

# ACCREDITATION PROGRESS REPORT

OCTOBER 15, 2007

*In response to concerns and recommendations of the*

**ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**



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## Statement of Report Preparation

Victor Valley Community College (VVCC) submits this progress report in response to the request from the Accrediting Commission for Community and Junior Colleges (hereinafter, “the Commission”) to address progress made on three of seven recommendations from the comprehensive visit in March, 2005, as well as two additional Commission concerns specified in its letter dated June 29, 2007. The college submitted a previous progress report on March 15, 2007 which was accepted at the Commission meeting on June 6-8, 2007 along with the issuance of a **Warning**.

This progress report was developed through newly established campus-wide participatory processes. A draft version of this report was shared with the Board of Trustees at its October 9, 2007 meeting; the final version will be disseminated to the Board and the public after its submission to the Commission.

I have been very encouraged by the dedication, creativity, and collaboration of the faculty, staff, Board, and community (see newspaper articles attached hereto as supporting evidence). Even the college foundation has expressed strong support for our efforts. The college has rallied around our new direction and has shown a commitment to share in effective solutions to these concerns and recommendations.

In summary, new policies, procedures and activities aimed at improving the college are being implemented at a very fast pace. The college community is ready to conduct business in new and inclusive ways. The Board of Trustees is leading the way with the unanimous endorsement of the College Council by enacting the following changes:

- A new mission, vision, and goals statement was adopted.
- New policies defining shared governance and institutional effectiveness will be considered for adoption in early November.
- Revised policies which define shared decision making and planning will be adopted.
- A new policy establishing Learning Excellence as a fundamental issue at the college is being developed at the College Council level.

It is not enough that these new policy commitments are being adopted; the college is dedicated to translating them into action and integrating them in the organization of the college. It is our intent to demonstrate to our community and the Commission a total dedication to collaboration and commitment to student learning.

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Robert Silverman, Ph.D.  
Superintendent/President

## Board of Trustees Review

Meeting Date: October 9, 2007

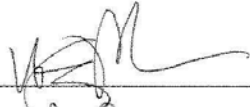
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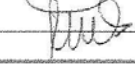
VICTOR VALLEY COMMUNITY COLLEGE DISTRICT- BOARD OF TRUSTEES  
AGENDA ITEM

BOARD CONSENT \_\_\_ BOARD ACTION \_\_\_ BOARD INFORMATION (no action required) X

**TOPIC:** ACCREDITING COMMISSION FOR COMMUNITY & JUNIOR COLLEGES (ACCJC) PROGRESS REPORT

**SUBMITTED BY:** College Council

**RECOMMENDED BY:** Virginia Moran 

**APPROVED BY:** Robert Silverman 

**Description/Background:**

The attached report due to the commission October 15, 2007, provides an update to progress made on ACCJC recommendations and additional Commission concerns specified.

1. Environment for Empowerment
2. Governance Structures
3. Improving Institutional Effectiveness
4. Student Learning Outcomes
5. Organizational Structure & Staffing

**Need:**

Compliance with mandated requirements of ACCJC accreditation.

**Fiscal Impact:** None

**Recommended Action:**

This item is provided for board information.

**Legal Review:** YES \_\_\_ NOT APPLICABLE X \_\_\_

**Reference for Agenda:** YES X \_\_\_ NO \_\_\_

## Response to the Action Letter of June 29, 2007

### **Commission Concern 1: Environment for Empowerment**

The Commission asks Victor Valley College to demonstrate that it is in compliance with the Standard that requires institutional leaders to “create an environment for empowerment, innovation, and institutional excellence.” Leaders should “encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning and implementation.” (Standard IV.A.1).

### **Progress and Accomplishments**

The new chief executive officer for the college, Dr. Robert Silverman, commenced his charge on July 9, 2007. Under his leadership and working closely with the various constituency groups, a new shared governance entity was established to review the college’s policies and procedures related to shared governance and participatory decision-making. Additionally, to foster expanded innovation and institutional excellence several initiatives have begun. Accomplishments, which address the stated concern, include:

- The College Council was convened and established as the college-wide committee through which shared governance is practiced. Its membership includes representatives from the five major college constituencies: faculty, classified staff, students, classified management, and educational administrators. The committee is empowered to thoroughly review and consider new college policies, procedures, and consider other important recommendations. Council recommendations and input will be provided directly to the Board of Trustees.
- A draft of a new shared governance policy was submitted for a first reading to the Board on October 9, 2007 as Board Policy 1201. An accompanying set of procedures was also developed by the College Council as Administrative Procedure 1201. These documents define the college’s shared governance entities, processes for soliciting input from all staff, and defining the inter relationships of the shared governance organizational units. Descriptions of standing committees, their purposes, and how information flows from and across the committees to the Board are included. The committee structure ensures that all staff can be heard as an integral aspect of shared governance.
- The College Council also reviewed existing Board Policy 3250, Institutional Planning, and recommended changes to address legislative updates regarding accountability. Furthermore, changes were necessary to ensure broad-based participation across the college and the integration of the educational master plan and the budget and facilities plans into the overall planning process. The policy clearly establishes the link between planning and institutional research. First reading by the

Board of these changes occurred on October 9, 2007, with an anticipated second reading for adoption on November 13, 2007.

- A review of Board Policy 2510, Participation in Local Decision-Making, was also conducted by the College Council. This served to reinforce that a fundamental basis currently exists to support broad-based participation in decisions made by the college. In addition, this policy will allow for distributed decision making—that is, decisions will be made as close to the student as possible to ensure improved service and effectiveness.
- The role of the Faculty Senate has been clarified within the new policies (BP 1201 and BP 1202). The senate committees are being evaluated for update, and each will be empowered as appropriate.
- Consistent with the intention of the District to strengthen the role of the Faculty Senate, State law governing consultation, and good practices in higher education, the regular Faculty Senate report at the Board of Trustees meetings was moved to the beginning of the monthly meeting without the time limitation imposed on public testimony. This is a significant change from prior practice and is intended to express a renewed professional respect between administration and faculty.
- The President of the Associated Student Body sits at the Board table as an ex-officio member of the board. The student exercises an advisory vote and is included for a report at each meeting.
- The College Council continues to address the college's organization to ensure that the structure facilitates empowerment of decisions-makers closest to the classroom and/or direct delivery of services to students (see response to Recommendation 3 herein). The discussions at the Council meetings have been very stimulating and demonstrate a willingness to change and articulate our commitment to students in new ways.
- The Superintendent/President approved a budget augmentation of \$80,000 for the Teaching-Learning Center (TLC). With the Staff Development Committee serving in an advisory capacity for the TLC, a stronger connection is made with college-wide staff development needs. This enables the TLC to become a very important entity in stimulating instruction, service, innovation and excellence across the entire campus. The center is dedicated to exploring new ideas and innovative methods. This activity is designed to empower staff and ensure that ideas reach the surface for consideration in line with college goals.
- Through the new shared governance structure, a committee has been charged with defining measures of institutional effectiveness—the critical piece for ensuring excellence. Excellence has been adopted as a core value and is being included in defining the college's processes and outcomes. The new policy will be implemented by the Institutional Effectiveness Committee through the creation of performance indicators for each college priority with regular reporting of data based assessment of

progress. The assessments will be utilized to improve the levels of excellence for each college priority. Annually, a report will be made to the Board of Trustees and community as to progress made towards excellence on each college priority. Data will be used to inform improvements to college functions, and to assess our progress towards excellence.

Through these actions, the College Council was empowered to re-conceptualize shared governance, participatory decision-making, and institutional planning—including how these concepts should be implemented. More importantly, the College Council participated in shaping its own future and, as a result, is authorized to recommend policy changes directly to the Board of Trustees (see Administrative Procedure 1201). Strong college-wide committees are critical to empowerment and participation by all staff and students, and are defined in the new Shared Governance policy (Board Policy 1201). These committees are the forum which ensures the participatory function of the college on matters of shared importance.

An example of how the shared vision is currently being enacted relates to a very important part of the new mission statement: The college is dedicated to ensuring that the principles of sustainability will be imparted to all students who attend VVCC. The success of this effort will be assessed and the impact on students will be quantified with the results being used to improve the effort. A new committee has been established to provide opportunity to all to participate in this effort. The new committee will be responsible for assessing the outcomes and providing information for improvement. This is an example of how the new committee structure is envisioned to work. Each committee will have a charge that empowers it to provide input, direction and, in some cases, oversight. The college is moving forward into new areas and these new policies and procedures will ensure a shared mission, transparent decision-making and broad-based planning that creates an environment of excellence.

### **Planning Agenda**

- Updating of list of Faculty Senate committees for inclusion in AP 1201 (Shared Governance Structures and Responsibilities).
- Continued research and discussion about reorganization, including campus-wide workshops conducted by outside facilitators (see response to Recommendation 3).
- Adoption of new Board Policies 1201 (Shared Governance) and 1202 (Institutional Effectiveness) and corresponding administrative procedures.
- Implementation of all shared governance committees and processes as established by Board adoption of Board Policies 1201 and 1202.
- Adoption of policies regarding shared decision making and planning.
- Launching the new committee structure and individual committee assignments.

### **Supporting Evidence**

- Agenda and minutes to date, College Council
- Draft of proposed Board Policy 1201, Shared Governance
- Draft of proposed Administrative Procedures 1201, Shared Governance Structures and Responsibilities
- Draft of revised Board Policy 3250, Institutional Planning

- Calendar of Events, Teaching-Learning Center
- Agenda, Board of Trustees meeting
- Inclusion research papers read and discussed by College Council (reorganization dialogue)
- Copies of various newspaper articles, Daily Press, July through October 2007

### **Commission Concern 2: Governance Structures/Working Together**

The Commission asks that the college demonstrate that it is in compliance with the Standard that requires “through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.” (Standard IV.A.3).

### **Progress and Accomplishments**

Actions addressing Commission Concern 1 also have an impact on Commission Concern 2: The re-conceptualized and restructured shared governance function clarifies and enables more effective working relations among the Superintendent/President, Faculty Senate, and the college community (as represented by College Council). Furthermore, clarifying roles in shared decision-making through empowered college committees, department chairs, and staff will better ensure productive, positive relations for collaborating, brainstorming, and generating new ideas. Additionally, this concern has been addressed by re-defining the vision, core values, mission, and goals for the college. The statement of the core values has been adopted by the Board of Trustees with the unanimous endorsement of the College Council.

*As a student-centered learning organization, we will uphold these core values:*

***Excellence** – providing superior service and educational opportunities*

***Integrity** – guiding the college’s actions with an internally consistent framework of principles*

***Accessibility** – facilitating access to the college’s programs from other locations*

***Diversity** – valuing different points of view and contributions of all*

***Collaboration** – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal*

***Innovation** – providing creative approaches to problem solving and growth.*

By developing a common set of values, mission, goals, and priorities, the college is compelled to reconsider what “*the good of the institution*” means. Overall, several notable activities have been accomplished to date:

- The Superintendent/President facilitated two workshops with the Board of Trustees to redefine the college vision, values, and mission in a way that integrates the recently completed educational master plan.
- The Board’s draft document was then circulated to the college community during “College Orientation Day,” a professional development event held prior to the start of Fall Term 2007 for all employees. Attendees were told more information would be made available over the next few months from their constituency representative on the College Council.
- College Council reviewed the Board’s draft document for the college vision, core values, and mission. Constituency representatives were instructed to disseminate the draft and collect comments from constituent members to share with College Council.
- The draft documents were submitted to the local community and stories were carried in the local newspaper to alert the members of the college district as to the direction and progress of the new mission, vision and goals for the college. Their input was solicited and comments were incorporated.
- After review and discussion through College Council, a refined version was resubmitted to the Board for a first reading at the September 2007 board meeting. Following another round of vetting and refining among shared governance groups and community, the college vision, core values, mission and goals were accepted as revisions to Board Policy 1200 at the Board meeting on October 9, 2007.

As noted above, the progress and efforts described for Commission Concern 1 apply very directly to the progress being accomplished for Commission Concern 2. The college community has rallied around the efforts to become a more inclusive institution. New respect is being generated and trust is beginning to be restored. Recent comments by college leaders (faculty, board, and staff) during board meetings and other venues reflect these positive changes:

*“...I am happy to report, we are all at the table, processing and reorganizing how we do things around here. We are collaborating and succeeding at a phenomenal rate. Collaboration is the ticket. We are working together again ...”* (Mike Smith, President, Local Chapter, California Teachers Association, September 11, 2007).

*“...For the first time, I’ve seen the respect among everyone, open communication and a common goal. All of this has created a better learning environment for every student on campus. There is a change on campus and everyone seems to be on the same page for the first time...”* (Heena Mehra, Associated Student Body President, October 11, 2007).

*“...We have a new working relationship that I feel is very successful right now. We’re feeling respect and I think it is mutual with all of the other*

*administrative staff. We feel like we are all working together...*” (Debra Blanchard, Faculty Senate Vice President, October 9, 2007).

*“...All groups were represented in the Shared Governance. I want to congratulate you all in coming together to do this because I think this is a good way to go...”* (Joe Range, President, VVC Governing Board, September 11, 2007).

*...“We are hoping this is the beginning of a better relationship with the District, with the administration of the campus, and with the president. Especially for accreditation we need to be there for the students and we anticipate that the morale of the classified employees and just the whole atmosphere will change because we have a better working relationship...”* (Arlene Greene, President, California School Employee Association or CSEA, August 14, 2007).

## **Planning Agenda**

- Updating of Faculty Senate committees for inclusion in AP 1201 (Shared Governance Structures and Responsibilities).
- Continued discussion around reorganization efforts, including a campus-wide workshop conducted by outside facilitators.
- Adoption of new Board Policies 1201 (Shared Governance) and 1202 (Institutional Effectiveness) and administrative procedures.
- Implementation of all shared governance committees and processes as established by Board adoption of BP 1201 and 1202.

## **Supporting Evidence**

- Agenda, minutes, handouts from Accreditation Workshops with Board of Trustees, August 2007
- Revised Board Policy 1200, College Vision, Values, Mission and Goals
- Agenda and minutes to date, College Council
- Draft of proposed Board Policy 1201, Shared Governance
- Draft of proposed Administrative Procedures 1201, Shared Governance Structures and Responsibilities
- Draft of revised Board Policy 3250, Institutional Planning
- Copies of various newspaper articles, Daily Press, July through October 2007

## **Recommendation 1: Improving Institutional Effectiveness**

“The team recommends that the college provides evidence that it assesses progress toward achieving its goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. This continuing cycle should include long-term master planning; short-term strategic planning, including technology planning; and an effective, institutionalized program review process. When fully implemented, this cycle of

planning, evaluation and program improvement should result in the creation of a culture of research and evidence that supports all of the college's decision-making processes (Standard IB.3, IB.4, IB.5, IB.6, IB.7; Standard IIA.1, IIA.2, IIB.3, IIB.4, IIC.2; and Standard IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.1, IIID.2g, IIID.3).”

## **Progress and Accomplishments**

Addressing Commission Concerns 1 and 2 enabled clarification of the links between shared governance, decision-making, the annual review/planning cycle, and master planning. Moreover, establishing college-wide goals aligned with the vision, core values, and mission enabled us to better define college priorities and the means to measure our progress—a charge conferred on a new shared governance entity, the Institutional Effectiveness Committee.

In addition to establishing a committee to provide oversight for measuring and guiding improvements to institutional effectiveness, College Council additionally drafted Board Policy 1202 (Institutional Effectiveness) and its accompanying document, Administrative Procedure 1202 (Implementing Institutional Effectiveness). These documents will be submitted for a first reading at the October 9, 2007 board meeting. It is anticipated that the new policy will be adopted after the second reading during the November 13, 2007 board meeting.

Through development of these documents, institutional effectiveness was given meaning in the context of institutional planning. Furthermore, college priorities were identified for use in all institutionalized decision-making processes—now expanded beyond our annual program review, planning, and budget augmentation requests to include any decisions with college-wide impact. Per Administrative Procedure 1201, the rationale for any such decisions *“must systematically integrate the above priorities in deliberating and deriving any conclusions relevant to that process.”*

The annual review and planning process, Program Review, Allocation and Institutional Strategies for Excellence Model (a/k/a P.R.A.I.S.E. Reports), uses data for the planning and budgeting of instructional programs. Key measurements of quality such as enrollment trends, retention, course transferability and success rates for the last three years are provided to the department chairs. The Research Office conducts informational workshops for the college community in order for all to understand the measurements. Within the next month, the measurements of quality and other college assessment data, will be accessible to the college community through the online interface of the college decision support system known as the “Institutional Research Query Builder.”

In addition to annual program review, other institution-level assessment cycles have been initiated in several areas to measure progress on goals and assess college impact on students, whether they enroll in a class, program or some other learning activity of the college.

- The college collaborates with its major 4-year institutions on transfer information. Over 100 graduates transfer to California State University, San Bernardino (CSUSB) each year. In tracking these students, data have shown that continuation rates for our

students attending CSUSB are higher than those coming from other community colleges (87% versus 85%). In addition, our students who transfer to a CSU have higher GPAs on average than those who transfer from other community colleges (3.15 versus 2.91).

- An information competency project has been initiated by librarians and English faculty to inspire students to use technology and library resources for class assignments. Currently, every section of college-level English includes the information competency component built into the course outline. This consists of the student partaking in a 45-minute session with a librarian to discuss library tools and technologies for use in class assignments. After this session, students are quizzed on the information by completing 40 multiple choice questions which are graded by the library staff and forwarded to the English faculty. According to library records, in 2005-2006, 1,117 students completed this assessment instrument. This number has grown to over 1,200 this year.
- Vocational programs are focused on cultivating intellectual growth and aiding in the economic development of our community. Progress towards this is assessed using the Vocational-Technical Education Act (VTEA) core indicators. For instance, in 2004-2005 our vocational students completed their course work nearly 25% above the state negotiated level. This percentage is now above 26% (2006-2007). This information is reported back to the department chairs for review and used at advisory committee meetings.
- Knowing our community and embracing its uniqueness is our priority. Living in an area with a median household income nearly 12% below that of California as a whole, creates challenges for accessibility. The financial aid office assesses the need of our students and strives to eliminate their monetary barriers. In 2006-07, nearly \$20 million was provided in Board of Governors and Pell grants. This translates to aiding nearly 7,000 students a year to accomplish their educational goal.
- Although the college has a track record of organized efforts around planned budget augmentation requests, AY 2006-2007 marked the completion of the college's first complete cycle of annual program review, planning, and budget augmentation. The process culminated in a college-wide list of recommended funding priorities for 2007-2008.

## Planning Agenda

- Convening of Institutional Effectiveness Committee to commence work on creating performance indicators for established priorities, and reporting on measurement of the indicators.
- Convening of the Finance, Budget and Planning Committee to commence work that includes evaluation of last year's cycle and initiating annual program review, planning and budget augmentation cycle for AY 2008-2009.

- Continue enhancements to online decision support system with additional measurements such as persistence, job market indicators, and measures of productivity for the 2008-2009 planning year.

### **Supporting Evidence**

- College-wide list of funding priorities, AY 2007-2008
- Budget development scoring sheet
- Draft of new Board Policy 1202, Institutional Effectiveness
- Draft of new Administrative Procedures 1202, Implementing Institutional Effectiveness

### **Recommendation 2: Student Learning Outcomes**

“To meet the standards' focus on ensuring student success and the quality of programs and services, the team recommends the college conducts meaningful, timely, and inclusive dialogue with all campus constituents to identify student learning outcomes at the course, program, and institutional levels. The college should also systematically assess these student learning outcomes and use the results of these assessments for the improvement of institutional effectiveness (Standard IIB.1, IB.4, IB.7; Standard IIA.1c, IIA.2c, IIA.2b, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6, IIA.6a, IIB.1, IIB.4, IIC.1a, IIC.2; Standard IIIA.1b, IIA.1c; and Standard IVA.1, IVA.2b, IVB.1b).”

### **Progress and Accomplishments**

Since the March 15, 2007 progress report, the Faculty Senate proposal for establishing assessment practice by seeding assessment projects across campus has received some material support via Title V-Hispanic Serving Institutions grant funding for faculty stipends. More importantly, the Superintendent/President has expressed his commitment to institutionalizing learning assessment practice—a commitment shown in an augmentation of \$80,000 to the Teaching-Learning Center to support professional development. To date, a cadre of 13 faculty members received training during the summer, resulting in SLO assessment plans that are being implemented during Fall 2007 for the following disciplines:

- Anatomy (course-level outcomes)
- Microbiology (course-level outcomes)
- Chemistry (course-level outcomes)
- Astronomy (course- and program-level outcomes)
- Business (course- and program-level outcomes)
- English-Reading (course-level outcomes)

Preliminary assessment plans have been received for 3 additional faculty teams in the following disciplines:

- Agriculture/Natural Resources (course- and general education outcomes)
- English-Composition (course-level outcomes)
- Construction Technology (program-level outcomes)

The second cadre of 9 faculty members received the same intensive training provided to the first cadre during the summer. Because both cadres are receiving stipends through several Title V-Hispanic Serving Institutions grants, in addition to developing, implementing and translating their respective SLO projects into instructional improvements, each faculty member is required to commit to facilitating “open house” events held at our Teaching-Learning Center every Friday. This has afforded opportunities for faculty members to learn from each other in a non-threatening, *community of practice* environment.

Along with implementation of these assessment projects, several important institutional changes have contributed to our progress on SLO assessment:

- The Superintendent/President has proposed an aggressive timeline for the completion of defining and assessment planning of SLOs at the course, program, and institution level (general education). The proposal has been vetted to relevant faculty groups (Learning Assessment Committee and Curriculum Committee), and the dialogue continues. The initial counterproposal from faculty groups included a recommendation that any SLO timeline be aligned and integrated with pending improvements to college curriculum development processes (see next item).
- Campus-wide adoption of CurricUNET, a curriculum management information system has facilitated updates to all curricula. While defining SLOs have been a part of the curriculum development process since 2004, refinements to the process and the addition of forms for defining program-level SLOs have been added.
- In addition to specific linkages of SLO efforts to curriculum development processes, the college has committed to re-vitalizing professional development activities by allocating funds to the Teaching-Learning Center (TLC). Heretofore, the TLC had not been relied on to systematically coordinate professional development activities since the conclusion of its grant-funding in 2003. With limitations on seed money to fund faculty SLO projects, other strategies were necessary to increase the likelihood of sustaining assessment practice among faculty members. Offering training and, more importantly, creating a central place for faculty and staff to work, learn, and share better enables the changes necessary to compel integration of effective assessment practice.
- Discussions of student learning outcomes in student services have occurred since the last progress report. Definitions of outcomes, including possible assessments, have been drafted and distributed.

### **Planning Agenda**

- Continued implementation of learning assessment plans, including dissemination of findings through professional development activities in the TLC and other means as determined feasible.
- The College Council in collaboration with the Faculty Senate will develop a policy to establish standards of learning excellence and corresponding administrative

procedures to specify effective practices in support of such standards. Such practices will include but not be limited to student learning outcomes assessment.

- Commence discussions of how to sustain learning assessment practice as reorganization work begins to bear upon functions, positions, and responsibilities.
- Commence collaborative work between Faculty Senate Learning Assessment Committee and Institutional Effectiveness Committee on institution-level student learning outcomes.
- Convene Finance, Budget and Planning Committee to commence work that includes integrating student learning outcomes in the annual program review and planning process.

### **Supporting Evidence**

- Agenda and materials from SLO Summer Academy @ the TLC
- Agenda and minutes, Faculty Senate Learning Assessment Committee, to date
- Copies of assessment plans from SLO Academy, Cadres I and II
- Calendar of Events, Teaching-Learning Center
- Draft of student learning outcomes and matrix in student services

### **Recommendation 3: Organizational Structure and Staffing**

"The team recommends that the college evaluate and address its organizational structure and staffing needs. The evaluation should include, but not be limited to, technology support, risk management, maintenance and operations, and human resources. The college should take appropriate actions to implement the results of the evaluation and must address the lack of sufficient staffing (Standard IIIC.1d, IIIC.2, IIIA.2 and Standard IVB.2a)."

### **Progress and Accomplishments**

Since the visiting team report in 2005, several steps have been accomplished to evaluate the organizational structure and staffing needs as identified in this recommendation.

#### Technology Support:

- Several technology-related departments (Technology Services, Computing and Information Resources, and Instructional Media Services) were consolidated under a single Vice President (Administrative Services). In addition, the position of Technical Services Director has been added to provide daily management of that department.
- The college has taken steps to identify the appropriate external benchmarks to determine the necessary staffing levels within Technical Services Department. According to State standards (see "Technical Services Staffing Model Based on State Guidelines"), there is still a need for over thirteen (13) positions in the technology support area based on the existing computing infrastructure.

- The college is engaging the services of an outside technology consultant to analyze and review the overall college technology platform and to offer recommendations to improve the effectiveness and efficiency of support operations. Currently, an RFP is out to a number of vendors who are being asked to develop a proposal to study the campus infrastructure, policies, procedures, networking access and speed, software applications and staffing among other areas. The resulting report and recommendations will provide a blueprint for the future to develop effective practices in technology support for students, faculty and staff.
- In the 2007-2008 final budget, the Board approved two additional positions in the technology support area. These positions will help to provide the needed support for our on-line classes which are offered through Blackboard. Future budgets will attempt to provide continued improvement in the number of staff required for a technology. Those decisions will be guided by the staffing model and the final recommendations of the technology consultant. The addition of staff in this area will support the college priorities.

#### Risk Management:

- The college has never had the position of Risk Manager. As a result of the recommendations of the visiting team the college reassigned an employee to perform risk management duties but has not reclassified that individual or formalized the position. This will be reviewed in the current fiscal year and recommendations will be made on the most effective way to deliver this function within the organization.

#### Maintenance and Operations:

- In the Maintenance and Operations area the college has used the staffing guideline of the Association of Physical Plant Administrators (APPA). The study looks at the staffing levels for Grounds Workers, Custodians and Maintenance Workers and compares levels of service with staffing benchmarks. In each of the three categories, Victor Valley Community College ranks in the lowest levels of service based on the available staffing levels.
- Further compounding the challenge, two new buildings will be opening this fiscal year adding 66,000 additional square feet of new facilities without additional staffing in place for maintenance and cleaning. The addition of positions for the Maintenance and Operations area will be reviewed along with other campus needs in future budgets and based on the overall priorities determinations will be made on the staffing for this area.

#### Human Resources:

- Since the site visit in 2005, a new vice president for Human Resources replaced the retiring director of Human Resources. The department met on several occasions to

discuss and evaluate staffing needs. As a result, a payroll technician position was created, and the payroll coordinator position was reclassified to a payroll director position.

Other Hiring Efforts:

- Five new faculty positions will be available and the Faculty Senate and instructional office are working together to prioritize these positions.
- Four classified positions, including two technology positions and two student recruiters, are also being advertised. These positions are planned to be filled during fiscal year 2007-2008.

The organization of the college is being examined for improvements which allow for increased empowerment of faculty and staff. The current organization is flawed due to the excessive number of academic departments and several structural misalignments. The dialogue was not begun until faculty returned from the summer break and launched classes for the current semester. A review of the organizational structure has since begun and progress is being made in several areas, which include the following:

- A workgroup of faculty, staff, and managers/administrators was established and convened through College Council to reconsider the overall college organizational structure.
- An additional workgroup comprised of faculty and educational administrators was established and convened to explore relevant issues related to restructuring instructional department chairs.
- Through these workgroups, it was concluded that the college would embark on a bold new path to consider radically different thinking (for this college) about re-organization based on seminal work by scholars such as Helgesen (“The Web of Inclusion,” 1995), Wheatley (“Leadership and the New Science,” 1994) and Wenger (“Communities of Practice,” 1998).
- Workgroups identified the following design principles for the new organizational structure to be maintained throughout the dialogue:
  - The structure must enable open communication.
  - The structure must be flexible and responsive to internal and external demands, with sufficient breadth and depth.
  - Distinctions between and across work units, positions, constituency membership will be blurred to enable free flow of information, ideas, and dialogue.
  - The structure will support a redistribution of power.
  - Constant reorganization will be enabled.
  - Trial and error will be allowed and encouraged.

- Workgroups will continue to research, dialogue, and develop recommendations for college re-organization. The Superintendent/President is committed to moving decision-making as close to the classroom as possible. Therefore, the following issues relevant to instructional re-organization will be addressed:
  - Determining the method of compensation for department chairs which may include release time and/or cash stipend;
  - Defining the role of the department chair with both instructional and administrative responsibilities;
  - Crafting a job description for the department chair;
  - Discussing the need for and define the position of program leader;
  - Ensuring department chair and Dean Partnerships are empowered to make decisions; and
  - Collaboratively creating a handbook to define issues related to department chair duties and activities.

To date, significant progress is being accomplished in terms of sustaining enthusiasm, collaboration, and willingness to change. Updates on progress will be included on future College Council agendas. The timeline for completion of these discussions and negotiations will be December 1, 2007. Shortly thereafter, the new college organizational structure will be released to the college community for input and it will be instituted no later than July 1, 2008.

### **Planning Agenda**

- Continued discussions on reorganization through College Council.
- Holding a facilitated workshop for a subcommittee of College Council (and other interested parties) on relating re-organization efforts to vision, values, mission and goals of the college.
- Invite organizational change experts to campus to provide information and advice.
- Complete discussions and prepare a recommended organization for December 2007.
- Implement the new organizational structure by July 1, 2008.

### **Supporting Evidence**

- Technical Services Staffing Model Based on State Guidelines
- Agenda from Department Chairs meeting
- Agenda and minutes from College Council
- Overview documents of inclusion models of organization

## Appendix, List of Supporting Evidence

### **For Commission Concern 1**

- C1.1. Agenda and minutes to date, College Council
- C1.2. Draft of proposed Board Policy 1201, Shared Governance
- C1.3. Draft of proposed Administrative Procedures 1201, Shared Governance Structures and Responsibilities
- C1.4. Draft of revised Board Policy 3250, Institutional Planning
- C1.5. Calendar of Events, Teaching-Learning Center
- C1.6. Agenda, Board of Trustees meeting
- C1.7. Inclusion research papers read and discussed by College Council (reorganization dialogue)
- C1.8. Copies of various newspaper articles, Daily Press, July through October 2007

### **For Commission Concern 2**

- C2.1. Agenda, minutes, handouts from Accreditation Workshops with Board of Trustees, August 2007
- C2.2. Revised Board Policy 1200, College Vision, Values, Mission and Goals
- C2.3. Agenda and minutes to date, College Council (**SAME AS C1.1**)
- C2.4. Draft of proposed Board Policy 1201, Shared Governance (**SAME AS C1.2**)
- C2.5. Draft of proposed Administrative Procedures 1201, Shared Governance Structures and Responsibilities (**SAME AS C1.3**)
- C2.6. Draft of revised Board Policy 3250, Institutional Planning (**SAME AS C1.4**)
- C2.7. Copies of various newspaper articles, Daily Press, July through October 2007 (**SAME AS C1.8**)

### **For Recommendation 1**

- R1.1. College-wide list of funding priorities, AY 2007-2008
- R1.2. Budget development scoring sheet
- R1.3. Draft of new Board Policy 1202, Institutional Effectiveness
- R1.4. Draft of new Administrative Procedures 1202, Implementing Institutional Effectiveness

### **For Recommendation 2**

- R2.1. Agenda and materials from SLO Summer Academy @ the TLC
- R2.2. Agenda and minutes, Faculty Senate Learning Assessment Committee, to date
- R2.3. Copies of assessment plans from SLO Academy, Cadres I and II
- R2.4. Calendar of Events, Teaching-Learning Center (**SAME AS C1.5**)
- R2.5. Draft of student learning outcomes and matrix in student services

**For Recommendation 3**

- R3.1. Technical Services Staffing Model Based on State Guidelines
- R3.2. Agenda from Department Chairs meeting
- R3.3. Agenda and minutes from College Council (**SAME AS C1.1**)
- R3.4. Inclusion research papers read and discussed by College Council (reorganization dialogue)