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## ABSTRACT

This is a summative assessment of how well the College meets the standards as a whole. It is based on the themes that are integrated throughout the standards: Institutional Commitments; Evaluation, Planning, and Improvement; Student Learning Outcomes; Organization, Dialogue, and Institutional Integrity. The College is in compliance with the four standards.

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### **Institutional Commitments**

As part of the College's ongoing evaluation and planning process, the mission statement was revised with a focus on student learning. The College Assembly approved the new mission statement on September 16, 2003, and the Board of Trustees approved this statement on November 11, 2003. The mission statement is used as the foundation for the Master Plan Goals, and is used in plans such as, the Educational Space Quantification & Facilities Master Plan, the Matriculation Plan, the Student Equity Plan, the Technology Plan, and the program reviews.

The results of the Accreditation Staff Opinion Survey indicate that 91% are familiar with the College mission statement, 85% agree that the institution establishes courses and programs aligned with student needs, and 67% believe that the mission is central to planning and decision-making. From the survey results, it appears that the College has succeeded in making the mission widely understood among staff members across the campus. There is strong support from the survey results that staff members believe that the mission statement is utilized in establishing programs and services to meet student needs. Additionally, two-thirds of staff members did agree that the College mission statement guides institutional planning and decision-making.

As part of the College's evaluation and planning process, the Program Review

Guide was revised to include the following improvements: Alignment of Accreditation terminology to include components for a descriptive summary, self evaluation, and planning agenda, the inclusion of student learning outcomes in Section C, Curriculum Content, Design and Delivery, and the integration of Accreditation Recommendations and Planning Agendas in Part V of the Program Review Guide (Program Review Guide).

In addition, based on department input from the Program Review Evaluation Form, some of the recommendations included the following improvements: placed examples of program reviews on the website, conducted meetings with department chair and/or units about the program review process, presented program reviews to the Program Review Committee, lengthened timeframe of program review, created program review calendar, created Program Review Evaluation Survey, and provided revisions that improved the Program Review Guide for clarity and readability (Program Review Evaluation Survey). Discussions are ongoing regarding incorporating more information about student learning outcomes into the program review process.

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## Evaluation, Planning and Improvement

The integrated evaluation and planning process that focuses on continuous improvement is in place and supported by the following evidence:

- During 1999, hired the Research Analyst. In 2003, the Research Analyst position was changed to the Institutional Research Coordinator. The Institutional Research Coordinator organizes research activities in support of the integrated planning and evaluation process. Research activities included the FactBook, Institutional Research website, and campus- wide research needs (FactBook).
- During Fall Semester 2001, the College created the Planning and Resource Development Office to coordinate the evaluation and planning process. The activities include support for planning, goal setting, accreditation, program review, resource development, hosting open forums, workshops, working with committees, and the Planning and Resource Development Website. To maintain the integrity of departments and programs, the College conducts program review in a six-year cycle. A year is set aside for the accreditation self study. Case examples of program reviews are indicated throughout the Self Study.
- The Program Review Committee and the Master Plan Committee were reactivated in 2001-2002 (Program Review Committee, Fall Semester 2001, Master Plan Committee, Spring Semester 2002) to assist the Planning and Resource Development Office with training and to provide input for the evaluation, planning, research, and resource allocation process.
- On December 14, 2001, the Program Review Committee conducted a Program Review Open Forum. The dialogue and suggestions from the participants focused on improving the guidelines for the integrated planning and program review process that resulted in a revised Program Review Guide (Program Review Guide).
- Received January 16, 2002 letter from the Accreditation Commission commending the College for the thoroughness of its Midterm Report and serious efforts to integrate planning, research, and resource allocation (Accreditation Commission Letter, January 16, 2002, Accreditation Midterm Report).
- Conducted accreditation and integrated planning sessions on Flex Day, August 9, 2002, January 10, 2003, and accreditation session on September 2, 2003 (Flex Day Agendas)
- Conducted program review workshops on February 26, 2003; November 19, 2003; May 7, 2002; and February 27, 2002 (Program Review Workshop Agendas). Conducted program review presentations to the Board of Trustees on October 26, 2004; October 28, 2003; June 24, 2003; March 25, 2003; October 22, 2002; and April 9, 2002 (Board of Trustees, Minutes).
- In Spring 2003, reactivated the Budget Advisory Committee to make recommendations to the Superintendent/President Cabinet.
- In Spring 2003, initially formed the Student Learning Outcomes Committee to increase the dialogue regarding student learning outcomes.

- On April 28, 2004, the Accreditation Self-Study Open Forum provided a forum for dialogue and broad-based input for institutional planning that leads to institutional effectiveness. Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop about the accreditation standards, themes and the use of the standards to support student learning. The forum provided the opportunity for participants to learn about the accreditation process and to provide input for the Self Study.
- On April 29, 2004, the Faculty Learning Assessment Committee conducted a workshop to assist faculty in developing, writing, and analyzing student learning outcomes for effectiveness.
- On May 11, 2004, the Superintendent/President discussed at a Town Hall Meeting the integrated planning process by sharing information about the major goals and accomplishments of the College, and how to use the mission statement to drive planning. The vice presidents, and the Director of Human resources discussed enrollment planning strategies, facilities planning, Access VVC implementation, revenue sources, budget, and Accreditation Standard IIIA, Human Resources.
- The Superintendent/President and the Board of Trustees developed and integrated the Board of Trustee Goals into the Master Plan Goals on April 22-23, 2004, and on August 24, 2004.
- At the planning sessions on December 5, 2003, January 16, 2004, and at the Open Forum on Goal Setting on January 29, 2004, the dialogue revolved around goal

setting, accreditation standards, and the infusion of the accreditation themes for a quality institution (Master Plan Meeting highlights, December 5, 2003, January 16, 2004). An effort was made to align the Master Plan Goals with the Accreditation themes of quality.

<b>Accreditation Themes Alignment with the Master Plan Goals</b>	
<b>Accreditation Themes</b>	<b>Master Plan Goals</b>
Organization	Organizational Excellence
Institutional Commitment and Student Learning Outcomes	Institutional Commitment to Student Learning and Student Success Through Educational Excellence
Evaluation, Planning, and Improvement	Economic and Community Development
Institutional Integrity	Diverse Populations
Evaluation, Planning and Improvement	Technology
Dialogue	Learning Centered Resource Management

During 2003, through the leadership of the Faculty Senate Hiring Procedures Committee, the faculty hiring process was improved through the Full-time Faculty Hiring Procedures Agreement that includes the elements and procedures for the following: equal opportunity, hiring, position identification, search procedures, selection committee, welcoming and mentoring newly hired faculty, and review and revision (Full-time Faculty Hiring Procedures Agreement).

- At the Second Accreditation Self Study-Open Forum on November 8, 2004, 100% of the 30 participants indicated they were provided the opportunity for input for the Self-Study (Accreditation Open Forum, Evaluation Form-November 8, 2004).

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## Student Learning Outcomes

The Faculty Senate of Victor Valley College has taken the lead and is driving the process for student learning outcomes. Victor Valley College is early in the process of adding student learning outcomes to each course outline. To make the process authentic, the Faculty Senate approved a Faculty Student Learning Outcomes Committee, which has since changed its name to Faculty Learning Assessment Committee. The Curriculum Committee has recently approved a form to be used by faculty writing course outlines that incorporates student learning outcomes. The form is in the approval process with the Faculty Senate. At the course level, for example, the course syllabi for Math 50, Philosophy 109, and Biology 52 now include the identification and assessment of student learning outcomes (Course Syllabi, Math 50, Philosophy 109, and Biology 52).

Dr. Steve McDevitt, a Speech faculty member, was instrumental in the initial development of the Student Learning Outcomes Steering Committee, a campus-wide committee that was formed in February 2003. The Student Learning Outcomes Steering Committee provides leadership, and serves as an aid to building shared knowledge and responsibility for student learning outcomes campus-wide. The Student Learning Outcomes Steering Committee has created a website to provide information about student learning outcomes including the placement of outcome measures.

The Student Learning Outcomes Steering Committee, the Faculty Senate and the counselors are developing the Student Learning Outcomes Component of the Master Plan. Furthermore, the Student Learning Outcomes Steering Committee's

"Coffee and Pizza Klatches" have promoted dialogue around campus especially to those not directly involved in the classroom. The highlights of these sessions are posted on the Planning and Resource Development webpage (Student Learning Outcomes Steering Committee, Highlights of Klatches).

In Standard II-B, Victor Valley College strives to assure quality student learning outcomes through student support services and demonstrates the effectiveness of these services. More specifically, Victor Valley College supports student learning and enhances achievement of the college mission by offering a variety of comprehensive student services and activities including: Assessment, Admissions, Athletics, Career Center, Child Development Center, Cooperative Agencies Resources for Education, Counseling, Disabled Student Programs, Extended Opportunity Programs and Services, Financial Aid, Guidance courses, Orientation, Registration, Student Activities, Student Employment, Student Support Services, and Transfer.

In response to the enrollment growth, student service areas have made significant changes in the way students access enrollment services. The Vice President of Student Services designed and created a one-stop transition center which houses Admissions and Records, Financial Aid, Bursar, and Assessment all in the same building. The College also expanded services into the evening hours providing enrollment services until 7:00 pm, Monday through Thursday.

According to the results of the Noel-Levitz student satisfaction survey conducted Fall Semester 2003, students rated their overall satisfaction with campus support services

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(0.07) higher than the seven comparison California community colleges used for the survey results (Noel-Levitz Student Satisfaction Inventory).

A notable strength of Student Support Services at Victor Valley College can be evidenced by reviewing counseling faculty evaluation survey results. The student evaluations collected in the Fall Semester 2003 rated student satisfaction with individual counselors and the services provided as part of the tenure evaluation for five counseling faculty. Some 325 students returned evaluation forms for five out of the twelve full-time counselors to provide comprehensive evaluation information. According to the results, 98% of the students surveyed reported that the counselor was helpful and professional. The evaluation results also reported 99% of the students received the information and services they came for. In addition, 98% of the student evaluations indicated that they would seek services from the same counselor again (Counselor Evaluation Form).

The College has been working to improve student access and success through various program activities. Many of Victor Valley College activities related to access are directly related with the implementation of state required matriculation standards, Financial Aid Outreach efforts, EOP&S, Disabled Students Programs and Services, and the Title IV Student Support Services Grant. The development of the Student Equity Plan 2004 reinforces the existing philosophy and program activities (Student Equity Plan 2004). The Student Equity Plan 2004 is written with the intent of making a real impact college wide, and the activities are designed to be "achievable." The Student Equity Plan 2004 has been blended with the college mission statement, Matriculation Plan, and the Master Plan

Goals. In addition, the Student Equity Plan was updated and integrated to include college activities associated with student access and success. In general, the matriculation evaluation standards require the review of campus functions and their impact on student access and success.

In conclusion, according to the student satisfaction survey conducted in the Fall Semester 2003, students rated their satisfaction with the College's response to diverse population. The survey results indicated that Victor Valley College's response to diverse populations were (+0.19) higher than the seven comparison California community colleges used for the survey results. In general, this satisfaction rating indicates that students are satisfied that Victor Valley College has met their expectation for quality of services for diverse populations.

Standard II-C is comprised of the Library and the following Student Support Services: Supplemental Instruction and Tutoring, the Computer Lab, the Language Lab, the Basic Skills Program, and the Writing Center. In 2003 the library fulfilled an external recommendation of the 1999 Accreditation Self Study by completing a Program Review and a thorough evaluation of the collection and services. As part of the Program Review process, a pre-test and post-test methodology was designed to assess the effectiveness of the library's information competency program. The test results, along with direct input from students and faculty, are being used in the transition from teaching specific information competencies to establishing campus-wide student learning outcomes. The library is also planning to expand access for distance learning students by developing an online component for the English 101 workbook

and enhancing the library's web site to include additional resources and services.

Some areas of Student Support Services have begun evaluating the programs in terms of student learning outcomes and are undergoing changes to improve the quality of their services. The Supplemental Instruction/Tutoring Program and the Academic Commons Computer Lab are preparing to complete a program review in 2005. Other labs or centers will be evaluated during the program reviews for either the English, Foreign Languages, and ESL departments. Computer technology continues to be a shared area of emphasis for improving support service to students and faculty. Additionally, all areas identified the need for actively promoting and expanding their services by utilizing online access more effectively.

As indicated in Standard IIIB, the College understands the critical connection between successful learning and a positive, reinforcing learning environment. This understanding is demonstrated throughout the campus. The continuing growth in student enrollment must be supported with an increasing number of classrooms, labs, and service facilities that are technologically current, safe, and accessible.

### **Resources to Support Student Learning Outcomes**

In the Educational Master Plan 1998-2005, the Math and ESL departments identified a goal to establish a mathematics multimedia instructional laboratory and an ESL Lab. In order to fulfill this goal, the College applied for and received a U.S. Department of Education, Title V, Developing Hispanic-Serving Institutions grant beginning 2004-05 (U. S Department of Education, Developing Hispanic Serving Institutions Award). The

Title V grant focuses on increasing the College's capacity to serve Hispanic and low-income students through the improvement of Math and ESL instruction and student learning outcomes. In addition, the Title V Grant will provide faculty and staff development training for culturally-sensitive teaching and learning, instructional technology learning, student learning outcomes, and grant proposal development.

### **Institutional Integrity**

In Human Resources, a code of ethics has been completed and approved by the shared governance process. The code of ethics will serve as a standard by which employee ethics can be judged (Code of Ethics). Personnel policies are incorporated in board policy and the faculty and classified collective bargaining agreements. Board policies are available to all employees on the district Website, as are the collective bargaining agreements. Policies pertaining to management personnel are included in the management handbook, which is distributed to all managers.

The Board of Trustees has a diversity plan in place with Board Policy 7100 (Diversity Plan, Board Policy 7100). All personnel selection committees have a Fair Employment Representative (FER) assigned. The FER functions as a non-voting member of the selection committee and acts as a liaison with the Human Resources Office. Responsibilities are to provide technical assistance and to monitor the hiring process for compliance with policies and procedures as defined in the College Fair Employment Plan (College Fair Employment Plan).

The institution fosters appreciation of diversity through workshops and training presentations, some of which include:

diversity training by Maggie Sizer in Fall 2001, discrimination/hostile work environment training for Maintenance and Operations in April 2004, sexual harassment/discrimination training by Peter Brown in 2003, verbal judo training by Chico Garza, and a Flex Day Activity on personality differences in September 2002.

The College received an award from the Chancellor's Office for improvement in the numbers of faculty from diverse backgrounds.

The institution's record on equity and diversity is in part reflected by the data comparing the student population to the entire staff. The ethnic distribution of the faculty, staff, and administration does not mirror the ethnic distribution of the changing student body as indicated in the table below.

	Student Body	Faculty/Staff
African American	10.4%	6.7%
Native American	.9%	1.5%
Asian	1.9%	3.6%
Filipino	1.2%	1.3%
Hispanic	24.5%	10.9%
Pacific Islander	.5%	.1%
White	57.9%	76.1%
Middle Eastern	.4%	n/a
Other non-white	.5%	n/a
Uncollected	1.8%	n/a

The College's policies and practices are not totally effective in promoting understanding of equity and diversity issues since the district has received in the past year four

discrimination complaints and seven sexual harassment complaints. The number of claims in the past year have increased over the previous year. The district is, therefore, planning additional training, particularly for maintenance and custodial staff.

The College has set up Faculty Travel funds to reimburse those who attend off campus professional development conferences. In addition, on-campus opportunities are frequently available. However, due to budget constraints beginning with the 2003-2004 year, faculty travel funds have been suspended. A full-time Staff Development Coordinator was in place until the 2001-2002 year, where it became a part-time position. This position no longer exists. A Staff Development Committee is active in planning and developing professional growth activities for all faculty and staff.

### Organization

In Standard IIA, based on a recommendation from the last self-study, the College made a formal commitment to Distance Education. The college uses a commercial platform, "Blackboard" that was chosen by the faculty. Courses submitted for online teaching are approved through the Curriculum Committee with a separate form to ensure among other considerations adequate teacher student contact and appropriate distance moderated assignments.

The Graduation Requirements Committee formed under the aegis of the Faculty Senate has made several recommendations to improve the graduation requirements including the creation of separate Math and Science majors.

The Superintendent/President's Cabinet is in the process of assessing the current and future organizational needs of the college