



**ADMINISTRATIVE
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Virginia Moran
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March 14, 2007

Barbara A. Beno, PH.D.
President
Accrediting Commission for Community and Junior Colleges
10 Commercial Blvd., Suite 204
Novato, CA 94949

RE: Victor Valley College Progress Report

Dear Ms. Beno,

Please find enclosed Victor Valley College's Progress report in response to the Commission's action letter dated June 29, 2006. The progress report responds to the three recommendations that the College was asked to address in the action letter. Additionally, the current progress report focuses on accomplishments and progress made since the comprehensive visit in June 2006 as well as plans for the future.

We look forward to the opportunity to discuss the progress report at the upcoming follow-up visit on April 19, 2007.

Please contact my office should you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Virginia Moran', with a long horizontal flourish extending to the right.

Virginia Moran
Executive Dean, Institutional Effectiveness
Accreditation Liaison Officer

PROGRESS REPORT

MARCH 15, 2007

**ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

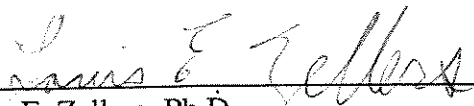


Victor Valley College
18422 Bear Valley Road
Victorville, CA 92395

Statement of Report Preparation

Victor Valley College 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. The college submitted a previous progress report in March, 2006 which was accepted at the Commission meeting on June 7-9, 2006.

This progress report has been drafted by the Office of Institutional Effectiveness, has been shared with the Faculty Senate, as well as the Executive Cabinet. It will also be distributed to the College Assembly for information. The content of the report reflects the college's broad-based responses to the three recommendations since its last progress report to the Commission. The final version of this report was reviewed by the Board of Trustees at its March 13, 2007 meeting.



Louis E. Zellers, Ph.D.
Interim Superintendent/President

Board of Trustees Review

ADMINISTRATIVE SERVICES

MARCH 13, 2007

TOPIC: ACCREDITATION PROGRESS REPORT

The district wishes to present to the board for review the Accreditation Progress Report. This progress report is submitted 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. The college submitted a previous progress report in March, 2006 which was accepted at the Commission meeting on June 7-9, 2006.

This progress report has been drafted by the Office of Institutional Effectiveness, and has been shared with the Faculty Senate as well as the Executive Cabinet. It will also be distributed to the College Assembly for information. The content of the report reflects the college's broad-based responses to the three recommendations since its last progress report to the Commission.

Fiscal Impact: None

RECOMMENDATION:

This is an information only item.

REFERENCE FOR AGENDA: YES

General Counsel Approval: YES ___ NO ___ NOT APPLICABLE X

I recommend the Board of Trustees approve this item

David Jaron
Vice President, Administrative Services

Date 2/26/07

I recommend the Board of Trustees approve this item

Jessie E. Zellers
Interim Superintendent/President

Date 2/26/07

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY X

Response to the Action Letter of June 29, 2006

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

The Office of Institutional Effectiveness was established with the hiring of an Executive Dean for Institutional Effectiveness as of September 1, 2006. Research, planning, accreditation and organizational development functions are included in the areas of responsibility for this office. In addition, under consideration is a proposal to include management information systems as a means to integrate all information and knowledge management functions within a single unit. In this way, a centralized resource exists for leadership, coordination, and support for all research, evaluation, reporting, and planning-related efforts across the campus.

The start of academic year 2006-2007 was marked with many planning-related activities: The annual planning/budget augmentation process—known locally as “PRAISE” (Program Review, Allocation, and Institutional Strategies for Excellence)—was implemented for the second time with improvements from last year’s implementation. Last year’s efforts focused on systematizing augmentation requests, the result of which was a college-wide list of funding priorities. This year marks the integration of program review as the basis for planning such requests.

At this writing, instructional programs are reviewing their evidence (enrollment-, student-, and finance-related data) to assess needs against goals set in the Educational Master Plan. Several training sessions for faculty, staff, and administrators were held during the Fall 2006 session to provide an overview of the model, detailed procedures developed, and opportunities to dialogue about the data. The final PRAISE reports are due by February 28, 2007. A concurrent review process will be conducted by several entities to meet different purposes:

- The Office of Instruction (Executive Vice President and Instructional Deans) will review plans to identify strengths, and determine if gaps exist—in terms of needs, or in terms of the justifications for plans. This review ensures alignment within the instructional division. Any augmentation requests that impact the entire division and/or that may warrant a higher priority should be identified at this level of review.

Also, any gaps or other issues should be addressed during this review before the instructional division plans and budget decisions are made. Ideally, no surprises should be found; however, because no mandate exists for Instructional Deans to be involved at the unit-level of program review and planning, there is a possibility that unexpected issues will arise. Until a standard practice is created and adhered to, overall divisional planning for the Office of Instruction could prove challenging.

- The Faculty Senate Budget Committee will review budget augmentation requests to develop recommended priorities for funding, based on the educational implications of such requests. The criteria to be used for this review are currently under development, and will be communicated to the campus community upon completion.
- The Program Review/Educational Master Plan Committee will identify programmatic trends and determine linkages between unit-level plans to the Educational Master Plan—linkages that will form the basis of the College's strategic plan. In addition, this committee serves to evaluate the annual PRAISE process by soliciting feedback from all entities involved. Next year's process will be improved, as it was this year, based on feedback received.

Following the above reviews, the Budget Resource Identification Committee (BRIC) will receive the recommended budget augmentation requests, and will compile and submit a list of priorities to President's Cabinet. BRIC is a shared governance committee established two years ago that is charged with deliberating and forwarding recommendations to the President's Cabinet on all appropriate budget-related matters presented to it. All recommendations are based on the college's mission and goals as directed by the Board of Trustees, including maintaining a minimum five-percent (5%) unrestricted general fund balance and all estimated unfunded liabilities. This year's BRIC review process is a re-implementation of last year's process, with some improvements.

Program review-planning-budget augmentation for non-instructional programs still needs to be addressed. A template has been drafted which mirrors that used for instructional programs so that a common conceptual model is used college-wide—this creates a common language for evaluating institutional effectiveness, while still allowing the development of indicators of effectiveness that are relevant to specific areas.¹ At this writing, both Student Services and Administrative divisions have formulated a strategy to review the model, specify data indicators, and identify the process for developing, reviewing, and evaluating PRAISE Reports. It is anticipated that the specified model for all non-instructional areas will be finalized this year and implemented next year. This year's review-planning-budget augmentation process for those areas will follow the process used last year, with respective Vice-Presidents working with individual units to establish divisional priorities for BRIC review.

¹ Note that these indicators of institutional effectiveness constitute program management outcomes; student learning outcomes at the institutional level will be addressed under Recommendation 2 herein.

As this year marks the first time a complete program review-planning-budget augmentation and process improvement cycle is being implemented, we anticipated and experienced some challenges. With improved communication among college constituents, better documentation of college processes, and more effective use of technology to streamline workload, we anticipate vast improvements in next year's PRAISE process and, by extension, better support for college decision-making.

Supporting Evidence

- College-wide list of funding priorities, AY 2006-2007
- Educational Master Plan, 2007
- Materials from PRAISE Training Workshops, Fall 2007
- PRAISE Report Template for Instructional Programs, 2007-2008
- Draft of PRAISE Report template for Non-Instructional Programs, 2007-2008
- 2007/2008 Program Review/Budget Development Process

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 I1B.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

As reported previously, curriculum development processes have been altered to include a description of student learning outcomes (SLOs) on course outlines of record. Consequently, every new and updated course includes SLOs in a written format—to date, a total of 58 courses. The next phase of development includes compiling evidence that these learning outcomes are actually assessed, and that the lessons learned are applied to improvement efforts.

To facilitate this next phase of development as it relates to SLOs in the classroom, the Faculty Senate has re-engaged its Learning Assessment Committee (LAC), charging it as follows:

The Victor Valley College Learning Assessment Committee is a Faculty Senate Committee composed of faculty members appointed by the President of the VVC Faculty Senate. The task of the Learning Assessment Committee is to develop and recommend to the Faculty Senate a plan for bringing the VVC instructional programs into compliance with the following requirements of the ACCJC 2002 Accreditation Standards: *The institution identifies student learning outcomes for courses, programs, certificates, and*

degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

The committee has met twice since the start of the academic year; agenda and minutes are provided herein. As reflected in LAC meeting minutes, it was determined that a response to commission recommendations regarding SLOs demands (1) direct involvement by faculty, and (2) a commitment of college resources. In addition, if SLOs are to become embedded into the standard practice of the college, a more strategic, well-planned approach would be necessary to foster proper development and ensure deliverables. Hence, the LAC and Office of Institutional Effectiveness has collaborated on a proposal for institutionalizing a process for developing, implementing, and evaluating a complete SLO cycle. The proposal (copy provided herein) outlines a competitive process allowing instructional departments or service areas to solicit financial support for implementing an assessment plan (for course, program, or institutional SLOs). This systematic process includes specific acceptance criteria, timelines, benchmarks, and dissemination or “knowledge transfer” plans, as well as regular and frequent participation in a Faculty Learning Community—a cadre of colleagues working on SLOs at VVC. These meetings or activities will be facilitated by the Executive Dean of Institutional Effectiveness who will serve to coordinate SLOs for the campus for now. Note that the proposal additionally calls for the hiring of a full-time faculty position with 100% reassignment to coordinate SLOs—something we hope can be carried out in the near future.

If the proposal is adopted by President’s Cabinet and implemented this year, the college will have numerous examples of completed SLO assessment cycles from which the entire college can learn. In particular, outcomes from the student learning side of the house can help inform the student development/support services side. A focused effort will be made by the Office of Institutional Effectiveness to include in the emerging dialogue about non-instructional program review discussions about SLOs for service areas—with the intent of including such outcomes in program review data specifications.

In addition to providing a solid foundation for organizational learning about SLOs, any course- or program-level outcomes assessed in connection with this initiative will provide the basis for institutional SLOs—thus, completing the picture of what constitutes the college’s institutional effectiveness.

Supporting Evidence

- Agenda & Minutes, Faculty Senate Learning Assessment Committee, AY 2006-2007
- Copy of Proposal to Establish a Comprehensive Student Learning Outcomes Assessment Cycle at Victor Valley College (still in draft form; should be completed by submission to Commission)
- Course Outline of Record Template

Recommendation 3: Organizational Structure and Staffing

"The team recommends that the College evaluates and addresses 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

The previous progress report indicated that most of this recommendation was addressed. Since that report, the college has continued to recruit for and/or hire even more positions (most recent update report provided herein).

It is important to note that, since the previous progress report, the college president resigned and an interim president has been in place since September 1, 2006. Additionally, 2 new executives were appointed: Vice President for Human Resources, and Executive Vice President for Student Learning/Deputy Superintendent. As reasonably expected, the Executive VP is currently evaluating the current organizational structure in her division, with the intent of making improvements as necessary. As an interim superintendent/president, a decision was made to not hire any new faculty members—instead, these decisions are being deferred to the new superintendent/president. A recruitment effort for a new superintendent/president is in process; the intent is for that person to start by July 1, 2007.

Despite these changes in key personnel, the college continues to make strides overall in creating more systematic means for identifying and planning for staffing needs. The annual program review-planning-budget augmentation (PRAISE) process described under Recommendation 1 above represents an attempt to create a well-defined, ongoing, integrated way of identifying and planning for all manner of resource needs, including staffing for non-instructional programs. This year's PRAISE process for instructional programs does not include new faculty requests, however—the college for now is relying on a separate process that was drafted under the previous president. While some discussion has revolved around integrating the faculty hiring prioritization process into the annual PRAISE process, no formal decisions to do so have been made. It is anticipated the Program Review/Educational Master Planning Committee will consider this issue in its year-end evaluation of the PRAISE process.

Supporting Evidence

- Status of current recruitment efforts
- Report of new hires since July 1, 2006.
- Recruitment documents, Superintendent/President