

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

and is seeking ways to more effectively deploy personnel to address the changing needs of the institution and to more adequately distribute workload. The Budget Advisory Committee is considering the manner in which current reduction in funding will impact the organization and is seeking ways to more efficiently utilize staff so as to bring about a reduction in personnel costs.

The need for full-time and associate faculty members are determined by curricular offering. The need for classified and administrative personnel is based upon requests for identified needs for specific support. Cabinet addresses the overall staffing needs of the college and recommends to the Budget Advisory Committee staffing expenditures. Since the last Accreditation Report, the College has implemented the new Position Control Human Resources system and new Payroll System. CECC's strong point is its support of the Integrated Concept, providing systems developed from a management perspective, with user design input, providing comprehensive and flexible solutions. This works well for the college as CECC works in partnership with the Chancellor's Office to support and ensure software compliance.

In Physical Resources, the College maintains the safety of its physical resources in large part through its insurance carrier, self-inspection, trainings, injury and illness prevention programs, Title 24 regulations, surveys, and through meetings of the newly developed Safety Committee. Safety of off campus sites is governed by local and State regulations.

The College also utilizes an electronic work order program available to all staff to alert the Maintenance and Operations department of any safety issues, repairs or upkeep of all

areas of the campus. All reported safety concerns are evaluated and addressed within an eight-hour period.

The College determines the sufficiency of its classrooms, lecture halls, laboratories and other facilities through the Facilities Focus Group. This group consists of all constituents on campus, including individuals from management, classified staff, students, and faculty. The Facilities Focus Group was formed in 2003 and meets monthly. Discussions largely center on the needs of instruction, which in turn drives the need of new or improved facilities.

The Facilities Focus Group is also a mechanism the college employs to evaluate how effectively facilities meet the needs of programs and services. The institution also uses an annual Space Inventory Report as an evaluating tool to measure how effectively space is utilized. This yearly report is submitted to Sacramento for evaluation and to show need for new facilities.

The capital projects currently approved are the Advanced Technology Center, the Speech/Drama Addition to the Performing Arts Center, and the replacement of the auxiliary gymnasium condemned by earthquake damage.

The College also utilizes the Educational Space Quantification and Facilities Master Plan that provides a foundation upon which the instructional and support service facility needs of the district, can be addressed and met over the next eighteen years. The Master Plan provides guidelines for decision-making and action and ties directly into the Annual Space Inventory and Five Year Capital Construction Plan reports. The District has hired consultants to help address the issues of space inventory and how we report the use of this space on our annual report. The findings of this report will assist

the College in obtaining future facilities that are needed to meet the needs of the community and the rapid enrollment growth.

The College has successfully removed the sprayed-on asbestos fire proofing from 2½ buildings with the second half of the Liberal Arts Building to be abated in 2005. This project will require collaborative planning and coordination to relocate classes and staff from the building during Spring and Summer with a minimum of interference to the student learning experience.

In 2003, the telephone system was upgraded utilizing the fiber backbone on the campus. By changing from old copper lines to the modern fiber technologies we have provided more access with extensive upgrades and capabilities.

A room-by-room space utilization study of the instructional facilities based upon enrollments in 2002-03 provided significant information for the last Five Year Capital Outlay Construction Plan.

A Safety Committee was recently formed consisting of all constituents on campus. The first Safety Committee meeting took place on November 4, 2004. The group plans to come up with goals and objectives, which will further ensure that all aspects of safety are addressed regarding the physical resources on campus.

The College maintains a safe environment through the use of trained security professionals and technology. The Campus Police patrols the campus twenty-four hours a day. Campus Police are sworn police officers. Most buildings on campus have security systems including video surveillance.

The Opinion Survey conducted in April 2004 indicated that the majority of campus

employees believe that the institution manages its physical resources in a manner to ensure safety and access for the campus community. Plans for future facilities are tied to the program review and planning process where departmental self-studies are conducted and plans for program evaluation and planning occurs. Through educational planning, budget development, and institutional research, program review looks at the needs of physical resources to support the institutions programs and services.

Physical resources planning must involve all levels of the institution so that new and renovated facilities address instructional needs identified in the integrated Master Plan process and also meet the needs of students, faculty, and staff. When a new capital outlay project is conceived, a special *ad hoc* committee is formed. This committee includes the college's architect, special consultants as needed, faculty, administrators, maintenance, operations, and instructional technology personnel, security, and other interested staff. Also included in all capital projects are representatives from local utilities such as Southern California Edison, Southwest Gas and others who provide possible substantial rebate dollars when the project is designed with energy savings in mind. Opportunity is provided for constituents to brief their representative groups and return with suggestions and other responses. Meetings are held periodically until a conceptual design is ready to be turned into working documents.

Technology Resources supports the use of technology to improve student learning outcomes and create a more efficient operational environment. The Information Technology (I.T.) and Management Information Systems (M.I.S.) departments design and implement effective technology

solutions to support the College's mission and goals.

The College administration has recognized the need to update the formal technology plan, and has thus assigned a full-time Computer Information Systems faculty member to develop the Technology Plan. Since the faculty Technology Plan facilitator is a member of the Master Plan Committee, the executive summary of the Technology Plan is integrated into the Master Plan. The goal of the Technology Plan is to ensure the technology decisions at the college support the College Mission Statement by identifying technology needs, evaluate current technology's effectiveness, and planning for future technology acquisitions.

The management and enforcement of software license integrity is an overwhelming task for IT, since the college lacks an enforceable network use policy. IT has made reasonable efforts to implement Novell's ZenWorks software inventory feature. There is a need to improve the enforcement on software installation restrictions on computers. Lab workstations, on the other hand, are adequately secured to prevent students from installing unlicensed software. Since the campus does not have the software license enforcement under control, it is at risk of a federal software audit and could be liable for substantial software license violations.

The campus' online course delivery system, Blackboard, has served the campus over the past four years. Despite the licensing restrictions to change the system to meet some instructors' needs, it has provided the faculty as a system to easily create courses, manage the content, and provide students with a secure, easy-to-understand format.

Technology training for students is provided by the Business Education Technologies (BET), Computer Information Systems (CIS), and Electronics curriculums. BET offers students courses in Microsoft Windows, Microsoft Word, WordPerfect, Excel, and Business Writing. CIS offers student's technology training in network management through Windows, Unix, and Novell, programming in several higher-level programming languages, and Internet/Web design and infrastructure. Cisco training, circuit design, and Windows networking is offered in Electronics Construction Technology offers technology courses, such as Microcomputers in Construction. Computer Integrated Design and Graphics and Media Arts offer extensive courses in 3d animation and computer aided drafting and manufacturing. Agriculture offers courses in Geographical Information Systems. Informally, the faculty and staff working in the various laboratories offer technical assistance to students, staff, and faculty.

The accreditation team recommended a training system for faculty and staff to be put in place to support the technology integrated into the campus (March 23, 1999 accreditation). The Professional Development Goal addressed in the TMP, integrated into the technology goal of the Master Plan, outlines the training system for faculty and staff to support new technologies integrated into the campus.

Originally called the Teaching Learning Center (TLC), now identified as the Education and Educational Technology department, the newly renamed department provides technical and pedagogical support to the faculty teaching online courses. The Blackboard help desk provides some help with technical issues, but is not equipped to assist instructors with pedagogical theories for teaching distance education using

Internet technology. Additionally, the department teaches under-graduate courses required for admittance to most teacher-credentialing programs. Due to eliminated funding from the state, services in this department have been significantly reduced. The campus now funds the department from the general fund, yet the cabinet has discussed eliminating the program.

Program reviews and planning will drive technology decisions as outlined by the Technology Plan. For example, Datatel implementation and training were included in the MIS program review, and thus, implemented.

Through the Technology Plan Committee, the campus will develop a Network Use Policy that will outline appropriate behavior for staff and students use of campus technology.

The Technology Plan Committee will examine the Pedagogical and Technical training requirements for new online instructors and make recommendations for a sustainable training program. The Technology Plan Committee will add standards for technology acquisition, maintenance, and replacement.

According to the Spring 2004 Opinion Survey: Internal Analysis, a majority of the respondents felt the institution allows for the opportunity from appropriate constituents to participate in the integrated planning process. Below are the results of the survey:

- 80% management agree
- 63% staff agree
- 60% faculty agree

Based upon a summary of the Master Plan Goals Survey in November 2003, 84% of the respondents indicated a preference to

keep the goal of Integrating Technology in the Master Plan.

In Financial Resources, it is important to revisit recommendations that were made by the previous accreditation visiting team. One such recommendation from 1999 was that the district "...should do a thorough analysis of the institution's indebtedness and develop a plan that clearly demonstrates that the college will be able to liquidate its rather substantial Certificates of Participation." The District did respond to this recommendation by having Sutter Securities Incorporated, an independent financial advisory firm, do a thorough analysis of the district's long-term indebtedness/investment. Since this analysis was done, the district has drawn \$3.09 million from the Guaranteed Investment Contract. The interest rate has remained low as compared to the 7.75 percent fixed rate of the investment contract, but it may be advisable to see how the repayment of the COP is affected because of this withdrawal.

The College has consistently established FTES funding goals, which reflect state allocations and have achieved these. This has resulted in the College earning all funds allocated; this includes categorical programs as well. All monies received by the College are deposited through the County and are placed in an interest-earning account. The County maintains an accounting of the District's income and expenses and posts transactions daily. Financial records are open to all interested persons.

The administration has access to the annual district budget as well as the ability to run reports to get an accurate picture of year-to-date expenditures and remaining budget. The budget calendar, budget augmentation process, and tentative and final budget reflect the linkage between budget planning

and educational master planning. The Educational and Facilities Master Plans were used as a basis for the development process. The budget augmentation process is the primary method used at Victor Valley College to ensure that budget planning supports institutional goals and linkage to other institutional planning efforts. Budget projections include long-term goals and commitments. Board approval is required for interfund transfers and for use of contingency funds.

The Budget Advisory Committee set up funding priorities early in the committee's inception. The number one priority was to promote student success. In the face of state cuts to community colleges, the focus by the committee was to cause the least disruption to students. While the intent of the Budget Advisory Committee was to include all constituencies in the budget preparation process, the committee lost the participation of the faculty within the first few months. This was largely because the faculty representatives felt that some of the topics being discussed were negotiable and, therefore, should not be discussed by the BAC. The committee representatives, including faculty, came back together in September 2004 to reestablish the mission and goals of the committee.

During years when funding is increasing, the District has practiced a budget augmentation process, where each department meets to establish their funding priorities for positions, supplies, contracts, and equipment. These priorities of the departments then go to the deans and vice presidents, where discussion takes place with department chairs and an overall priority list is reached. The vice presidents then take each of their comprehensive priority lists to Cabinet meetings, where needs are discussed and an overall priority

list is established up to the available funding. This priority list is distributed to everyone on campus, so everyone is aware of what requests were funded.

Because the College has had to look to budget cuts rather than augmentations, a 2004 survey indicates that only 29 percent of staff and 31.1 percent of faculty believes the process encourages campus-wide participation. This in large part is because there has not been a need to go through the augmentation budget process, since there are no additional funds.

Several departments have met the funding crisis by proactively applying for grants. Grants have been awarded as follows: Biotechnology, Agriculture, Automotive, Nursing, Education Technology, ESL, Math Electronics, U. S. Department of Education, Hispanic Serving Institution, U. S. Department of Education, Student Support Services Grant, and Caltrans Grant.

According to the annual independent audits, the District's financial accounting procedures comply with the California Community College Accounting Manual. Financial statements/reports presented regularly to the district Board of Trustees are prepared, reviewed, and distributed in a timely and efficient manner. The District procedures for budgeting, control, proper record keeping, reporting, and internal auditing are sound.

In Standard IV, the Victor Valley College Board of Trustees ensures the quality and integrity of the College. The Board of Trustees provides global direction for the College in consultation with the Superintendent/President. The Board of Trustees' regulations, procedures, and policies are accessible on the web site. A short-term office worker has been employed

to perform research and to assist in updating the Board policies and procedures.

The role of all segments of the College in the governance process is stated in the Victor Valley College Governance Document, currently under review and revision. This document has been approved by the Academic Senate, represents all campus constituent groups, and supports the Board Policy with regard to faculty.

The Board of Trustees adopted Policy 2510, Participation in Local Decision Making, on September 11, 2001, and revised it on November 11, 2003. The policy was developed by the Academic Senate, approved by the Interim Superintendent/President, Dr. Richard Jones, and represents Title 5 guidelines. The Shared Governance Document has been under revision since the 2003-2004 academic year with a focus on the new accreditation standards and themes. Although the Faculty Senate had approved the document, the College Assembly continues reviewing it with the goal of delineating the mission and functions of shared governance at Victor Valley College. In particular, the Faculty Senate representative to the College Assembly and the Executive Vice President, Instruction, are working cooperatively to separate within the document itself what the authorized and accepted shared governance philosophy is from the procedures and functions of how shared governance operates at VVC. The Faculty Senate has agreed to the continued revisions and to revisit the document at College Assembly in Spring 2005.

Victor Valley College has undergone a period of significant transition in terms of administration leadership since early 2003. The current Superintendent/President began in May 2003, and the current Deputy

Superintendent/Executive Vice President, Instruction (a new position at the College) began in January 2004. In addition, other recently filled administrative positions include the Dean of Humanities, Arts, and Social Sciences (January 2004); the Dean of Vocational Education (September 2004); the Director of Human Resources (June 2004); and the Vice President of Administrative Services (January 2005). The College has experienced a period of adjustment in response to the challenges of the situation and the rapid growth of the community, particularly in the area of procedural communications and dialogue.

The shared governance document has been in a revision process for over one year. The most recent draft is demonstrative of the accreditation standards and criteria established by Title 5. Although, it was accepted and passed by Faculty Senate, it is currently undergoing further revision by College assembly to clarify the philosophy from the procedures. The Faculty Senate, in the spirit of shared governance agreed to the continued revisions and to revisit the document at College Assembly in Spring 2005.

The Master Plan goals were developed collaboratively through a participative process. Presently, the goals are being implemented to begin constructing a community of teaching excellence, collegial consultation, effective formal communication, and successful student learning. The Master Plan Goals are areas that the College recognizes as promise in this period of a new leadership. Based upon interviews with the leadership of the Academic Senate and Classified Staff, it has been reported that both groups have worked to ensure that the process reflects the Title 5 guidelines with regard to shared governance

and the themes of the accreditation standards.

The Accreditation Opinion Survey indicated that the campus environment needs improvement and development in the areas of communication, empowerment, and consideration of committee recommendations. Although, college committees are comprised and represented by all constituent groups, there appears to be a concern with implementation of faculty recommendations in regard to full time hiring as indicated by the results of Survey 30: 59% of the faculty are not in agreement that the institution maintains a sufficient number of qualified full time faculty as compared to 14.3% of management who reportedly are not in agreement. Specifically, with regard to successfully serving the immediate community needs and, considering the expected growth target of 11%, the recommendations for full time faculty hiring must be given serious consideration in order to meet the stated mission of the College.

The College has continued to develop a technological infrastructure to broaden the methods by which students and the community can be served and connected to the campus, as well as new facilities to provide students with the best possible learning environment. The College has also added a new winter session. Hiring staff and full time faculty to successfully implement these additions is recognized as an immediate need.

Based upon dialogue at the College Assembly Meeting on November 16, 2004, the recognized strengths of the College Assembly are the diversity of the constituent groups and accurate communication by the representatives to and from the constituent

groups (College Assembly Meeting Minutes November 16, 2004).

As a result of the Shared Governance Document undergoing continued revision, faculty has become concerned regarding administrative respect for faculty input, implementation of recommendations, and utilization of recommendations. During the accreditation process, these concerns have been voiced and respectfully received by the administration. Additionally, The Budget Advisory Committee (BAC) function has been a concern with both the Faculty and Classified staff leadership.

Based upon interviews with faculty and classified leadership, it appears that previously functional processes have been abandoned. These specific processes are as follows: leadership from both groups meeting and consulting with the administration to contribute input regarding the budget and the budget augmentation process. The Faculty Senate and Association resigned from participating on the BAC because Association leadership identified the topics under discussion as being subject to negotiation. Currently, the BAC is being reevaluated and restructured. However, maintaining historically productive procedures, while simultaneously implementing new methods, appears to be needed, or at least employed, as a substitute process, in order to achieve stabilization of the effects caused by the transition period, foster a climate of trust, and establish optimum communication for all participants and members of the academic community: administration, faculty, and staff. Clearly, in a time of economic stress and following a period of successive interim administrative leadership at Victor Valley College, this transition has been challenging for the community (both new and old).

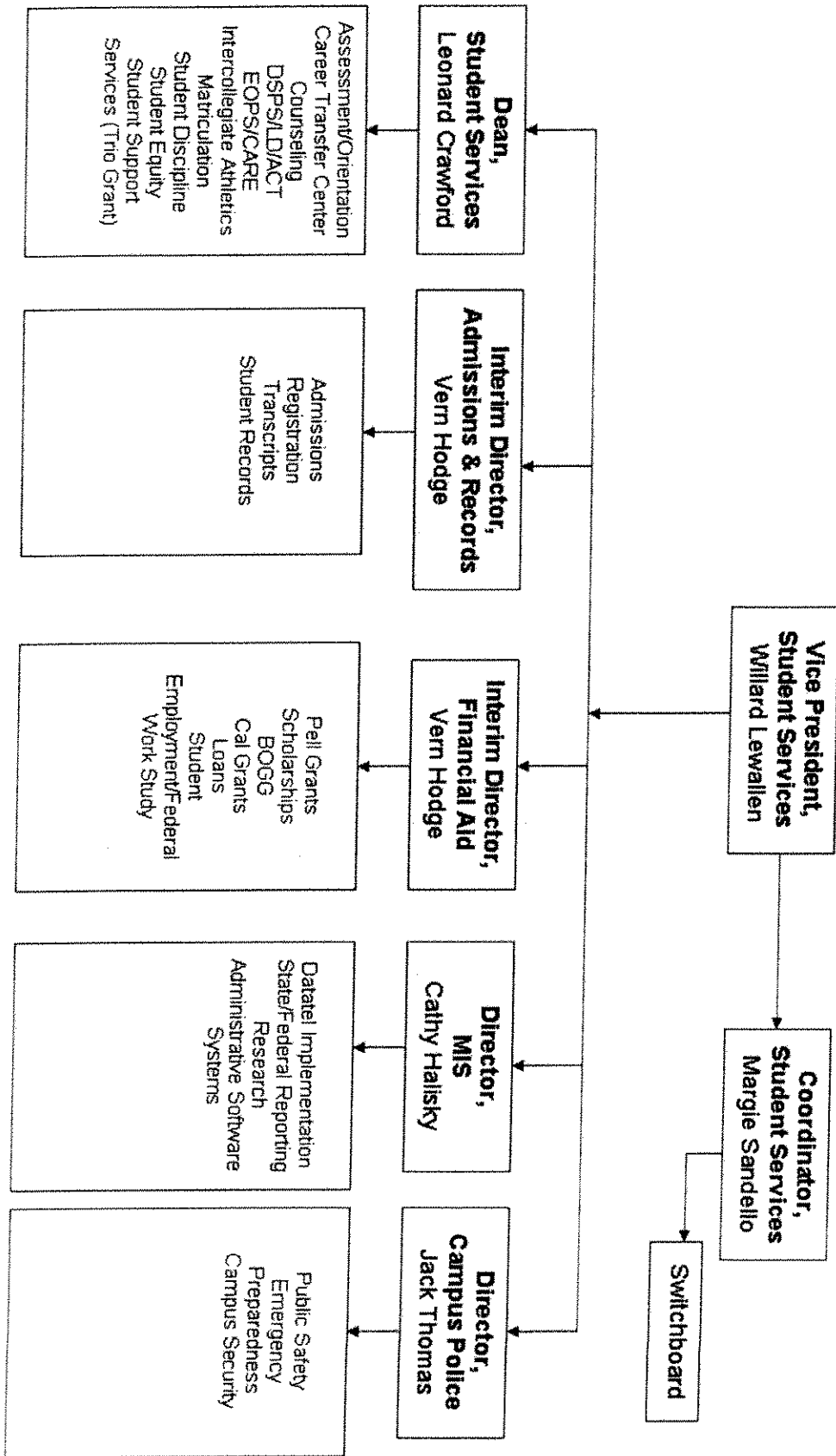
The Planning Agenda for Standard IV focuses on the following: implementing a Budget Advisory Committee and develop recommendations and procedures which do not interfere with collective bargaining issues and appropriate Academic Senate roles, for example, hiring processes for replacements of retired full time faculty and classified staff and the contributions, empowerment and recognition of constituency groups; provide leadership training for administrators specific to utilizing contributions from empowerment and recognition of constituency groups, provide campus wide training in effective, productive, and ethical venues of communication, conduct campus wide evaluative surveys of the superintendent/president to include academic senate and classified leadership input, continue to include all constituent groups in all discussions and committees working on institutional policies, planning and budget allocations; complete the Board policies and procedures; conduct the faculty and staff satisfaction surveys and student surveys, determine if allocated resources are meeting goals by utilizing constituency recommendations; continue to encourage participation in shared governance, adopt procedures and opportunities for consulting collegially specifically utilization of recommendations provided by classified staff, faculty, and ASB; revising the Governance Document with Academic Senate being relied upon primarily for consultation in the eleven specified areas, and providing pertinent information necessary for updating committees utilizing technology; revising the evaluation process for administrators to allow sufficient time to respond and submit the evaluations; annually evaluate the roles of leadership and the institution's governance and decision making structures to ensure continued function, integrity, and effectiveness of the

decision making processes; communication of the Board's self-evaluation process to the campus community; provide budget workshops to all constituent groups.

As of December 2004, the name of the Budget Advisory Committee is being proposed to change to the Budget Resources Identification Committee (BRIC), and the mission of the BRIC document is also being revised. Thus, the BRIC Mission Document and the shared governance document have not been established as formal documents defining the agreed upon topics and process. The BRIC is undergoing an evaluative and reassessment process to determine the mission function, purpose, and how to provide opportunities for appropriate constituency groups' input and recommendations.

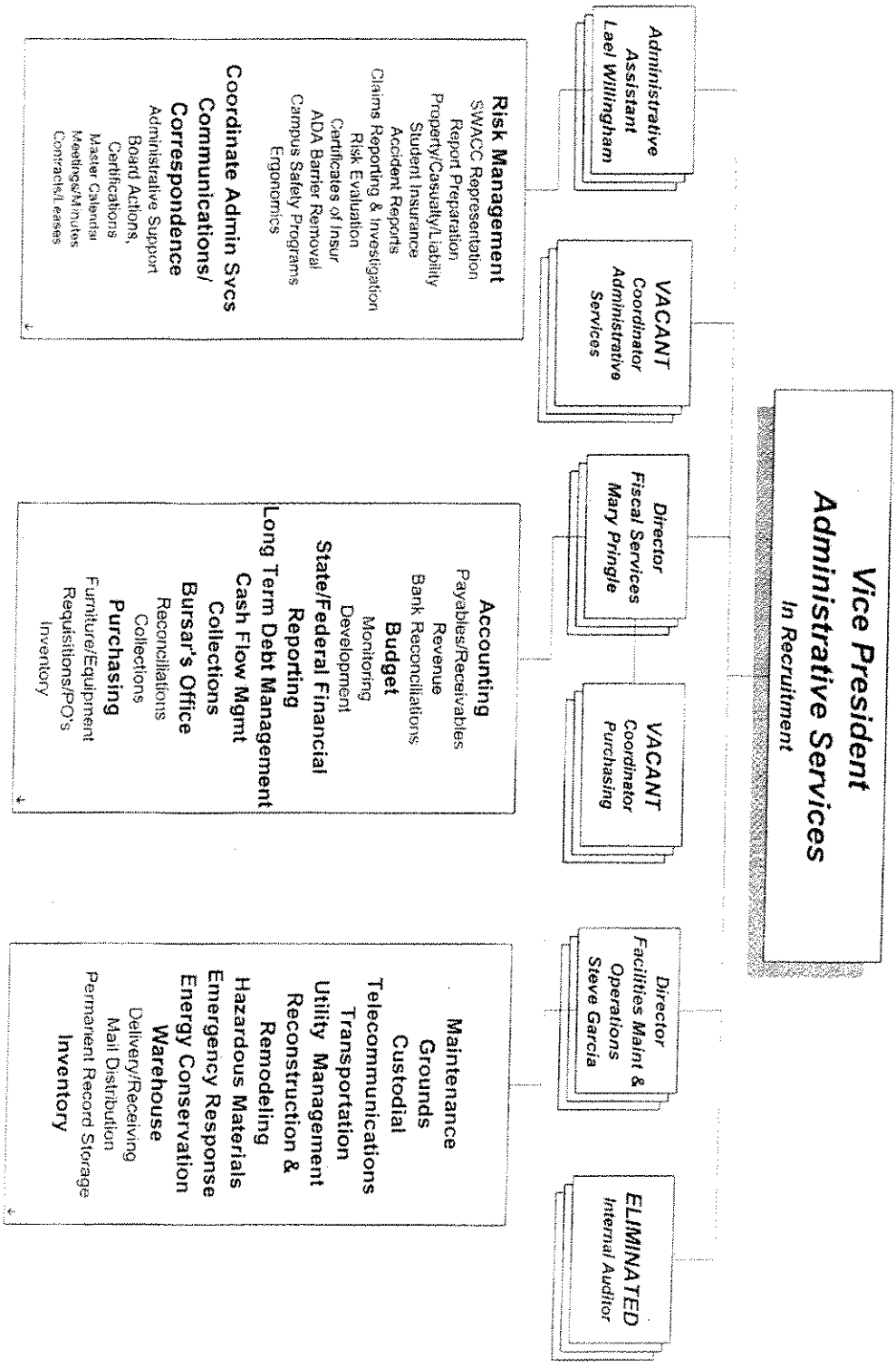
VICTOR VALLEY COLLEGE Student Services Organizational Chart

November 23, 2004



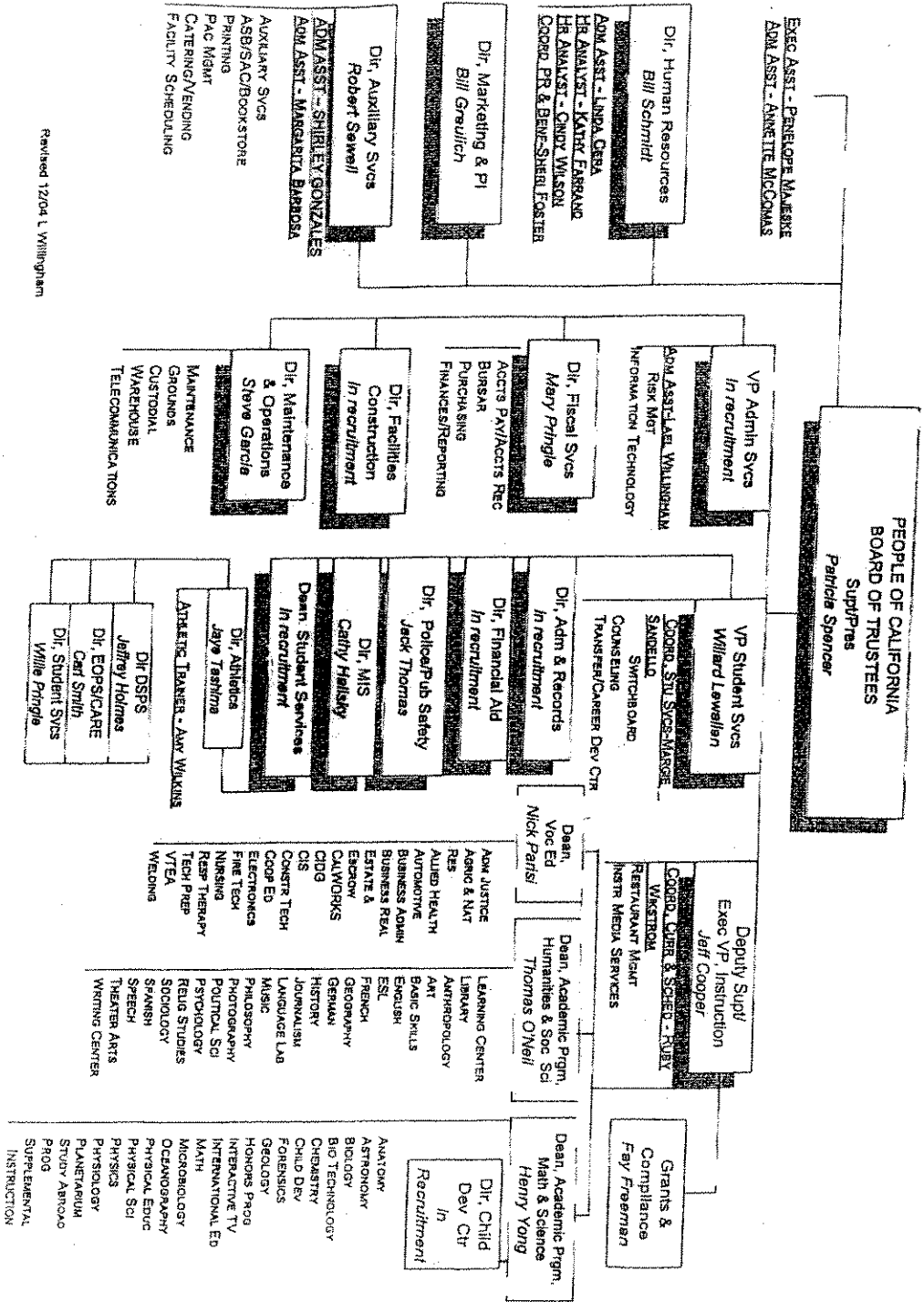
VICTOR VALLEY COLLEGE
Administrative Services - Organizational Chart

December 2004



VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

December 2004



Revised 12/04 L. Wirthmann