Budget and Planning Committee is represented by students, classified staff, faculty, and administrators.

Administrator and faculty roles and authority in policy development are outlined through the following. For faculty, AP 1201 specifies the ten areas where the BOT must either rely on or agree with the Academic Senate--the sole representative for faculty on academic and professional matters. These areas are commonly referred to as the "10 + 1"; thus, faculty have direct and substantive roles in the development of policies in these areas. The Academic Senate committees are responsible for areas including Curriculum, Program Review, Catalog, and Graduation Requirements. The Academic Senate reviews and votes on policies.

The Constitution and Bylaws of the Academic Senate outline the structure and charge of all campus committees; the Senate appoints faculty to committees [IVA.3-06, IVA.3-07]. Faculty, through the Academic Senate, have a voice in the development and approval of institutional policies through the College Council--the central point of constituent group input for all policies not covered under the 10 + 1 [IVA.3-05]. The Academic Senate represents faculty to the BOT. The Academic Senate works directly with the BOT on governance and policy matters that fall under the 10 + 1 process outlined in AP 1201. The president of the Academic Senate attends Board meetings and delivers a monthly report to the BOT [IVA.3-08, IVA.3-09]. BP 1201 establishes the process whereby the Academic Senate and the BOT, or its designees, collaborate and come to joint decisions on policy and governance matters that fall under the academic and professional matters, also defined in BP/AP 1201 [IVA.3-10, IVA.3-11].

The development process for plans and budgets relies on the participation of faculty, staff, and administrators [IVA.3-12, IVA.3-13]. At the committee level, faculty are represented through Academic Senate appointees. In 2010, the College reaffirmed the philosophy for the shared governance process, including the membership and authority of the committees [IVA.3-05]. Currently the College is reviewing, and the Academic Senate previously reviewed, and has brought back to College Council AP 1201 to ensure equitable participation in collegial consultation [IVA.3-14]. The College supports the faculty's role in institutional governance by providing 40% reassigned time to the Academic Senate president, 30% to the Academic Senate vice president, and 10% to the secretary, treasurer and past president respectively. Other facilitator pay is provided to faculty members for duties such as curriculum, program review, distance education, and SLO assessment [IVA.3-15].

Program Review tracks faculty and administrators in individual programs or in academic divisions who play a primary role in planning and budgeting process and in long-range planning [IVA.3-13]. Faculty work with division deans to analyze budgets and program resources and develop annual plans and budget requests that are submitted to the administration for review. The Finance/Budget and Planning Committee then peruses the document, which is then reviewed by the President/Superintendent of the College [IVA.3-16].

The policies and government structures established by the College are clear and assure appropriate representation. The Academic Senate reviews all committee appointments to ensure a

varied, effective, efficient participation by both part-time and full-time faculty from different disciplines and areas in support of the institutional mission and student success.

Administrators' roles and authority in policy development are similar. Academic Senate committees, including Curriculum, include appropriate administrative feedback. For example, each academic dean serves in an advisory role on both CurricUNET and the Curriculum Committee.

Evaluation

The College meets this standard. The structures and processes for faculty and staff participation and policy development, planning and budgeting are set forth in BP/AP 1201 and BP 2510. This provides a role for all groups that is carried out through the regular administrative process and District and Academic Senate committees, including the "shared governance" Finance/Budget and Planning Committee. The selection of administrative advocates on all committees is appropriate to employee expertise. Faculty roles in governance, policy development, planning, and budgeting are insured through BP/AP 1201. BP/AP 1201 defines the legal authority of the Academic Senate over ten specific academic or professional matters. Faculty roles and authorities are aligned with faculty responsibility, with faculty being given greatest authority in areas of curriculum and other academic standards. This authority is exercised through service on Academic Senate and college-wide committees and through College Council.

Action Plan

To increase effectiveness, VVC will perform systematic evaluations and revisions of administrative procedures that are needed to ensure future policy and process evaluations that support the institutional mission and student success.

IVA.3. Evidence

IVA.3-01 Board Policy 2510
IVA.3-02 Board Policy 6200
IVA.3-03 Administrative Procedure 6200
IVA.3-04 Board Policy 1201
IVA.3-05 Administrative Procedure 1201
IVA.3-06 Academic Senate Constitution
IVA.3-07 Academic Senate Bylaws
IVA.3-08 BOT Minutes 10-13-15, Item 3.2
IVA.3-09 BOT Minutes 12-8-15, Item 4.3
IVA.3-10 BOT Minutes 5-10-16, Item 7.51
IVA.3-11 BOT Backup 5-10-16
IVA.3-12 Administrative Procedure 6200
IVA.3-13 Program Review Handbook
IVA.3-14 College Council AP 1201
IVA.3-15 Faculty Forum
IVA.3-16 Finance Budget Cmte 6-8-16

IVA.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Description

Faculty and academic administrators have distinct, but complementary, roles and responsibilities for recommendations about curriculum and student learning programs and services. These responsibilities are defined by Board policies (BP) and administrative procedures (AP):

- Board Policy 4020: Program, Curriculum, and Course Development, Program Discontinuance [IVA.4-01]
- AP 4020: Process for Program Discontinuance [IVA.4-02]
- Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education [IVA.4-03]
- Board Policy 4040: Library Services [IVA.4-04]
- Board Policy 4050: Articulation [IVA.4-05]
- Board Policy 4100: Graduation Requirements for Degrees and Certificates [IVA.4-06]
- Board Policy 4220: Standards of Scholarship [IVA.4-07]
- Board Policy 4260: Pre-Requisites and Co-Requisites [IVA.4-08]

The Curriculum Committee of the Academic Senate is the primary body responsible for implementation of these policies and for managing the curriculum development and review process [IVA.4-09, IVA.4-10]. These responsibilities are defined within the CurricUNET approval process for the College [IVA.4-11]. This approval pathway includes the specific roles and responsibilities of program faculty developing curriculum/degree/certificate proposals, deans and chairs in reviewing proposals, and the specific roles of the Curriculum Committee faculty members, Articulation officer, and other faculty membership. All decisions of the Curriculum Committee are regularly presented to the BOT for approval [IVA.4-12].

Faculty are primarily responsible for recommendations on Student Learning programs and services though annual planning and program review process. Within instructional programs, faculty identify areas for short- and long-term goals, improvements, or modifications to programs. Area administrators and the Executive Vice President of Instruction and Student Services review each Program Review Report associated with their areas and assignments [IVA.4-13].

Evaluation

The College meets this standard. Faculty and administrators work collaboratively through clearly defined curriculum and program review processes. The BOT relies on the expertise of the faculty for recommendations on curriculum. The responsibilities defined in policy are implemented in practice as supported in the minutes and agenda of the Curriculum Committee, in Program Review reports, and BOT agendas and minutes. Over the last three years, the Curriculum Committee approved new curriculum processes that allowed for more frequent approvals and updates to curriculum. These changes were implemented in response to a need for more frequent

revisions and modifications of curriculum (such as for textbook updates or student learning outcome revision), to ensure timely response in articulation and transfer standards, training and occupational needs, and expectations for student preparation. Currently, a full review of AP 4020 is being processed through the Curriculum Committee and Catalog Committee. This review ensures that the process is public and in collaboration with all stakeholders.

Action Plan

Update BP 4020 and AP 4260.

IVA.4. Evidence

IVA.4-01 Board Policy 4020
IVA.4-02 Administrative Procedure 4020
IVA.4-03 Board Policy 4025
IVA.4-04 Board Policy 4040
IVA.4-05 Board Policy 4050
IVA.4-06 Board Policy 4100
IVA.4-07 Board Policy 4220
IVA.4-08 Board Policy 4260
IVA.4-09 Academic Senate Bylaws
IVA.4-10 Academic Senate Duties
IVA.4-11 Curriculum Cmte Handbook
IVA.4-12 BOT Minutes Items 7.17, 7.51, 5.31
IVA.4-13 Administrative Procedure 6200

IVA.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Description

Decision-making at the College ranges from unit level to college-wide decisions. Committee members participate in making appropriate decisions, conferring with those affected by the decisions, and in accordance with the level and type of operational decision. BP/AP 1201 specifies informational flow for decision making so all constituent groups affected by a decision are provided sufficient time and notice for input before decisions are finalized, except in emergencies [IVA.5-01, IVA.5-02].

BP/AP 1201 provides for effective participation of all constituent groups, structure and means. The administrative-making process provides for leadership in making decisions and responsibilities for carrying out operational matters in units or divisions. It recognizes the administrators' expertise: familiarity with the laws governing their respective functions, long-term knowledge about past practice and issues, and education and training in their areas and in management principles. Many committee appointments are based upon the expertise of the

individual administrator and the need of the committee; this aligns roles with decision-making responsibilities.

BP 1200 includes the following regarding collaboration: collaboration is encouraging recursive interaction of knowledge, experience, and mutual learning of people who are working together toward a common, creative goal [IVA.5-03]. In addition, BP 1201 states that shared governance at Victor Valley Community College includes both formal and informal processes that provide employees and students with substantial opportunity to participate in District policy formation and that provide advice and judgment on policy matters that ensure attainment of the college mission [IVA.5-04, IVA.5-05]. The Board of Trustees and all constituent groups are committed to an open process of decision making, which allows and encourages participation of all constituent groups in accordance with need, function, and the law. The Board of Trustees empowers the Superintendent/President and constituent groups to collaborate as a campus community to determine and establish relevant priorities and action plans [IVA.5-06, IVA.5-07].

An example of this collaboration is demonstrated by the functions of the Program Review Committee. The Academic Senate developed the process and in collaboration with all constituent groups, the process was approved. The process includes the division of instructional and non-instructional service areas, technical review by both areas, and a goal of 100% compliance with Program review guidelines. The three-year cycle was completed in the 2015-2016 school year. Another example is that in spring 2016 the revision of AP 4020 began with the review by the Curriculum Committee, the Catalogue Committee, the Academic Senate Executive Team, and the Academic Senate Representative Council. Next the document will be reviewed by the College Council before finally being reviewed by the Board of Trustees [IVA.5-08, IVA.5-09, IVA.5-10, IVA.5-11, IVA.5-12, IVA.5-13, IVA.5-14].

Evaluation

The College meets this standard. The effectiveness of BP/AP 1201 and the governance process is verified through agendas and minutes of the District and Academic Senate committees and through the implementation of administrative procedures.

Action Plan

No Action Plan Required.

IVA.5. Evidence

IVA.5-01 Board Policy 1201
IVA.5-02 Administrative Procedure 1201
IVA.5-03 Board Policy 1200
IVA.5-04 Title 5 Section 532030
IVA.5-05 California Education Code 70901
IVA.5-06 Board Policy 1202
IVA.5-07 Administrative Procedure 1202
IVA.5-08 Curriculum Committee 5-12-16, Item 6.2
IVA.5-09 Curriculum Committee 5-12-16, Item 6.2

IVA.5-10 Curriculum Committee 5-26-16, Item 6.1
IVA.5-11 Curriculum Committee 5-26-16, Item 6.1
IVA.5-12 Catalogue Committee 5-31-16, Item 3b
IVA.5-13 Academic Senate 10-6-16, Item 1.3
IVA.5-14 Academic Senate 11-3-16, Item 1.3

IVA.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Description

Board Policy AP 1201 outlines the decision-making processes and also provides general guidance regarding the type and scope of committees and task forces and their assigned areas of responsibility [IVA.6-01]. Decisions made in committee and through regular governance and decision-making processes are communicated to the campus community through minutes, agendas, and supporting documents. All District committees established by Board policy, the Academic Senate, and all Academic Senate committees adhere to open meeting laws for public agencies as set forth in 54952 of the California Government Code, also known as the Brown Act [IVA.6-02]. As Brown Act compliant entities, these committees identify action items in advance of their meetings and conduct their meetings in public. Materials used in deliberations and discussions are distributed publicly and are available on the committee webpages on the College website. The Chairs of all Academic Senate committees provide monthly reports for the Academic Senate that are delivered orally at public meetings of the Academic Senate [IVA.6-03, IVA.6-04].

The Office of the President provides minutes of BOT meetings and decisions taken at President's Cabinet, through direct emails and video commentaries to the entire campus community. College Council is also used as a single point of communication for some campus matters. The Office of the President is also the primary liaison between the BOT and campus community, communicating the discussions and board actions and discussions to campus constituencies [IVA.6-05]. Additionally, the Academic Senate, Classified Staff, Associated Students, and Presidents from each of the bargaining units deliver monthly reports to the BOT in open session at regular board meetings [IVA.6-03, IVA.6-04].

Evaluation

The College meets this standard. The College documents decision-making processes and decisions and communicates them widely across the campus through webpages, newsletters, emails from the College Superintendent/President, communication from constituent groups, public announcements at governing board meetings, and through regular communication with the public through the Public Information Office. AP 1201 is the primary document that outlines decision-making at the College and is accessible on the College website.

Action Plan

College will improve frequency, clarity, and uniformity of communication of decisions.

IVA.6. Evidence

IVA.6-01 Administrative Procedure 1201
IVA.6-02 Ralph M. Brown Act
IVA.6-03 BOT Minutes 12-8-15, Item 4.3
IVA.6-04 BOT Minutes 10-13-15, Item 3.2
IVA.6-05 VVCTV Video September 2016

IVA.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The College evaluates leadership roles, institutional governance, and decision-making policies, procedures and processes. Since its last review in 2013, AP 1202 clarifies the process. AP 1202 states: "This administrative procedure supports District efforts to achieve and maintain institutional effectiveness by specifying how Board Policy 1202, Institutional Effectiveness, is implemented" [IVA.7-01, IVA.7-02]. Additional relevant policies and procedures include: Board Policy 1200, District Vision, Values, Mission and Goals; Board Policy 4000, Standards of Educational Excellence; Administrative Procedure 4000, Sustaining Standards of Educational Excellence [IVA.7-03, IVA.7-04, IVA.7-05].

In spring 2014, the Academic Senate conducted a comprehensive review of its structures, including the composition and responsibilities of all Academic Senate committees. Through this process, the Academic Senate conducted a thorough evaluation of faculty roles in governance and all decision-making processes at the College. While the Senate ultimately decided not to make any significant changes, the review indicated that the Senate was not following the procedure as set out by the AS by-laws, which lend to the District Vision, Values, Mission and Goal [IVA.7-06, IVA.7-07]. Another example is in the review, modification and implementation of the Program Review processes. In accordance with AP 6200, the Program Review process was refined and modified to establish the goal of the process to meet the District Vision, Values, Mission and Goals [IVA.7-08].

College Council is charged with the responsibility of reviewing and recommending revisions to all District committee structures and reviewing District policies. AP 1201 states: "At the beginning of each academic year, the College Council will review the shared governance document and will evaluate itself to assure integrity and effectiveness of all College Council activities. Any improvements deemed necessary will be planned, implemented, and evaluated." College Council and the Academic Senate are the primary channels for communicating the results of evaluations of leadership, governance, and decision-making. College Council is composed of two representatives from faculty, classified staff, students, classified management and educational administrators.

Evaluation

The College meets this standard. The College conducts periodic evaluations of all leadership roles, governance, and decision-making policies and processes and has used these results to implement changes in process. However, review of recent evaluations indicates that while individual constituencies and committees conduct evaluations, these reviews are not regular or systematic and tend to be focused on structure and process rather than effectiveness. With the exception of Program Review, institutional evaluations are not sufficiently geared towards evaluating the effectiveness of institutional structures and processes in achieving the College mission in support of student learning and achievement. Additionally, evaluations are often limited in scope and do not include broad or effective analysis of the entire system of governance, leadership, decision-making policies, structures, and processes and the consequences of changing any particular component.

Action Plan

To increase institutional effectiveness, the College will develop a plan for regular evaluation of leadership roles and decision-making policies, procedures, and processes to ensure their integrity and effectiveness. These evaluations should establish regular timelines and focus on the effectiveness of leadership, governance and decision-making roles and structures in support of the District mission and student success.

IVA.7. Evidence

IVA.7-01 Administrative Procedure 1202
IVA.7-02 Board Policy 1202
IVA.7-03 Board Policy 1200
IVA.7-04 Board Policy 4000
IVA.7-05 Administrative Procedure 4000
IVA.7-06 Academic Senate Bylaws
IVA.7-07 Academic Senate 5-5-16, Item 2.1
IVA.7-08 Administrative Procedure 6200

Standard IVB Chief Executive Officer

IVB.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

The College Superintendent/President has the principal responsibility of overseeing and ensuring the quality of all areas of the institution. He is the motivating force behind the planning, organizing, budgeting, selecting and developing personnel and assessing instructional effectiveness. The College has policies, procedures and practices that identify the function and responsibility of the superintendent/president [IVB.1-01, IVB.1-02]. Due to the many short-term presidents that have served the College, an average of 3 years per term, the quality of the College has been adversely affected. Conversely, the current Superintendent/President has brought a new perspective and set of experiences that has moved the College in a positive direction. It would be accurate to state that the College's Superintendent/President has demonstrated an active role in an effort to provide effective leadership in all duties defined in the policies and the job description while bringing his own leadership style to the institution [IVB.1-03, IVB.1-04, IVB.1-05]. In addition, the Superintendent/President regularly meets with key faculty, administrators, staff, students, and community leaders, and hosts college forums open to the public when appropriate [IVB.1-06, IVB.1-07]. The duties the Superintendent/President has demonstrated include, but are not limited to:

- Disseminating budget update via campus email to inform the college community of where the College is year to date for both expenses and revenues [IVB.1-08, IVB.1-09]. The 2016-2017 Tentative Budget was balanced with a 5% reserve was presented and approved at the Sept. 13, 2016 Board of Trustees meeting.

- Selecting and developing IT personnel, BP 3100, BP 7110 [IVB.1-10, IVB.1-11]

    - The Superintendent/President made a decision to hire an Executive Team of Information Technology leaders from Ellucian to manage the IT/MIS operations, which has proven to be an asset to the institution. In the short length of time the Ellucian team has been on campus, there have been significant improvements made and a commitment to short- and long-term planning has been recognized. The new Chief Information Services Officer reports directly to the president. This team is working to create efficient systems with increased response times, appropriate work flow for project management as well as significant improvements to business processes and the District's physical technology infrastructure [IVB.1-12, IVB.1-13].

- Launching Servant Leadership series [IVB.1-14]

- Implemented a series of presidential presentations titled "Servant Leadership" for the campus constituency groups and the community. He has provided several presentations over the course of two years and continues to do so. A presentation was made to the community at large and more recently to the Bureau of Prison Employees.

- Coordinating and organizing the campus Accreditation committee

    - The Superintendent/President has delegated the Executive Vice President of Instruction and Student Services to be the College's official Accreditation Liaison Officer. The ALO has initiated an Accreditation Steering Committee of which the president is an active member and has contributed his experience and expertise.

- The Enrollment Report is updated weekly by the Office of Institutional effectiveness. This report is sent to the Vice President of Instruction [IVB.1-15]

- The Superintendent/President has provided effective leadership by hiring a Vice President of Administrative Services.

Evaluation

The College meets this standard. The College, experiencing many presidential turnovers, has successfully developed policies and practices that support the Superintendent/President's role in shared governance and Board relations, which are detailed in Board Policy 2430. In reviewing the Superintendent/President's performance evaluation conducted by the Board of Trustees, it is a testament that the current Superintendent/President was able to not only perform and demonstrate effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing instructional effectiveness, but also was successful in initiating new approaches and motivating innovative ideas from the college community. The effectiveness of his leadership style has epitomized a high level of responsibility, communication and accountability expected in the superintendent/president.

Action Plan

No Action Plan Required.

IVB.1. Evidence

IVB.1-01 President's Job Description
IVB.1-02 Board Policy 2430
IVB.1-03 Board Policy 2435
IVB.1-04 President's 360 Evaluation 2015
IVB.1-05 BOT Minutes 7-14-15, Item 3.2
IVB.1-06 College Council 4-6-16
IVB.1-07 Academic Senate 9-4-14
IVB.1-08 Quarterly Budget Report Composite
IVB.1-09 Finance Budget Cmte Meeting 6-8-16

IVB.1-10 Organizational Structure
IVB.1-11 Board Policy 7110
IVB.1-12 Fall 2016 Project Tactical Plan
IVB.1-13 IT Spring 2017 Projects
IVB.1-14 Daily Press Article
IVB.1-15 2014 Curriculum Efficiency Study

IVB.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The Superintendent/President is the chief executive officer of the College and the District [IVB.2-01, IVB.2-02, IVB.2-03]. Board policies and the Job Description describe the Superintendent/President's responsibilities and leadership activities within the College.

The Superintendent/President directly oversees a Cabinet comprised of senior administrators including: the Executive Vice-President of Instruction and Student Services, the Vice-President for Administrative Services/Chief Budget Officer, the Director of Human Resources, and the Chief Information Services Officer. Additionally, the Superintendent/President provides direct supervision to an expanded Cabinet comprised of a larger group of administrators, deans, and managers. [IVB.2-02, IVB.2-04, IVB.2-05].

Normally, the Superintendent/President meets with his Cabinet on a weekly basis and his expanded Cabinet on a monthly basis [IVB.2-06]. The Superintendent/President ensures the regular evaluation of each of his senior administrators, deans, and managers [IVB.2-07, IVB.2-08, IVB.2-09, IVB.2-10]. All Deans and Directors are scheduled for evaluation by December, 2016. Only one administrator is overdue in her evaluation (last evaluated in 2012). The Superintendent/President is aware that evaluations for managers have not been as current as they should be. Only recently have the numbers of late evaluations become a matter of concern. The Superintendent/President has directed that every manager who has evaluations past due to make it an immediate priority [IVB.2-11]

The Superintendent/President meets regularly with the Academic Senate President and the College Council. The College Council is the institution's primary shared governance body, and the Superintendent/President serves as its Co-Chair along with the Academic Senate President [IVB.2-04]. At a minimum, the Superintendent/President meets on a monthly basis with the Academic Senate President, and the College Council [IVB.2-06].

The Superintendent/President delegates authority to the administrators who are under his direct supervision [IVB.2-02, IVB.2-03, IVB.2-04]. He assures accountability to the College and its mission through regular evaluation of all direct reports from Cabinet officials, the Academic Senate President, and the College Council [IVB.2-12, IVB.2-13].

The Superintendent/President effectively plans and evaluates an administrative structure organized and staffed to reflect and fulfill the mission of VVC. Through reporting and consultations with the Cabinet, Academic Senate President, and the College Council, the superintendent/president recommends changes to the administrative structure to the Board of Trustees in order to further mission-oriented needs. He is empowered to hire District employees, with the exception of academic managers [IVB.2-01].

To ensure the achievement of the institutional mission, the Superintendent/President plans and evaluates the College's administrative structure primarily on the basis of PRAISE Reports (annual), Program Reviews, Master Plans, and Accreditation Reports. Praise Reports and Program Reviews provide the core of the college's internal evaluation process. Planning, allocation, and instructional improvement recommendations from the Praise Reports of Instructional/Non-Instructional programs are presented to the Superintendent/President for final decision making and community feedback [IVB.2-14]. One recent example of his use of the PRAISE reporting mechanism for administrative hiring was the creation of a "Night Supervisor" position [IVB.2-15].

President's Cabinet and Administrative Positions

The President's Cabinet is comprised of two vice presidents and two key managers. The vice presidents and key managers work directly with the College Superintendent/President and direct their respective areas of responsibility. The Cabinet meets weekly to discuss both policy-related issues and operational decision-making. Specific areas of responsibility include establishing goals, action strategies, and college priorities. It also reviews and updates the master plan, reviews unit plans and strategies and monitors progress towards goals and priorities. Once a month the Superintendent/President has an "expanded" Cabinet meeting that includes seven additional managers.

CABINET MEMBER	AREAS OF RESPONSIBILITY
Executive Vice President, Instruction and Student Services	Faculty and Instructional programs, Admissions, Records, Counseling, Matriculation, Financial Aid, Extended Opportunity Program and Services (EOPS), CalWORKs, and Disability Services Program and Services (DSPS), Institutional Effectiveness/Research.
Vice President for Administrative Services	Fiscal Services, Facilities, Maintenance and Operations, Switchboard, Print Shop, and Vehicle Maintenance.
Director, Human Resources	Human Resources, Compliance, and Staff Development.
Chief, Information Services Officer	Technology supervision, planning and implementation.

EXPANDED CABINET MEMBERS	AREAS OF RESPONSIBILITY
Executive Dean for Institutional Effectiveness	Research, data analysis, institutional reports, assessment, and institutional effectiveness communications.
Chief of Police	Public safety, parking services, disaster preparedness program, liaison with other law enforcement agencies.
Dean of Instruction	Academic programs and services, enrollment management and evaluate faculty.
Dean of Student Services	District matriculation coordinator, oversees all functional areas of student services; A&R, EOPS, DSPS, Counseling, Financial Aid.
Dean of Health Sciences, Public Safety and Industrial Technology (HSPSIT)	Evaluate full-time and part-time faculty, and Classified staff, develop schedule of classes, direct teaching load in accordance with Collective Bargaining Agreement, assist Chief Instructional Officer with curriculum development learning resources, student learning outcomes and assessment of outcomes.
Dean Humanities, Arts, Social Sciences and Business (HASS)	
Dean of Science, Technology, Engineering and Mathematics (STEM)	
Director, Marketing & Public Information	Plan, organize, direct and control comprehensive public information and marketing program, develop and maintain effective communications with the media, plan pro-active and reactive response to the media, the public and the College, research and prepare official news releases and feature stories, administer advertising campaign.
Associate Dean, Student Equity	Lead student equity planning, assessment and evaluation efforts to increase success of all students and mitigate disparities based on gender, students with disabilities, veterans, low income students, and students in ethnic and racial categories.
Executive Director, Facilities & Operations	Plan, organize and direct bid process, prepare change orders, prepare capital outlay reimbursement claims, supervise stop notice and payment bond remedies, train, assign, lead or supervise staff, assist with coordination of campus safety plan, supervise energy conservation and preventive program, supervise warehouse, maintenance and custodial staff.
Budget Analyst/Risk Management	Develops, prepares, and monitors current and tentative budgets, responsible for loss control, communicates with third-party insurance carriers, receive and process claims.

Evaluation

The College meets this standard. BP 2430, BP 3100, and the Superintendent/President's job description clearly describes the Superintendent/President's specific duties, responsibilities, and leadership activities within the College.

The Superintendent/President's direct supervision over the top tiers of college administration is evidenced by frequent Cabinet meetings and ensuring that a robust evaluation process of administrators is accomplished.

The Superintendent/President extends his active interaction with key shared governance institutions through his regular communication and involvement with the Academic Senate President and the College Council.

PRAISE Reports, Program Reviews, Master Plans, and Accreditation Reports are the primary means by which the Superintendent/President plays an active role in monitoring and guiding the College towards its fundamental mission efforts. The Annual Praise Report process places the Superintendent/President in the central position for final decision-making regarding yearly allocation of resources.

Action Plan

No Action Plan Required.

IVB.2. Evidence

IVB.2-01 Board Policy 2430
IVB.2-02 Board Policy 3100
IVB.2-03 President's Job Description
IVB.2-04 Administrative Policy 1201
IVB.2-05 President's Cabinet Chart
IVB.2-06 President Monthly Calendar Sample
IVB.2-07 Management Evaluation Process
IVB.2-08 Confidential Eval Process and Form
IVB.2-09 Emails from R Chavez
IVB.2-10 Admin and Managers Eval Schedule
IVB.2-11 Email R. Wagner Performance Evaluations
IVB.2-12 Administrative Policy 1200
IVB.2-13 Board Policy 3250
IVB.2-14 Administrative Policy 1202
IVB.2-15 M and O Praise Report 2016, Pages 4-6

IVB.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the College sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Description

The Superintendent/President promotes collegial processes that set values, goals and strategic priorities through active participation in shared governance process and by providing leadership in the execution of administrative procedures that ensure academic and fiscal excellence. Administrative Procedure 1200 Review of District Vision, Values, Mission & Goals calls for an annual review of the mission statement and planning priorities by College Council [IVB.3-01]. The Superintendent/President is co-chair of the College Council, along with the Academic Senate President, and the review of the college mission has been discussed at College Council at the direction of the Superintendent/President [IVB.3-02]. The mission of the College drives planning, and thus planning priorities and goals are developed to achieve the college mission on a yearly basis. The Superintendent/President has set "President's Goals" that are directly related to achieving the Board-adopted District Goals in Board Policy 1200 District Vision, Values, Mission and Goals, and reflects on and updates these goals yearly [IVB.3-03]. As the Superintendent/President delegate's responsibility, the Vice President of Instruction develops and oversees the achievement of planning priorities for academic divisions [IVB.3-04]. Furthermore, the Superintendent/President directs development of the Educational Master Plan. He forms a task force that reviews and revises the Educational Master Plan and progress is reported at College Council [IVB.3-05]. The Academic Senate also approves the Educational Master Plan [IVB.3-06].

The role of the Superintendent/President is outlined in his job description that guides the improvement of the teaching and learning environment through those responsibilities. They include:

- To provide leadership and direction in the instructional and support programs.
- To oversee and participate in the overall planning and development of the College.
- To provide for a strategic plan to properly position the College for the future.
- To plan, develop, organize, and administer instructional offerings, curriculum, co-curricular activities; student services including counseling, financial aid, student governance, student activities, and job placement [IVB.3-07].

The Superintendent/President is evaluated during each academic year by the Board of Trustees to measure how effective he is in leading the institution. In addition, a campus-wide 360-degree evaluation of how effective he is in all aspects of planning, resource allocation, student achievement and mission effectiveness exists [IVB.3-08].

The Superintendent/President provides leadership in developing and achieving institutional-set standards. Annually, the College sets and reflects on institutional-set standards and reports to both the Accrediting Commission of California Community and Junior Colleges and to the California Community College Chancellor's Office as required by the Institutional Effectiveness Partnership Initiative (IEPI) [IVB.3-09, IVB.3-10]. These institutional-set standards are developed through discussion led by the Superintendent/President that includes management, Academic Senate Leadership and administrator input [IVB.3-11, IVB.3-12, IVB.3-13]. The Superintendent/President ensures dissemination of achievement of the institutional-set standards through various reporting venues of the institution Scorecard report, including to College Council, at campus-wide dialogue events, and to the Board of Trustees [IVB.3-14, IVB.3-15, IVB.3-16].

Evaluation and Planning is based on high-quality research at the direction of the Superintendent/President. Actions by the College's Superintendent/President that demonstrate the importance of high quality research for planning and decision-making include: He has ordered, at the approval of the Board of Trustees, an evaluation and recommendation report of the College's IT program performance and output [IVB.3-17, IVB.3-18] and; he has ordered, at the approval of the Board of Trustees, a scan of the external environmental factors [IVB.3-19, IVB.3-20]; and, per Board Policy 1202 Institutional Effectiveness and Administrative Procedure 1202 Implementing Institutional Effectiveness, requirement of yearly internal scan reports, including enrollment and demographic data, for use in unit-level program review [IVB.3-21, IVB.3-22]. More recently, the Superintendent/President has authorized funding for more sophisticated use of TracDat® software for tracking of student outcomes achievement as well as development of disaggregation and tracking of student learning outcomes data for institutional planning [IVB.3-23, IVB.3-24].

The Superintendent/President ensures that educational planning is integrated with resource allocation to support student learning and achievement through the annual implementation of Administrative Procedure 6200 Budget Development [IVB.3-25]. At its core, the procedure is based on the high-quality research that has been described above. Unit level planning reports (both instructional and non-instructional) are based on internal and external scan data (among others such as outcomes assessment data). These reports are the foundation for the AP 6200 process, which culminates into the resource and augmentations that are recommended by the Finance, Budget and Planning Committee (FBPC) to the Superintendent/President and approved by the him in consultation with the President's Cabinet. The AP 6200 process includes a rubric for allocations that prioritizes requests on relationship to the Educational Master Plan Strategic Priorities and District-adopted Goals [IVB.3-26]. At the Cabinet level the recommendations of the FBPC are then linked to one or more of the institutional goals which include; Fiscal Stability, Accreditation, Student Success, Image, or the Education Master Plan [IVB.3-27]. Resource allocations are formally reported to the campus community at the termination of each AP 6200 cycle [IVB.3-28]. Recent major efforts in support of student learning and achievement include

allocations for a Tutoring Center, Math Success Center and creation of the position of Dean of Student Equity and Success [IVB.3-28, IVB.3-29, IVB.3-30].

The Superintendent/President remains informed of academic, student service and fiscal matters through regular reports and integrated participation in shared governance. He receives reports bi-monthly reports from shared governance committees, including the Technology Committee, Facilities Committee, Finance, Budget and Planning Committee, Student Success and Support Committee, Diversity Committee, Environmental Health and Safety Committee, Employee Professional Development Committee, and the Accreditation Steering Committee at College Council [IVB.3-31]. Additionally, he meets monthly with Academic Senate leadership to discuss academic matters [IVB.3-32]. When appropriate, he attends FBPC meetings to provide direction or information pertinent to the fiscal year [IVB.3-33]. Additionally, he keeps the campus community informed of budgetary updates through quarterly reports [IVB.3-34]. During the spring and fall semesters the Superintendent/President provides video updates on such matters as resources allocation, accreditation updates, facilities projects and priorities, budget information, and other issues related to planning [IVB.3-35].

Evaluation

The College meets this Standard. The Superintendent/President guides the College to sustained, continuous quality improvement in meeting its mission and goals through leadership and through promotion of shared governance processes outlined in Board Policy and Administrative Procedures. He effectively makes decisions in resource allocation that is based on support of academic success and achievement and district-adopted goals that are rooted in program review and high-quality research. His support and execution of policy is inclusive of campus constituencies and finalized through discussion with the President's Cabinet. Ultimately, these decisions support strategic priorities of the Education Master Plan, and thus, the mission of the College.

Action Plan

No Action Plan Required.

IVB.3. Evidence

IVB.3-01 Administrative Procedure 1200
IVB.3-02 College Council Meeting 9-7-16
IVB.3-03 2016 President's Goals
IVB.3-04 Strategic Goals 2016 and Beyond
IVB.3-05 College Council Meeting EMP Composite
IVB.3-06 Academic Senate EMP Approval
IVB.3-07 President's Job Description
IVB.3-08 Spring 2015 360 Evaluation Results
IVB.3-09 2016 Annual Report to ACCJC
IVB.3-10 2016 IEPI Report to Chancellor's Office
IVB.3-11 IEPI Target Discussion Invite 5-17-16

IVB.3-12 College Council Meeting 4-6-16, Item 4
IVB.3-13 Finance Budget Cmte Composite IEPI
IVB.3-14 College Council 10-5-16, Item 7
IVB.3-15 Campus Communication Day
IVB.3-16 BOT Minutes 9-8-15, Item 12.1
IVB.3-17 BOT Minutes 2-9-16, Item 9.1
IVB.3-18 PlanNet Report
IVB.3-19 BOT Minutes 9-13-11, Item 5.32
IVB.3-20 Madrid Consulting Group Report
IVB.3-21 Board Policy 1202
IVB.3-22 Administrative Procedure 1202
IVB.3-23 Program Review TracDat Data
IVB.3-24 BOT Minutes 6-14-16, Item 7.10
IVB.3-25 Administrative Procedure 6200
IVB.3-26 Cabinet Meeting Notes
IVB.3-27 Resource Allocations Augmentations
IVB.3-28 BoardDocs Items Tutoring Center
IVB.3-29 BOT Minutes 6-14-16, Item 5.5
IVB.3-30 BOT Minutes 8-11-15, Item 11.1
IVB.3-31 College Council Composite
IVB.3-32 Academic Senate Calendar Meetings
IVB.3-33 Finance Budget Cmte 6-8-16, Item 4
IVB.3-34 Quarterly Budget Report Composite
IVB.3-35 VVCTV Video November 2016

IVB.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Description

The Superintendent/President provides opportunities for faculty, staff, and administrators to familiarize themselves with the accreditation requirements and the process of self-evaluation. The Accreditation Steering Committee is made up of representatives from each of the College's constituency groups. The Accreditation writing team is made up of volunteers from across the campus and again, includes representatives from each of the college's constituency groups.

Accreditation is a standing agenda item on College Council as well as the Board of Trustees monthly meeting [IVB.4-01, IVB.4-02]. In addition to progress reports to the Board on the College's status, progress, and fitness, at each board meeting the Superintendent/President has a Board Education component that keeps the Board informed of the accreditation process, new requirements and emerging topics on accreditation.

Board Policy 3200, Accreditation, assigns the Superintendent/President the primary leadership role in the accreditation process [IVB.4-03]. Also, the job description is specific regarding the Superintendent/President's responsibility to provide leadership in maintaining accreditation [IVB.4-04].

The Superintendent/President assigned the Accreditation Liaison Officer (LAO) responsibilities to the Executive Vice President for Instruction and Student Services. The Superintendent/President meets weekly with the Vice President to discuss the general operations of the College and to stay informed on the College's compliance with both the Accreditation Standards and the Eligibility Requirements [IVB.4-05].

Evaluation

The College meets this standard. The Superintendent/President is responsible for ensuring that the institution meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. He makes appointments to committees and actively seeks volunteers to serve on accreditation committees. The Superintendent/President authorized the Accreditation Steering Committee and the Standards Writing Teams to ensure the College's compliance with all accreditation requirements.

Action Plan

No Action Plan Required.

IVB.4. Evidence

IVB.4-01 College Council 10-5-16, Item 2
IVB.4-02 Board of Trustees 7-12-16, Item 3.4
IVB.4-03 Board Policy 3200
IVB.4-04 President's Job Description
IVB.4-05 President Monthly Calendar Sample

IVB.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Description

The Superintendent/President has designated these responsibilities to the Vice President of Administrative Services/Chief Business Officer to ensure that all College practices meet Board of Trustees policies and procedures and are updated annually. The Vice President of Administrative Services also ensures these practices are updated whenever Board policies are updated [IVB.5-01].

The Superintendent/President holds the Cabinet accountable for ensuring that each department's processes and activities are consistent with the College's mission, policies, and practices. He does this by having standing agenda items on the Cabinet's weekly meeting that the he expects the

team to report out for progress. The Superintendent/President designated authority to the Vice President of Administrative Services/Chief Business Officer to authorize expenditures and to balance the College's budget.

A review of the College's adopted budget vs. actuals since 2009-2010 reveals that there is a relatively consistent pattern of "over-budgeting" expenses in three principal cost areas: Salaries and Benefits, Supplies and Materials, and Operations and Services. Over the period 2009/10 through 2013/14, the actual expenditures in these areas were, on average, $2.78 million under budget. The range was as low as $200,000 and as high as $5.1 million. Four of the five fiscal years were adopted as deficit budgets and one as a balanced budget. The end of year actuals for the same timeframe shows that three of the five fiscal years the College ended with a positive ending balance and two years with a deficit [IVB.5-02].

An analysis of budget years 2009/2010 through 2013/2014 does show that during each of these years there were anomalies in both revenues and/or expenses that account for part of discrepancies between the adopted and actual expenses [IVB.5-02]. In any case, during the past five fiscal years the College has ended only two years with a deficit [IVB.5-03]. Increased emphasis was placed on developing the adopted budget by recognizing that there is a tendency to over budget expenses in some areas.

The College and its employee groups are aware of its unsustainable past budget practices given current and future financial limitations. The College has been successful in negotiating solutions with both the Classified School Employees Association (CSEA) and the California Teachers Association (CTA). An early retirement incentive was extended to both Associations as well as the management and confidential Meet and Confer Group. This negotiated solution will bring an estimated $300,000 savings in the first year. In addition, the CTA has agreed to new summer compensation rates for the full-time faculty as well as agreeing to conduct Student Learning Outcomes Assessment as part of their assigned duties. These two concessions will save the College an estimated $404,000 in fiscal year 2015/2016. The terms of the agreement will provide for additional savings for summer compensation of $180,000 in fiscal year 2016/2017 and $90,000 in fiscal year 2017/2018. Finally, a reorganization of instructional departments was proposed by the CTA resulting in an additional annual savings of $90,000 as outlined here [IVB.5-02].

Evaluation

The College meets this standard. Through proper delegation of responsibilities and authority, the Superintendent/President ensures that regulations and policies are met and that the College operates within its available budget.

Action Plan

No Action Plan Required.

IVB.5. Evidence

IVB.5-01 VP Admin Service Job Description
IVB.5-02 ACCJC Follow-Up Report 2015 Page 11
IVB.5-03 5 year adopted and actual budget

IVB.6. The CEO works and communicates effectively with the communities served by the institution.

Description

The Superintendent/President, Dr. Roger Wagner, is an active leader in the community and openly communicates with all who are served by VVC. He serves on numerous educational and community service organizations, such as the Desert/Mountain Economic Partnership, Desert/Mountain Superintendents Group (K-12 and community college Superintendents), Region 9 CEO Group, Federal Bureau of Prisons Community Advisory Group, VVC Foundation Board of Directors, and Hi-Desert Cultural Center Board of Directors [IVB.6-01].

The Superintendent/President regularly attends college activities, including the annual ASB retreat [IVB.6-02] and community events, is an active participant in social media, and is a member of a local civic group. He meets regularly with the area's K-12 leaders to share information and ideas regarding current and future partnerships. The Superintendent/President is also a member of the Victorville Rotary Club, takes part in the local Chamber of Commerce and Hispanic Chamber of commerce.

The Superintendent/President communicates with the community in several ways including a bi-monthly video message to the campus and community on the College's YouTube Channel [IVB.6-03, IVB.6-04]. He is a frequent guest on Charter Communications television show "The California Edition" speaking on topics of interest and concern from the community. He often gives presentations on the "The State of the College" to community groups and Chambers of Commerce "Leadership" Academies.

The Superintendent/President has presented workshops for many business and community organizations on the subject of Servant Leadership including: The Federal Bureau of Prisons Victorville Facility, the Victor Valley Women's Realtors Association, the Apple Valley Ranchos Water Company, and Park University Criminal Justice Students. In addition, he has presented to the community at large after an open invitation was published in the local newspaper. This free 90 minute workshop took place in February 2015 and was well attended by the community [IVB.6-05].

The College's Public Information Officer works for the Superintendent/President and together they ensure that the community is informed about significant events and activities taking place on the college campus. This is done through press releases, Facebook postings, the Colleges website, and local radio news and public service announcements.

The Superintendent/President has established a positive relationship with the local press who have 24-hour access to him through his personal home and cell phone number.

Evaluation

The College meets this standard. The Superintendent/President has an excellent working relationship with the media and communicates effectively with the communities served. The Superintendent/President communicates with the entire campus community and the community service area through involvement and participation in various organizations throughout the area. Updates and important information are actively posted to the college website, social media sites and through local radio announcements. In case of emergency the College also partners with Rave Mobile Safety, to offer an emergency notification system, Rave Alert, capable of sending users' texts and email messages.

Action Plan

No Action Plan Required.

IVB.6. Evidence

IVB.6-01 President Monthly Calendar Sample
IVB.6-02 Daily Press Article
IVB.6-03 VVCTV Video September 2016
IVB.6-04 Accreditation Video April 2016
IVB.6-05 Daily Press Article

Standard IVC Governing Board

IVC.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Description

The District is under the direction of the Board of Trustees (BOT), an elected body composed of five community members representing the citizens of the High Desert. The BOT is the ultimate decision maker in those areas assigned to it by state and federal laws and/or regulations. This includes approval of annual and long range plans and programs and overseeing the administration of VVCCD. Board Policy (BP) 2510 defines Board Authority and Academic Quality [IVC.1-01]. Board Policy 3250 established planning priorities and approves short-range and long-range plans including educational plans [IVC.1-02]. The Superintendent/President ensures that the District maintains a comprehensive integrated system of planning, which the BOT approves for annual review. BP 2200 governs on behalf of the citizens of VVCCD through establishing policies assuring fiscal health and stability [IVC.1-03]. The Board is presented with a quarterly fiscal report showing the financial and budgetary conditions of the District as described in BP 6200, 6250, BP 6300 and AP 6200 [IVC.1-04, IVC.1-05, IVC.1-06, IVC.1-07]. The VVCCD employees are also provided with the quarterly report by the Superintendent/President. The VVCCD has substantive and clearly defined roles, mechanisms, and organizations within the institutional governance process to ensure that all members of the campus community have the opportunity to participate in policy making, in planning and in budget decisions that relate to their area of responsibility and expertise through BP 1201 and AP 1201 [IVC.1-08, IVC.1-09]. The BOT consults collegially with the Academic Senate on the development of policies that involve designated academic and professional matters. For example, the BOT Agendas from January 2016 as well as March 8 and April 12, 2016 show approval of curriculum changes as presented by the curriculum committee [IVC.1-10]. Administrative Procedure 1202 supports the efforts to achieve and maintain institutional effectiveness by specifying how policies will be implemented [IVC.1-11].

Evaluation

The College meets this standard. Board Policy ensures that the BOT has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The BOT exercises its authority through approval of curriculum, approval or hires, adoption of the budget and monitoring student success.

Action Plan

No Action Plan Required.

IVC.1. Evidence

IVC.1-01 Board Policy 2510
IVC.1-02 Board Policy 3250
IVC.1-03 Board Policy 2200
IVC.1-04 Board Policy 6200
IVC.1-05 Board Policy 6250
IVC.1-06 Board Policy 6300
IVC.1-07 Administrative Procedure 6200
IVC.1-08 Administrative Procedure 1201
IVC.1-09 Board Policy 1201
IVC.1-10 BOT Minutes Items 7.17, 7.51, 5.31
IVC.1-11 BP 1202 Institutional Effectiveness

IVC.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Description

While distinct in their individual viewpoints, the Victor Valley Community College District (VVCCD) Board of Trustees (BOT) acts as a collective entity after full and open discussions of a College business matter has taken place and a vote held. This practice is supported by BP 2715, which States that the Board shall recognize and actively communicate that authority rests only with the whole Board assembled in a legally-constituted meeting and make no personal promises nor take any action that would give the appearance of a conflict of interest [IVC.2-01]. The policy further requires the use of appropriate channels of communication and respect for the letter and intent of the Ralph M. Brown Act, limiting official actions to public sessions. The Board standards make clear that members will abide by the principles of majority rule, work respectfully with each other, and give fair consideration to all opinions.

The Trustees follow the Ralph M. Brown Act (California Government Code §§54950-54963) and thus cannot conduct or discuss College business with each other as a governing body when not at a recognized and properly announced Board meeting [IVC.2-02]. Evidence of meeting this Standard is demonstrated in several Board actions from recent years, including 3/8/16 published board communication [IVC.2-03]: Trustee Henderson reported that "He has been on the board for a long time and has seen a lot of trustees come and go; he sees trustees sitting up here who want to do a good job. This is a first for him as people are usually on the board for self-serving reasons; now he is sitting on the board with good people who are here for the students; watched Superintendents come and go, seen good and bad ones, the one we have now is the best he has ever seen. It's an honor and a privilege to be on the board and excited for the future of this college."

The only discovered record of censuring relating to BP 2715 dates back to BOT minutes from 3/12/13 when a motion existed to censure a board member for holding a Republican political fundraiser with designs on fundraising materials that closely resembled the Victor Valley College logo [IVC.2-04]. The motion failed.

Finally, BP 2220 asserts that Board committees that are composed solely of less than a quorum of members of the Board that are advisory, that are not required to comply with the Brown Act, have no authority or power to act on behalf of the Board [IVC.2-05].

Evaluation

The College meets this standard. As evident from years of BOT minutes, the BOT only acts as a unit. The BOT performs as a decision-making body only in publicly-held meetings and when a quorum is attained, pursuant to the Ralph M. Brown Act. Historically, there have been no incidences of Board members acting in contradiction to a BOT decision.

Action Plan

No Action Plan Required.

IVC.2. Evidence

IVC.2-01 Board Policy 2715
IVC.2-02 Ralph M. Brown Act
IVC.2-03 BOT Minutes 3-8-16, Item 15
IVC.2-04 BOT Minutes 3-12-13, Item 6.2
IVC.2-05 Board Policy 2220

IVC.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Description

The VVCCD BOT has defined policies for selecting and evaluating the CEO of the College and adheres to these policies. The policy for CEO selection is outlined in BP 2431 that briefly states: In the case of a Superintendent/President vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations, including Accreditation Standard IV.B.1, IV.B.1.j. [IVC.3-01].

These policies have been effectively applied most recently with the selection and hiring of Dr. Roger Wagner. Evidence is illustrated by the job announcement for that position which states:

Ideal Candidate:

- The Victor Valley Community College District Board of Trustees seeks a visionary and transformational leader to strategically position the College and District to meet the emerging and future needs of students and communities it serves while protecting the long-term health of the organization.
- Demonstrates a commitment to participatory governance that fosters a climate of collaborative decision-making; uses collaboration effectively in accomplishing

institutional objectives; possesses an inclusive leadership style that brings students, faculty, staff and the greater community together.

- Is a systems thinker; understands how various functional areas of the College interface to effectively support student learning and other institutional processes.
- Has the courage and perseverance to address challenges and confrontations; is deliberate in assessment of conflicting perspectives; can bring divergent perspectives together to achieve consensus and successful resolution of conflict; is able to make a tough decision in a timely fashion.
- Is innovative and creative, while being action- and results-oriented; responds to situations in a timely manner; delegates effectively; uses data-driven assessment and decision-making.
- Is a transformational leader possessing the technical and emotional intelligence to do the job; attends to one's own on-going professional and leadership development; places high value on the professional development of all constituent groups.
- Has a proven record of working with a diversity of cultures, personalities, interests and perspectives; respects and celebrates ethnic, cultural, economic and social diversity within the student population, employee groups and the community.
- Exhibits personal/professional ethics and integrity in all behavior and relationships; brings a strong sense of fairness and equity to all decision-making; is transparent as a decision-maker; expects accountability of self and others.
- Possesses work characteristics and a management style that inspires trust and confidence in one's leadership; has a deep commitment to the College and community; employs effective time management and up-to-date management tools and practices to lead the College.
- Has effective communication (written and oral) and listening skills; is a visible and accessible leader; is able to use humor appropriately.
- Has a positive attitude and enthusiasm for the work of the institution, thereby being an example to others; is an effective team builder; motivates members of all constituent groups to perform at their highest level.
- Understands the California collective bargaining environment and the need to work effectively with employee groups; has relevant experience related to achieving successful negotiated outcomes.
- Demonstrates business acumen in planning, budgeting, assessment, and managing change; strategically partners with local, state, federal and private funding sources to expand institutional and educational programs and services; is knowledgeable and competent in the development and management of internal and external resources (fiscal, physical, human), particularly in a challenging fiscal climate, while maintaining the integrity of the District's programs and academic rigor.
- Understands and supports the increasing role of technology in higher education, for the learning environment and in resource management.
- Gauges political situations effectively; is a good judge of people, their motivations, and behavior; exhibits patience and flexibility; tolerates ambiguity when necessary.

The standards for Superintendent/President Performance evaluations are delineated in BP 2435, which states: The Board shall conduct an evaluation of Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy [IVC.3-02]. The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President. The criteria for evaluation shall be based on Board policy, the Superintendent/President job description, and performance goals and objectives developed in accordance with Board Policy 2430 [IVC.3-03]. The BOT enacts this policy by conducting a formal evaluation of the Superintendent/President annually, jointly evaluating the results with the Superintendent/President, and setting annual performance goals that are shared publicly.

VVCCD Superintendent/President Performance Evaluation meets this Standard. The BOT has effectively conducted the selection processes for a permanent CEO. The CEO has been evaluated at regular intervals, in accordance with the processes and procedures defined in board policy and their associated administrative regulations [IVC.3-04].

Evaluation

The College meets this standard. The BOT selects and evaluates the CEO as per defined Board Policy of the district. The College has effectively demonstrated a successful hiring process of a CEO since its last self-evaluation, and has on record, evaluations of said CEO.

Action Plan

No Action Plan Required.

IVC.3. Evidence

IVC.3-01 Board Policy 2431
IVC.3-02 BOT Minutes 7-14-15, Item 3.2
IVC.3-03 Board Policy 2435
IVC.3-04 Board Policy 2430

IVC.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Description

The Governing Board is an independent policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

The District Board of Trustees (BOT) is an elected body composed of five community members representing and selected by qualified citizens of the High Desert. Board Policy (BP) 2010

describes the criteria to become a Board Member [IVC.4-01]. Student representation of the District is detailed in BP 2015 where one non-voting student member is recognized as a full member at Board meetings participating in discussion of issues and providing an advisory vote [IVC.4-02]. BP 2015 lists the procedures for the election of the student member.

The BOT adopted BP 2200 to address the need to protect and act in the public interest of the residents of the district [IVC.4-03]. The responsibilities of the BOT include protecting and advocating for the district as well as monitoring institutional performance and educational quality. The BOT maintains high standards of ethical conduct of its members as articulated in BP 2715 [IVC.4-04]. The BOT recognizes that the primary duty of every trustee is to represent the general interest of the college district while protecting the interest of students in every discussion ensuring the opportunity for quality education for all students.

Regular BOT meetings are open to the public and announced ten days in advance respecting the intent of the Ralph M. Brown Act [IVC.4-05]. Agendas are available at least 72 hours prior to the regular scheduled meeting as described in BP 2340 [IVC.4-06]. The BOT provides opportunities for members of the general public to participate in the business of the Board as stipulated in BP 2345 [IVC.4-07]. Public comments are exemplified in BP 2350 as well as addressed in the agenda specifying the details of how a member of the public can address the BOT at the beginning of the open session portion of the regular meeting, prior to its action [IVC.4-08]. The community can voice its concerns and comments relating to agenda items discussed so that the BOT can consider the comments prior to action. In September 2015, the District adopted Board Docs, an online platform to provide online access to Board agendas, approved board minutes and on-demand meeting videos [IVC.4-09]. The system went live in December 8, 2016 after training and set up were complete. The District has provided many options for the public to express their opinions and voice concerns regarding the issues the Board is discussing.

Evaluation

The College meets this standard. The Board of Trustees is a policy-making body of the institution. BOT members are elected by the High Desert community, and therefore represent the values, ideals and vision for college education for the representative community, and includes a student elected by the Associated Student Body. Additionally, BOT meeting procedures include public opportunity to speak to agenda items and express their opinions on issues.

Action Plan

The College's policies do not include the language set forth in the ACCJC June 2014 Standards: "It advocates for and defends the institution and protects it from undue influence or political pressure." The College's commitment to the public in ensuring decision-making that is free of undue influence or political pressure policy should be revised to include this principle.

IVC.4. Evidence

IVC.4-01 Board Policy 2010
IVC.4-02 Board Policy 2015
IVC.4-03 Board Policy 2200

IVC.4-04 Board Policy 2715
IVC.4-05 Ralph M. Brown Act
IVC.4-06 Board Policy 2340
IVC.4-07 Board Policy 2345
IVC.4-08 Board Policy 2350
IVC.4-09 BOT Minutes 9-8-15, Item 5.46

IVC.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Description

Board Policy 2410, Policy and Administrative Procedure, establishes that the Board adopts policies that are authorized by law or determined by the Board to be necessary for the efficient operation of the district [IVC.5-01]. The policy further requires that Administrative Procedures be issued by the Superintendent/President to be used in implementing Board Policy. Victor Valley College subscribes to the "Community College League of California's policy and procedure service that are developed with legal counsel. Board Policy 2200, Board Duties and Responsibilities, outlines the Boards commitment to fulfilling its responsibilities, including "Establishment of polices that define the institutional mission" [IVC.5-02]. This policy also addresses the Board's responsibilities to assure the College's fiscal health and to monitor institutional performance and educational standards. The BOT's commitment to provide quality, integrity and improvement of student learning programs and services is reflected in BP 4000 Standards of Excellence to sustain optimal learning environments for students to succeed [IVC.5-03]. The BOT understands its responsibility to:

- Maintain Standards of Excellence
- Facilitate effective operational management
- Ensure fiscal stability through budget development
- Ensure legal compliance through its Code of Ethics

Evaluation

The College meets this standard. Policies adopted by the Board of Trustees are developed with input from each of the College's constituencies as they are vetted through the College Council. This process helps to ensure alignment with the college mission. The Board is advised of all financial, legal, and educational issues by means of a weekly update to the Board by the Superintendent/President. The Board gives approval for all fiscal transactions either through approval or ratification of those transaction that have been delegated to the Superintendent President. One of the Board-driven institutional goals is to operate with a balanced budget. Legal issues are reported to the Board for their approval and when necessary legal actions take place in closed session and where action is taken it is reported in open session. The Board participates in

budget workshops each year where they discuss and take action on financial issues including the College's OPEB, Retirement Trust Fund, as well as revenue and expense projections.

Action Plan

No Action Plan Required.

IVC.5. Evidence

IVC.5-01 Board Policy 2410
IVC.5-02 Board Policy 2200
IVC.5-03 Board Policy 4000

IVC.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description

The governing board of Victor Valley College has published board bylaws and policies specifying the board's size, duties, responsibilities, structure and operating procedures. These documents have been made available to the public electronically via the College website and are available printed by request through the VVC Superintendent/President's office [IVC.6-01]. The Board policies related to this Standard include:

- BP 2010: Board Membership [IVC.6-02]
- BP 2200: Board Duties & Responsibilities [IVC.6-03]
- BP 2210: Officers [IVC.6-04]
- BP 2310: Regular Meetings of the Board [IVC.6-05]
- BP 2330: Quorum & Voting [IVC.6-06]

All board policies related to Board operation are identified in the Trustee Handbook [IVC.6-07].

Evaluation

The College meets the Standard. Policy records show that policies regarding the Board's function in the District are well established and undergo a regular review, revision, and adoption or re-adoption process. The bylaws are readily accessible to the public through the College website.

Action Plan

No Action Plan Required.

IVC.6. Evidence

IVC.6-01 VVC Board of Trustee's website
IVC.6-02 Board Policy 2010
IVC.6-03 Board Policy 2200

IVC.6-04 Board Policy 2210
IVC.6-05 Board Policy 2310
IVC.6-06 Board Policy 2330
IVC.6-07 Trustee Handbook Chapter 9

IVC.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Description

Board Policy 2410, Policy and Administrative Procedures, allows for the adoption, revision, or amendment at any regular Board meeting by a majority vote [IVC.7-01]. Proposed changes or additions must be introduced not less than one regular meeting prior to the meeting at which action is recommended. Board policies provide clear direction for all board activities and the Board consistently follows its own policies. The Board has approved new policies and amended others over the course of the past few years. Polices not related to the Board are vetted through the College Council and each constituency group provides recommendations. A search of policy review activities over the past six years will show that of the 167 Board Polices, some were last reviewed as far back as 2001; another group was reviewed in 2006, and the remainder were reviewed or revised in the last two or three years.

Evaluation

The College meets this standard. The Board reviews and revises policies on a sporadic as necessary basis. The review of policies by the Board is not conducted on an on-going and systematic basis but rather as an outcome of issues and activities that demand policy changes.

Action Plan

The College has a plan to review all of its policies on a five-year cycle. Three policies will be moved through the College Council and its constituency groups and recommended to the Board each month. At the end of the five-year cycle the process will be repeated. This will not preclude policy revisions be made outside of the cycle as may be necessary.

IVC.7. Evidence

IVC.7-01 Board Policy 2410

IVC.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Description

Annually the Board of Trustees is presented with the Student Success Scorecard to enable their interaction, as mandated by law, with state-established indicators of student achievement. These

indicators are part of the larger VVC Institutional Effectiveness Scorecard, which serves as the performance assessment system for district progress on its mission as stated in Board Policy 1200 [IVC.8-01, IVC.8-02].

Prior to academic year 2015-2016, the Student Success Scorecard was presented to the Board of Trustees in the spring semester [IVC.8-03, IVC.8-04]. For the past 2 years, the report is made in the fall semester so that results from the prior year's planning cycle can also be shared with the Board of Trustees along with the strategic priorities targeted for the year that address the student success indicators targeted for improvement.

Evaluation

The College meets this standard. The College's governing board annually reviews key indicators of student learning and achievement and institutional plans for improvement through presentation of the Student Success Scorecard.

Action Plan

No Action Plan Required.

IVC.8. Evidence

IVC.8-01 Board Policy 1200
IVC.8-02 VVC Scorecard
IVC.8-03 CCCCO Student Success Scorecard
IVC.8-04 IE Scorecard Trustee Presentation

IVC.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

BP 2740 commits the Board of Trustees to ongoing development as a Board and to a Trustee education program that includes new Trustee orientation [IVC.9-01]. To that end, the Board engages in institutionalized training and development opportunities which include:

1) Annual Board Retreats

2) Periodic presentations and training from the statewide associations for school board trustees, including, but not limited to:

- Community College League of California (CCLC) Student trustee conference
- Association of Community College Trustee (ACCT) Annual leadership conference CCLC Annual conference
- CCLC Effective Trustee Workshop for newly elected/appointed trustees

- CCLC Board Chair Workshop
- CCLC Annual legislative conference
- ACCT Community College legislative summit
- American Association of Community Colleges (AACC) Annual conference
- CCLC Annual trustee conference

The Effective Trustee Workshop and the Annual trustee conference offered by the CCLC were examples of Board participation in statewide association training events in 2016 [IVC.9-02, IVC.9-03].

3) Workshops presented periodically by specialized individuals and organizations. One example of a special VVC Trustee workshop was a Joint Board Workshop with Barstow Community College District Board of Trustees to discuss topics of mutual interest and possible areas of collaboration [IVC.9-04].

4) Trustees are encouraged to obtain education through free resources such as online education, reading related materials, study sessions, etc. Such sources include, but are not limited to the following:

- Accreditation Commission for Community and Junior Colleges
- Institute for Local Government
- Fair Political Practices Committee
- Community College League of California
- California Community Colleges Chancellor's Office
- CCLC Trustee Handbook
- Victor Valley College's (VVC) ACCJC Self-Evaluation report
- VVC's Annual Budget report

[IVC.9-01]

New members of the governing board are provided a full orientation by the President's Office and supplied with key materials guiding policy development at the institution at the time they assume office, including: BPs, the Community College League Trustee handbook, recent accreditation reports and budget documents, key college planning documents, organizational charts, union contracts, the Brown Act, and other relevant materials [IVC.9-01].

This orientation also includes a briefing by the President on items such as the College's key services, budgeting process, major events and activities, Shared Governance process, and a review of the roles of various college constituency groups [IVC.9-01]. Finally, newly elected/appointed trustees attend a CCLC Effective Trustee Workshop.

Dr. Marianne Tortorici was the last Trustee to be installed to the Board. She was elected to office in November of 2014. She met with the Superintendent/President and was given briefings and the full set of materials identified in BP 2740. Trustee Tortorici has completed the CCLC Effective Trustee Workshop [IVC.9-05]. Brandon Wood was appointed to the Board in August of

2013. Trustee Wood confirmed he was also given briefings and a set of materials pursuant to BP 2740 [IVC.9-06].

By state law, VVC is under the control of a Board of Trustees composed of five community members, elected at large, serving four-year terms [IVC.9-07, IVC.9-08]. Board membership continuity is ensured through a staggered elections cycle, with two or three seats in contest in each election cycle. Members of the governing board are not subject to term limits. A student trustee, selected yearly as part of the VVC Associated Student Body (VVC ASB) elections, represents students [IVC.9-09, IVC.9-10]. The term of office for the student trustee is one year [IVC.9-11].

The chart inserted below gives an overview of current Board membership, election history, and terms of office. The last election to the Board of Trustees was held November 8th, 2016. Two seats, in rotation, were up for election [IVC.9-12]. Incumbent trustees Brady and Pinkerton were both returned to office [IVC.9-13]. The next election, for the remaining three Board seats, will be November, 2018. Student Trustee Marco Aguayo was first seated to the Board on July 12, 2016 [IVC.9-14]. Aguayo took office under the provisions of AP 2105 [IVC.9-09].

Current Board Membership and Term Information:

John Pinkerton, President
Board term expires: 11/2016 (First took office: 11/2012; Re-Elected 11/2016)

Dennis Henderson, Trustee
Board term expires: 11/2018 (First took office: 1997; Re-Elected 11/2014)

Brandon A. Wood, Vice-President
Board term expires: 11/2018 (First took office by appointment: 8/14/13; Re-Elected 11/2014)

Joseph W. Brady, Trustee
Board term expires: 11/2016 (First took office by appointment: 2/1/2011; Re-Elected 11/ 2016)

Dr. Marianne Tortorici, Clerk
Board term expires: 11/2018 (First took office: 11/2014)

Marco Aguayo, Student Trustee
Current ASB President, 2016-17 Academic Year

In the event of a vacancy of a governing board seat (non-student), the governing board follows BP 2110 and California Education Code, which provide the Board with the option of either appointing a trustee or holding a special election [IVC.9-15, IVC.9-16]. Vacancies in the student trustee positions, for reasons of resignation or disqualification, are filled through special elections [IVC.9-09, IVC.9-10].

In 2013, Brandon Wood became the last person to fill a vacancy on the Board. The process to fill this vacancy of former Trustee Michael Krause was by appointment. The Board chose an appointment, instead of a Special Election, after a briefing by legal counsel on pertinent Board Policy and Education Code, consideration of past practice, and analysis of the fiscal impact to the District [IVC.9-17, IVC.9-18, IVC.9-19]. Joseph W. Brady was the only other recent Trustee

to fill a vacancy (2011) **[**IVC.9-20]. The Board also chose an appointment process instead of a Special Election with this 2011 vacancy.

[For full Trustee election information since 2009, please see document IVC.9-21

Evaluation

The College meets this standard. The Board is committed to its ongoing development as a Board and to a Trustee education program that includes new Trustee orientation.

The Board routinely engages in study sessions, provides access to reading materials, annual Board Retreats, and supports conference attendance and other activities that foster Trustee education. Over the past few years, Board members have participated in the following study sessions, retreats, and conferences:

- Community College League of California (CCLC) Student trustee conference
- Association of Community College Trustee (ACCT) Annual leadership conference CCLC Annual conference
- CCLC Effective Trustee Workshop for newly elected/appointed trustees
- CCLC Board Chair Workshop
- CCLC Annual legislative conference
- ACCT Community College legislative summit
- American Association of Community Colleges (AACC) Annual conference
- CCLC Annual trustee conference

Board members who have taken office most recently confirm that they have been provided a thorough orientation and briefing process by the President's Office that conforms thoroughly with BP 2740.

Of the non-student members to the Board, one has been re-elected to office since 1997. The remaining four Board members have all been seated to the Board since 2011. The newest member to the Board was elected in 2014.

The two most recent vacancies to the Board have strictly followed Board Policy, Administrative Procedures, and the California Education Code. Each of those appointed members retained their seats through a General Election.

Action Plan

No Action Plan Required.

IVC.9. Evidence

IVC.9-01 Board Policy 2740
IVC.9-02 BOT Meeting Minutes 1-12-16, Item 14
IVC.9-03 BOT Meeting Minutes 2-9-16, Item 15

IVC.9-04 BOT Meeting Minutes 11-17-15
IVC.9-05 Trustee Tortorici Email Response BP 2740
IVC.9-06 Trustee Wood Email Response BP 2740
IVC.9-07 Board Policy 2010
IVC.9-08 Board Policy 2100
IVC.9-09 Administrative Procedure 2105
IVC.9-10 Board Policy 2105
IVC.9-11 Board Policy 2015
IVC.9-12 Sample Ballot November 8, 2016
IVC.9-13 Registrar of Voters Election Results
IVC.9-14 BOT Minutes 7-12-16, Item 1.5
IVC.9-15 Administrative Procedure 2110
IVC.9-16 Board Policy 2110
IVC.9-17 BOT Meeting Minutes 7-18-13, Item 5
IVC.9-18 BOT Meeting Minutes 8-8-13, Item 7
IVC.9-19 BOT Meeting Minutes 8-14-13, Item 4
IVC.9-20 BOT Meeting Minutes 2-1-11
IVC.9-21 VVCCD Board of Trustees Info

IVC.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Description

The BOT regularly evaluates its practices and performance with an annual self-evaluation as defined in Board Policy 2745 [IVC.10-01]. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. Each April the BOT appoints a committee to determine the process to be used in the self-evaluation [IVC.10-02, IVC.10-03]. The process is then Board approved before the self-evaluation is completed. Results of the Self-Evaluation are discussed at regular BOT meeting where the results are made public [IVC.10-04]. The results are used to improve board performance, academic quality, and institutional effectiveness.

The BOT has established provisions for orientation and professional development of Board members. All BOT members attend Board workshops, both in-house and through the Community College League of California (CCLC), and BOT Retreats [IVC.10-05]. In the case of a new Trustee, Board training is scheduled as soon as possible after the Trustee takes office. In general, new Trustee orientation takes place in two parts. After potential Trustees have declared their candidacy for the position, the Superintendent/President conducts orientation workshops to orient the candidates on the intricacies of serving on the Board of Trustees. Once

the election is complete, the successful candidates are given the opportunity to attend Trustee workshops provided by the CCLC in San Francisco or Sacramento.

Evaluation

The College meets this standard. The recent Board evaluations provide evidence on the proper implementation of BP 2745. The well-established policies for Board evaluation are reviewed and updated as needed or requested and provide a clear understanding of what is expected in the process. The Board evaluation surveys enable Board Members to analyze the Board and their work as participating members of the BOT. In this survey the BOT members evaluate their primary role of protecting student and college interests, their role as policy makers not management, their confidentiality, Brown Act compliance and behavior as a reflection of the institution.

Action Plan

No Action Plan Required.

IVC.10. Evidence

IVC.10-01 Board Policy 2745
IVC.10-02 Board Self Evaluation 2011, p.11
IVC.10-03 Board Self-Evaluation Surveys 2011
IVC.10-04 BOT Minutes 9-13-16, Item 9.2
IVC.10-05 BOT Agenda 7-12-16, Item 11.1

IVC.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Description

The Victor Valley Community College District has policies and procedures in place that govern conflict of interest for board members as well as employees. Board Policy and Administrative Procedure 2710 Conflict of Interest and Board Policy and Administrative Policy 2712 Conflict of Interest Code spell out the both expectations and potential conflicts [IVC.11-01, IVC.11-02, IVC.11-03]. Per BP 2710, board members may not engage in any employment or activity that is incompatible with their duties as an officer, they may not be permitted to be both an appointed board member and an employee of the district and they may not be financially interested in any contract made by the Board. If a conflict is identified, the Board members will provide in detail the conflict, recuse themselves from voting and leave the room during the discussion [IVC.11-04]. None of the College's Board members have employment, family, ownership, or financial interest in the institution.

Board Policy 2715 Code of Ethics/Standards of Practice clearly identifies the responsibilities of members in regard to ethical behavior [IVC.11-05]. The policy states: "All Board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Board's Code of Ethics. The Board will be prepared to investigate the factual basis behind any charge of complaint of trustee misconduct. A Board member may be subject to a resolution of censure by the Board should it be determined that trustee misconduct has occurred. Censure is an official expression of disapproval passed by the Board" [IVC.11-06].

Each year, as mandated by law, the Board members complete and sign a Statement of Interest Form 700 for the California Fair, Political Practices Commission. A copy of the completed forms are maintained in the Vice President for Administrative Services office and available for review upon request. When a potential conflict becomes a matter for board action the board members recuse themselves from the vote. Any known or reported observations, actions, or activity involving a conflict or potential conflict of interest is investigated. When and where appropriate, the Board takes action to investigate.

Evaluation

The College meets this standard. Members of the governing board are subject to following a strict conflict of interest and code of ethics policies. The policies dictate the expected behavior and expectations the institution has for all board members. Should a conflict of interest arise, Board members are expected to recuse themselves from not only the vote but the discussion as well. VVC board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to serve the community and ensure the academic and fiscal integrity of the institution.

Action Plan

No Action Plan Required.

IVC.11. Evidence

IVC.11-01 Board Policy 2710
IVC.11-02 Administrative Procedure 2710
IVC.11-03 Administrative procedure 2712
IVC.11-04 BOT Minutes 12-10-13, Items 6.5 and 6.6
IVC.11-05 Board Policy 2715
IVC.11-06 BOT Minutes 10-6-16, Item 4.01

IVC.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Description

The governing board establishes the role and responsibilities of the board in Board Policy 2200, which specifies that it is the Board's responsibility to delegate to the CEO the power and authority to lead the institution [IVC.12-01]. In Board Policy 2430 the Board outlines what authority is given to the Superintendent/President [IVC.12-02]. Specifically, the authority to:

- Enter into contracts one behalf of the District for up to $64,000.
- Make expenditures on behalf of the District pursuant to contracts.
- To accept the resignation of any District employee.
- To hire District employees, with the exception of academic managers.
- Any power and duties entrusted to him or her by the Board.
- Empowered to reasonably interpret Board Policy.

To avoid any perception of interference, board member inquiries are referred to the Superintendent/President who responds to the Board. Even well intended incursions into the operations present themselves the Superintendent/President reminds the board and its members of their role and the role of Superintendent/President.

Evaluation

The College meets this standard. The governing board, through policy, delegates the authority to the Superintendent/President to effectively manage and operate the College on a daily basis. The Board holds the Superintendent/President accountable through the evaluation process.

Action Plan

No Action Plan Required.

IVC.12. Evidence

IVC.12-01 Board Policy 2200
IVC.12-02 Board Policy 2430

IVC.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Description

The Board is updated on accreditation issues, including Eligibility Requirements, Accreditation Standards, Commission policies, accreditation process and the College's accreditation status. The College's Executive Vice President for Instruction and Student Services who serves as the College's Accreditation Liaison Officer, has a standing positon on the monthly Board of Trustee's Agenda. The Trustees also review all reports, follow-up reports, and written responses to the Eligibility Requirement and Accreditation Standards, and the Board President signs the certification page of the Self-Evaluation report [IVC.13-01, IVC.13-02, IVC.13-03, IVC.13-04]. Additionally, Board Policy 3200 directs the Superintendent/President to keep the Board appraised of any actions related to the accreditation process where board participation may be required [IVC.13-05]. Finally, the majority of the Board have attended annual conferences where the subject of accreditation are part of the program and some have completed the Accrediting Commissions Basics training [IVC.13-06].

Evaluation

The College meets this standard. The Board of Trustees effectively participate in the process and evaluation of governing board roles and responsibilities. The Board reviews all reporting documents submitted to the Accreditation Commission and provides feedback on the reports. The Board has made a strong commitment to the accreditation process by adopting and publishing its belief that all recommendations from the ACCJC will be fully addressed to reaffirm and maintain the College's accreditation status.

Action Plan

No Action Plan Required.

IVC.13. Evidence

IVC.13-01 BOT Minutes 3-13-12, Item 12.2
IVC.13-02 BOT Minutes 10-9-12, Item 12.2
IVC.13-03 BOT Minutes 3-11-14, Item 8.2
IVC.13-04 BOT Minutes 3-10-15, Item 7.2
IVC.13-05 Board Policy 3200
IVC.13-06 BOT Minutes 7-25-12, Item 2.1

Quality Focus Essay (QFE)

Overview/Background

Through the self-evaluation process, the College identified 71 action recommendations. These recommendations emerged from the summary of each of the standards. The College is leveraging these recommendations to, among other things, demonstrate its commitment to continuous quality improvement and institutional effectiveness. Opportunities for the College to exceed the standards and excel in effectiveness were identified during discussions among Standard Writing Team (SWT) members. The results were shared and communicated with the Accreditation Steering Committee in early drafts of each team's respective reports. These recommendations provided a rich collection of ideas and specific activities about student learning and institutional effectiveness. The outcomes of the Self-Evaluation emerged just as the College enters into its second half of its annual program review, planning, and budget augmentation cycle. The plan is commonly referred to as Program Review, Allocation, and Institutional Strategies for Excellence (PRAISE Report).

Findings from Self-Evaluation

Generally speaking, the emerging themes from the summary of the standards fell under three broad themes and in turn, these emerging themes suitably aligned very well with three of the College's strategic goals:

- Student Success
- Systems and Process Improvement
- Institutional Climate Improvement

The emerging themes from the self-evaluation report complemented the College's focus on improving student success, improving business processes, and increasing good communication. Many of the improvements that emerged from the standard summaries were categorized as maintenance or continuation of effort. This meant that the College was already working on a plan that was designed to improve effectiveness in that particular area. Therefore, the College wanted to focus its Quality Focus Essay (QFE) Action Projects on those areas emerging from standards that provided the College with the most promising opportunities to improve its prioritized strategic focus. These Action Projects are distinct from the College's other plans in that they provide an overarching model of improvement efforts across the campus for the next 6 years.

More importantly, these Action Projects will provide College stakeholders with the roadmap that will guide the College as it pursues its strategic progress on student achievement and institutional effectiveness. The table below shows the three strategic goals around which the Projects are based. For the sake of clarity, the strategic goals are in fact Action Projects (AP).

Strategic Goals and Associated Areas of Focus

The College's prioritized areas of focus are represented by the three strategic goals used in the last two PRAISE cycles. The corresponding goal statements are specified below with related

institutional effectiveness indicators for each area: Student Success, Systems/Process Improvement, and Institutional Climate Improvement.

Strategic Goal	Objective	Summative and Key Performance Indicators
Strategic Goal I: Student Success (Action Plan)	To move the College to the top tier of regional and state community colleges by: increasing overall retention, course completion, persistence, graduation, transfer rates, and job placement for the College's graduates.	Year to year percentage increase in the retention rates for all students groups. Year to year percentage increase in the course completion rates for all student groups. Year to year percentage increase in the persistence rates for all student groups. Year to year percentage increase in the graduation rates for all student groups. Year to year percentage increase in the transfer rates for all student groups. Year to year percentage increase in the job placement rates for all student groups (post-graduation occupational outcomes).
Strategic Goal II: Systems/Process Improvement (Action Plan)	The College will dramatically improve performance, quality, efficiency and services by: streamlining existing processes to eliminate elements that do not add value or enhance operational and institutional effectiveness.	Year to year increase in the percentage of College units reporting satisfaction with processes and operational effectiveness
Strategic Goal III: Institutional Climate Improvement (AP)	The College will improve institutional climate and positively impact employee morale by developing the following focal points: increased participation in decision-making, increase communication.	Increase in the percentage of the number of employees indicating that they "agree" or "strongly agree" that the workplace is supportive as measured by the two diminutions (Increased participation in the Decision making process and increased Communication).

Identification of Action Projects

Once the 71 proposed action recommendations were aggregated into a thematic list of the best ideas that captured the essence of the standard summaries, distinct patterns emerged. As stated above, these actions were organized around the College's strategic goals. Although each action has the potential to positively impact all three strategic goals or action plans, the most promising ideas are organized as projects under the strategic goals that will produce the greatest impact. This process will enable each of the College's strategic goals to have an overarching impact on the action plans.

Overview of QFE Projects - Actions and Impacts

The table below summarizes the Action Projects and their relationship to the standards, key actions, and intended impacts.

College Strategic Goal	Relevant Standards	QFE Action and Impact Statements
Strategic Goal I: Student Success (AP)	Standards IIA.7, IIB.4	ACTION In order to improve overall student success for students enrolled in online courses, expand support services. Expand student support services to help students taking classes at the off-campus locations. Enhance support services that assist students to prepare and improve their online readiness skills, receive counseling/advising, and tutoring. PROXIMAL IMPACT – These activities will help increase student success across the 6 dimensions mentioned above, (increasing overall retention, course completion, persistence, graduation, transfer rates, and job placement for the College's graduates. DISTAL IMPACT – Provision of student access to key services, increased utilization of those services, and increased student progress and achievement.
Strategic Goal II: Systems/Process Improvement (AP)	Standards IB.8, IB.9, IIA.3, IIIC.1, III.D.2, III.D.3, IIID.8, IVA.3, IVC.7	ACTION The College will dramatically improve performance, quality, efficiency and services by: streamlining existing processes to eliminate elements that do not add value or enhance operational and institutional effectiveness. To improve performance, quality, efficiency and services, the College will develop an ongoing systemic approach to increasing participation in the decision making process regarding process, systems improvement including the following: ▪ Evaluation of recent revisions to PRAISE to determine process compliance, impact of recent changes, and any new opportunities to improve the PRAISE Report as a planning tool. ▪ Evaluation of current business processes to identify opportunities and resources needed for automation and improvement. ▪ Review of board policies and administrative procedures to ensure that policies are updated routinely. ▪ Review the shared governance system and structures to ensure robust participation and effectiveness in the College's governance structure, and effectiveness. PROXIMAL IMPACT – continuous quality improvement and institutional effectiveness. These process and systems improvement plans will allow the

College Strategic Goal	Relevant Standards	QFE Action and Impact Statements
		College to improve its operations and effectiveness as it assesses the effectiveness of its processes. DISTAL IMPACT – Improved operational efficiencies and less silos across operational areas, leading to better collaboration and more effective work systems that operate in a cost-efficient manner.
Strategic Goal IX: Institutional Climate Improvement (AP)	Standards IB.8, IIA.5, IIIA.5, IIIA.8, III.A.10,	ACTION In order to improve institutional climate and positively impact employee morale, the College develops increased participation in decision-making and increased communication. The College increases employee participation in the decision-making process as well as improves communication with College communities in order to achieve a supportive workplace environment. PROXIMAL IMPACT – provide a positive work environment that will translate to increased student success as employee morale is related to improved productivity. DISTAL IMPACT – College employees who are satisfied with the quality of their work life and are active in the decision-making process have a strong sense of commitment, effective teamwork, and positive communication across all programs and constituencies.

Specification of QFE Projects

Integration of each Action Project with the College's existing planning and evaluation systems is accommodated in two ways:

- by leveraging established indicators, the Institutional Effectiveness Scorecards, to serve as summative assessments of progress in the short-term (1 year) and the long-term (6 years); and

- by establishing new procedures for integrating Action Projects in the College's established institutional planning system—starting with this year's PRAISE cycle. As planning requests are compiled, considered, and prioritized, these Action Projects will be referenced to ensure alignment of major initiatives and augmentation requests for next year's funding.

The following sections include specifications for each project using the components defined in the *Guide to Evaluating and Improving Institutions (August 2016)*. This is followed by procedures for integrating Action Projects into the prioritization phase of the PRAISE Cycle for budget year 2017-2018.

Quality Project Plan for Student Success

Desired Goals / Outcomes	Actions / Steps to be Implemented	Responsible Party and Timeline	Resources and Key Collaborators	Formative Assessments
- Increase overall--retention, course completion, persistence, graduation, transfer rates, and job placement for the College's graduates - Projected demand is known (enrollments online and at remote sites over the next 3 to 5 years). - Gap analysis of remote access services is completed. - Total cost of ownership to close the gap in terms of upfront and maintenance expense (for equipment, technology, personnel, training, etc.) is known. - Tactical plan that includes progress monitoring and evaluation is developed.	Phase 1: Develop specifications regarding the best practices that are related to improving student success, including professional development for staff, faculty, and administrators. Engage different college stakeholders regarding their roles and responsibilities in achieving student success. - Assign responsibility center - Request calculations of projections for online and remote site enrollments for the next 3 to 5 years - Conduct gap analysis and feasibility study - Develop and propose tactical plan Phase 2: Implement tactical plan Phase 3: Evaluate tactical plan	Responsible Party: Executive Vice President Timeline: Phase 1 = Fall 2017 Phase 2 = Spring 2017 through Fall 2018 Phase 3 = Spring 2019	Resources: General fund, SSSP, possibly SEP Key Collaborators: Academic Senate, Student Equity Student Services / SSSP Office of Instruction DE Coordinator DEAC Deans Council	Phase 1: Process followed within scope, timeline and budget; viable tactical plan delivered to President for consideration and approval by Fall 2017. Phase 2: Plan basis TBD Phase 3: Plan basis TBD

Quality Project Plan for Systems / Process Improvement

Desired Goals / Outcomes	Actions / Steps to be Implemented	Responsible Party and Timeline	Resources and Key Collaborators	Formative Assessments
Dramatically improve performance, quality, efficiency and services by: streamlining existing processes to eliminate elements that do not add value or enhance operational and institutional effectiveness. - College employees are aware of the planned actions aimed at improving College processes and systems across campus. - More college employees participate in the various discussions about quality process-- attending meetings, responding to emails, surveys, or other requests for input. - Documents are widely distributed across campus.	Phase 1: Develop systemic approach to increase an institutional consensus regarding systems process improvement - Superintendent/President will notify College workforce of the plan for improving the College's processes and systems in order to achieve institutional effectiveness. Superintendent/President will (1) notify College employees about the strategy for review and maintenance of BPs and APs. Start the process of assessing the Effectiveness of the PRAISE Report and its effectiveness in helping the College execute its planning needs. Identify other priority areas of the College that need to improve their systems and processes in the next five years. Identify additional areas that need to assess their effectiveness, including Committees and other entities responsible for helping the College achieve effectiveness. Phase 2: Develop tactical plans for - Business process evaluations - Shared governance evaluation Phase 3: Implement above tactical plans and share results campus-wide	Responsible Party: Superintendent/ President Office Timeline: Phase 1 = Fall 2017 Phase 2 = Spring 2018 through Fall 2018 Phase 3 = Academic Year 2017-2018	Resources: General fund Key Collaborators: All College Units President's Cabinet Classified Staff Academic Senate Deans Council Management Team College Council Ellucian	Phase 1: Increased campus-wide communications about systems and process improvement Phase 2: Viable tactical plans delivered to President for consideration and approval by Spring 2018 Phase 3: Plans deployed within scope, timeline and budget. Plan basis for other assessments TBD (e.g., improved cycle times and customer satisfaction for targeted business processes; improvements to shared governance structures or system identified).

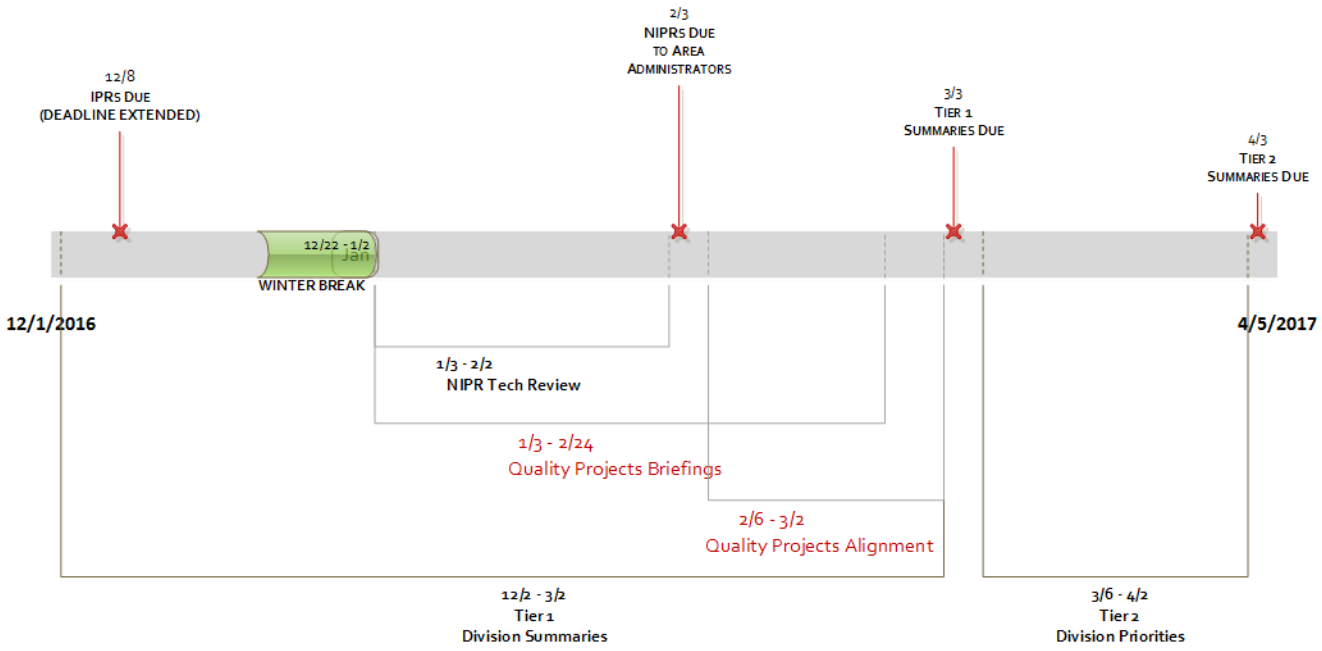
Quality Project Plan for Institutional Climate Improvement

Desired Goals / Outcomes	Actions / Steps to be Implemented	Responsible Party and Timeline	Resources and Key Collaborators	Formative Assessments
- Improve institutional climate and positively impact employee morale by increasing participation in decision-making and increasing communication. Identify more strategies for increasing employee participation in the decision-making process. Identify additional strategies that will increase the quality of communication across the campus. - Identify additional professional development needs of all employees and conduct a survey of employees on what performance indicators would help the College achieve a supportive workplace environment	Phase 1: with the participation of College stakeholders, identify more strategies for increasing employee participation in the decision-making process. Identify additional strategies that will increase the quality of communication across the campus. Identify additional professional development needs of all employees and conduct a survey of employees on what performance indicators would help the College achieve a supportive workplace environment Phase 2: Implement the strategies for increasing employee participation in the decision-making process. Implement strategies for improving communication across the College. Implement professional development for College employees. With assistance from College stakeholders, IER develop tactical plan for next Campus Climate Survey (employee edition). Phase 3: - Continue implementation of professional development program. - Administer Campus Climate Survey.	Responsible Party: Superintendent/ President Office Timeline: Phase 1 = Fall 2017 Phase 2 = Spring 2018 through Summer 2018 Phase 3 = Academic Year 2018-2019	Resources: General fund; possibly SSSP and/or SEP Key Collaborators: Academic Senate Classified staff Employee Professional Development Committee Management Team College Council	Phase 1: Increased campus-wide communications about the College plan for improving campus climate. Phase 2: Viable tactical plans delivered to President for consideration and approval by Fall 2017. Phase 3: Plans deployed within scope, timeline and budget.

Integration of Quality Projects in Existing Institutional Systems

Integration of Action Projects in Institutional Planning

As detailed in this self-evaluation report, the College has a well-established, systematic annual program review, planning, and budget development process. Locally known as PRAISE, it has evolved considerably over the past decade. As described, the Action Projects do not constitute a whole new planning structure; rather, they provide a "quality framework" which organizes and focuses the College's strategic goals. Therefore, Action Projects will inform the prioritization process—*i.e.*, Tier 1 and Tier 2 Division Summary phases shown on the existing PRAISE timeline (see figure below for more detail).



Quality Projects Briefings

To increase institutional awareness and comprehension, several methods of communicating these Quality Projects and their implications will be relied upon to inform the College workforce:

- An invitation will be sent to all to attend formal briefings that will be held multiple times to accommodate a variety of schedules.
- The President will incorporate information about the Quality Projects in his "welcome back" email to the College at the opening of the Spring 2017 semester.
- An Action Project session will be included in the Fall of 2017 staff development event.
- The accreditation website will include information about Action Projects.

To apply the Action Projects to the planning prioritization process, all the College units will develop a method for specifying and documenting how Tier 1 and Tier 2 priorities contribute to Action Projects. That documentation will become part of the usual PRAISE documentation and will be communicated using established practices throughout the prioritization process (*e.g.*, emails to or meetings with department chairs, faculty, and staff; published on the College's website).

Integration of Action Projects into the Institutional Performance Assessment

Action Projects as specified here, are linked to the College's Institutional Effectiveness (IE) performance assessment system in terms of summative (long-term, indirect, mission-driven) indicators represented by its IE Scorecard. The more important formative indicators of progress are also specified in the project plans above; however, in order to strengthen linkages to existing planning practices, additional formative indicators will be defined as part of the documentation developed by the College.

Responses to Recommendations from the Most Recent Comprehensive Review Site Visit, March 2011

Team Recommendation 1. Mission

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

College Response to Team Recommendation 1. Mission

Pursuant to the Visiting Team Report of November 7, 2012 based on the College's Follow-Up Report #2, the College resolved Team Recommendation 1 with the revision of the following documents to reflect the current mission statement. Educational Master Plan in 2012, Technology Master Plan in 2013 (currently under revision), Facilities Master Plan in 2012 (with annual updates), and the publication of the PRAISE Handbook in 2012. The College's mission remains central to its program review and planning processes as authorized by Board Policy and guided by relevant Administrative Procedures.

- BP 3250 (Institutional Planning)
- BP & AP 1202 (Institutional Effectiveness/Implementing Institutional Effectiveness)
- BP & AP 4000 (Standards of Educational Excellence/Sustaining Standards of Educational Excellence)
- BP & AP 6200 (Budget Preparation/Budget Development)

Institutional efforts to ensure a relevant mission remains central to planning are sustained through the adoption of Administrative Procedure 1200, Review of District Vision, Values, Mission and Goals.

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-term 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).

College Response to Team Recommendation 2. Integrated Planning and Continuous Improvement

Pursuant to the Visiting Team Report of November 23, 2013 based on Follow-Up Report #3, the College resolved this recommendation and was "commended for the very substantial work" accomplished at the time. Such work included clarifying the definition of "program," which enabled the College to make significant progress in the continuous refinement of its well-established annual program review and planning processes. Instructional programs adopted a shorter cycle for comprehensive review (3 years as opposed to 6 years) with annual updates between comprehensive reviews to enable monitoring of progress and budget augmentations where needed. Moreover, the reporting of learning outcomes assessments became an integral part of program review. Compliance for all instructional and non-instructional program reviews has been consistent following the improvements made in 2013-2014; more importantly, program reviews include defined outcomes, assessment results, and planning for improvement to justify requests for budget augmentations. With the lessons learned from the last 2 cycles (and the concomitant arrival of 2 indicate a clear need to make adjustments to the process, the College's approach to integrated planning and continuous improvement has matured enough to evaluate and address the needed changes within existing governance and administrative procedures.

Team Recommendation 3. Integrated Planning and Continuous Improvement

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 dialog 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).

College Response to Team Recommendation 3. Student Learning Outcomes

Pursuant to the Visiting Team Report of November 23, 2013 based on Follow-Up Report #3, the College fully addressed the recommendation and the significant amount of work demonstrated at that time was deemed "commendable" by the visiting team. The College still needed to demonstrate further work on increasing institution-wide dialogue and was to demonstrate sustained compliance with this recommendation in its Midterm Report. The visiting team concluded that the College continued to meet the first four sections of the recommendation but needed to complete the work on meeting the final section of the recommendation regarding the inclusion of student learning outcomes as a component of faculty evaluations. A year later, the College was able to demonstrate that faculty and administrators responsible for student learning outcomes have, as a component of their evaluation, participation in student learning outcomes assessment.

The College continues with its practices of validating that the course-level student learning outcomes are consistent on syllabi every term, assessment reports are an integral part of program review, and faculty and administrator evaluations continue to include participation in assessment as a component. Currently, the College is refining its use of a content management system to improve upon its integrated program review and assessment reporting strategy for its instructional programs. The new tool will be launched this Fall for instructional programs with development in support of non-instructional programs to follow.

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"]).

College Response to Team Recommendation 4. Campus Climate

Pursuant to the Visiting Team Report of November 7, 2012 based on Follow-Up Report #2, the College fully addressed this recommendation through its efforts to broaden participation in committee work across campus and improve communication. Since that time, the College has experienced replacement of its senior administrators—most notably, the Superintendent/President has infused the campus culture with the principles of servant leadership he espouses and strives to exemplify daily. Through multiple presentations to the College workforce, students, community members, and most recently during orientation of new faculty, the Superintendent/President conveys a clear message of a new campus environment of empowerment through innovation, excellence, respect, civility, dialogue and trust. More information about the effects of his leadership on campus climate is reported under Standard IVB.

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).

College Response to Team Recommendation 5. Distance Education

Pursuant to the Visiting Team Report of November 7, 2012 based on Follow-Up Report #2, the College fully resolved this recommendation. At that time, the College established a Distance Education Advisory Task Force to develop a Distance Education Plan and also submitted a Substantive Change Proposal for distance education that was approved by the Commission.

The Distance Education Plan was most recently updated in Spring 2017. Additionally, a revised educational administrator position, Dean of Instruction, Distance Education, and Library Services, was approved by the Board of Trustees on September 14, 2016 to ensure adequate administrative leadership and support of the College's distance education programs.

Team Recommendation 6. Financial Management

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).

College Response to Team Recommendation 6. Financial Management

Pursuant to the Visiting Team Report of March 25, 2015 based on Follow-Up Report #5 and the Special Financial Review Report, the College fully resolved this recommendation. Deficit spending has been addressed, sufficient reserves are in place if needed, and the College has adopted balanced budgets for fiscal years 2015-2016 and 2016-2017 without reliance on unrestricted reserves to cover deficits. More detailed information about the College's continuing efforts related to this recommendation can be found under Standard IIID.

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).

College Response to Team Recommendation 7. Leadership and Participation in Governance

Pursuant to the Visiting Team Report of April 19, 2012 based on Follow-Up Report #1, the College fully resolved this recommendation. The College brought in a consultant to hold a training session on succession planning on May 7, 2012. Gaps in leadership across key areas of student services and distance

learning have been filled—including the most recent revision of Dean, Instruction, Distance Education, and Library Services. The College has provided funding for professional development for all its workforce members in its annual budgets. Additionally, under the new Superintendent/President management development sessions were held two times a month on a variety of topics. This year, the sessions have been held to once a month and are mandated to ensure participation by all.

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).

College Response to Team Recommendation 8. Board Practices and Evaluation

Pursuant to the Visiting Team Report of November 11, 2012 based on Follow-Up Report #2, the College fully resolved this recommendation. The College brought in a consultant on the subject of Board roles and responsibilities, members ceased the practice of attending shared governance meetings, and Board members self-evaluate annually pursuant to Board Policy 2745, Board Self-Evaluation–the most recent of which was completed July 2016.

Commission Recommendation 1. Board Practices and Evaluation

In order to meet the Standards, the Commission recommends that the Board of Trustees amend its ethics policy (Board Policy 2717) to include a clearly defined policy for dealing with behavior that violates the policy (IV.B1.h).

College Response to Commission Recommendation 1. Board Practices and Evaluation

Pursuant to the Visiting Team Report of April 19, 2012 based on Follow-Up Report #1, the College has fully resolved this recommendation. Board Policy 2717, Code of Ethics/Standard of Practice, includes language on the consequences of behavior that violates the policy.