
VICTOR VALLEY COLLEGE RESPONSES TO THE ACCREDITATION RECOMMENDATIONS FROM March 23-25, 1999 Site Visit

The Responses to the Accreditation Recommendations is a summary of the institutional responses to the Evaluation Team Recommendations from the March 23-25, 1999, site visit and provides information regarding the efforts to implement and complete the recommendations of the evaluation team.

The Superintendent/President, the Vice Presidents, the Librarian, the Institutional Research Coordinator, the Chair of the Education and Educational Technology Department, and the Accreditation Liaison Officer provided leadership in accomplishing the accreditation recommendations. The Planning and Resource Development staff and the Information Technology staff collaborated in setting up shared accreditation recommendation folders for personnel to indicate the progress made on implementing the recommendations. Responses were consolidated into this section.

Themes of Accreditation

The themes of a quality organization that pervade the Accreditation standards are integrated throughout the responses to the Accreditation Recommendations. The Accreditation Recommendations revolved around the following themes:

- Evaluation, Planning and Improvement
- Institutional Commitments
- Student Learning Outcomes
- Organization
- Dialogue

RESPONSES TO ACCREDITATION TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

General Recommendation 1. The team recommends that the College retain the services of an independent financial advisory firm to review and evaluate the financing strategies of the College. Although the District's auditors identified no exceptions in their report with regard to the College's long-term debt, the team was unable to verify a plan for paying off the long-term debt incurred by the use of Certificates of Participation. The resulting report should include the history of financial indebtedness of the District, the current level of indebtedness, and the District plans for repayment. This advisory team should have expertise in Certificates of Participation, investing, and auditing. A report of the findings should be submitted to the ACCJC no later than a year from the date of acceptance of this report and recommendations by the accrediting commission. (Standard 9.C.1.)

Evaluation, Planning, and Improvement

During February 2000, General Recommendation 1 was completed. Sutter Securities Incorporated, an independent financial advisory firm, conducted a thorough analysis of Victor Valley College's long-term indebtedness/investment. The

program analysis of the Certificates of Participation Bond that includes the history, comparison of assets and liabilities, and projected repayment scenarios based upon average variable interest rates on a per annum basis is available at the Administrative Services Office. As concluded by Sutter Securities Incorporated, the College has made provisions for the repayment of the 1997 Certificates of Participation.

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 4-6, 2000, reviewed and accepted the Interim Report in which the Commission commends the College for obtaining analysis of its indebtedness by outside experts, and is reassured by the finding that adequate provisions have been made for the repayment of this debt (Accrediting Commission for Community and Junior Colleges Letter, June 16, 2000).

During the calendar year 2002, the District continued to earn interest on the Guarantee Investment Contract (GIC) at 7.75 percent. The GIC is invested at a fixed rate of 7.75 percent, while the floating interest payable rate on the 1997 COP has been less than 2 percent during calendar year 2002, and less than 1 percent during 2003 and 2004. Currently, the unfunded liability on the COP, \$53,450,000, is estimated at \$17 million, the difference between the COP liability and assets, at \$36,450,000. The investment (GIC) continues to be rated as AAA, according to Dunn and Bradstreet using the Standard and Poor methodology.

General Recommendation 2. The team recommends that the College develop a formal process that fully implements the, as yet, unmet portions of the 1993 recommendation number 4: "That the College consider ways of bringing all planning efforts together and integrating them into one college strategic plan which is widely disseminated and used as a framework for decision-making." This process should include decision points such as who is involved in the budget planning process with identification of their responsibilities in the process timelines; and a description of the linkages between the College's various planning processes, budget development and program review. (Standard 3.B.1, B.2, B.3)

Evaluation, Planning, and Improvement

Continuous improvement has been a focus of the evaluation and planning efforts. The integrated evaluation, planning, research and resource allocation is in place and supported by the evidence in the following activities.

The Superintendent/President's Cabinet provides senior management oversight and assures that integration is complete, that duplication is eliminated, and that the process is within budget allocations.

During 1999, the Institutional Research Office was created to coordinate research activities. The accreditation recommendation of bringing planning efforts together led to the formation of the Planning and Resource Development Office in the Fall Semester 2001. The Institutional Research Office, the Planning and Resource Development, the Administrative Services Office, the Master Plan Committee, the Program Review Committee, the Student Learning Outcomes Steering Committee, the

Facilities Focus Group, and the Budget Advisory Committee provided leadership and dialogue at meetings about the development and the implementation of the evaluation and planning process. In addition, the department chairs, faculty, and staff provided leadership and supported the process by participating in the planning process and completing program reviews.

The Accrediting Commission for Community and Junior Colleges commended the College for its serious efforts to integrate planning, research, and resource allocation in a letter dated January 16, 2002 (Accreditation Commission Letter, January 16, 2002). The College was pleased to receive this letter as it generated more momentum and energized efforts to implement the evaluation and planning process.

The Educational Master Plan (1998-2005) provides the necessary framework for decision making and linkages between and among the four divisions of the College - the Superintendent/President, Administrative Services, Instruction, and Student Services. The Goals and Accomplishments of the Master Plan 2000-2004 reflect the decisions that were made on a daily and annual basis that revolve around the following Goals of the Educational Master Plan (1998-2005):

1. Integrating Technology
2. Linking Curricula and Services to Needs
3. Exploring Delivery of Instruction and Services
4. Upgrading and Renovating for Quality
5. Responding to Diverse Populations
6. Promoting Area Economic Development
7. Acquiring Dependable Resources

Improving Instructional Programs and Services

The Educational Master Plan Goals provide direction for improving instructional programs and services. For example, under the Goals, Responding to Diverse Populations and Acquiring Dependable Resources, the College successfully obtained a U. S. Department of Education, Title V Grant, a five year grant, beginning with 2004-05 to strengthen the College's capacity to serve Hispanic and low income students (U. S. Department of Education, Hispanic Serving Institution Grant Award).

Under the Goal, Linking Curricula to Needs, the Electronics Department expanded CISCO to meet regional academy status, the Fire Technology Program continues to be recognized as a Regional Fire Academy and prepares students for entry into fire service, the Computer Information Systems Department established certificates that feature emerging software applications, the departments developed delivery modalities in Biotechnology, Forensic, GIS and Paralegal. In addition, the College was enhanced by the presence of Azusa Pacific, CSU San Bernardino, and the University of LaVerne on campus.

Evidence of cabinet level decision-making that serves to facilitate and support the allocation of resources to fulfill the goals and objectives of planning efforts are as follows: In 2001-2002, seven new faculty positions were funded for Mathematics (2), English Composition, Dance, Speech, Biology, and Art-Graphic Design as pursuant to the goals of the Educational Master Plan (Educational Master Plan 1998-2005). During 2002-2004, faculty replacement positions in Biology, History, and Fire Technology were funded as

pursuant to the goals of the Educational Master Plan (1998-2005).

In support of the accreditation activities, a short-term programmer position was funded to work in the Planning and Resource Development Office to assist with evaluation and planning activities in Fall 2004.

Beginning with the Fall Semester 2004, the Instructional Division implemented a faculty and class scheduling model designed to provide administrative accountability and responsibility as well as budget containment measures. These measures, when fully implemented for the Spring 2005 Semester, represent the division's efforts to coordinate efforts between the Administrative Services and Student Services divisions. The model involves the Chief Instructional Officer establishing a budget allocation and an FTES goal to each Instructional division. The allocation is a budget with an FTEF goal. The dean's task is to utilize the allocation in achieving the FTES goal. The model provides the opportunity to closely monitor the use of the hourly (1300) budget account; to establish a means of reviewing and revising proposed schedules of faculty and of classes; and to integrate the budgetary and other working relationships between the Instructional, Administrative Services, and Student Services divisions of the College.

Improving Student Services

The goals of the Educational Master Plan (1998-2005) provide direction for improving student services and programs. For example, under the Goal "Integrating Technology," the College rapidly developed and implemented web-based admissions, registration, and fee payment. Because this was viewed as meeting the goal, adequate

resources were allocated to support this effort. Under the Goal, "Linking Curricula and Services to Needs," an expanding community interest in soccer led to the start of an intercollegiate men's soccer program to complement an already successful women's program. Resources were allocated to meet this community need. Under the Goal, "Exploring the Delivery of Instruction and Services, the needs of a commuter student population resulted in the expansion of service hours into the evening to accommodate these students. New positions were allocated to meet this need. Under the Goal, "Upgrading and Renovating for Quality," student services offices and programs were relocated to more efficiently serve students through a "one stop" service concept. Resources were allocated to facilitate the building renovations. Under the Goal, "Responding to Diverse Populations," the needs of limited English proficient students were addressed through creating a number of bilingual positions in key service areas. Resources were allocated to create new, bilingual Spanish positions.

The College funded the Institutional Research Coordinator position pursuant to the Accreditation Planning Agenda, and approved the counselor positions as pursuant to the Educational Master Plan (1998-2005) and EOPS Plan (Educational Master Plan 1998-2005), EOPS Plan). The director, counselor, and program specialist for the Disabled Students Programs and Services were hired as indicated in the Disabled Students Programs and Services Program Review (Disabled Students Programs and Services Program Review).

In 2004, the Senior Systems Analyst, and Senior Programmer/Software Developer positions were approved and hired as

requested in the MIS Program Review (MIS Program Review).

Improving Campus Units and Administrative Services

The goals of the Educational Master Plan provide direction for improving Administrative Services. Under the Goal, "Acquiring Dependable Resources," the Administrative Services integrated the accreditation recommendations and planning agendas into the Educational Master Plan Goals as indicated in the Fiscal Services Program Review (Fiscal Services Program Review). For example, Administrative Services provided training and implemented Purchasing 2000 (a web-based purchasing program), completed construction of the Child Development Center, and provided a description of the budget calendar, tentative and final budget augmentation process to reflect the linkages with planning and budgeting. Under the Goal, "Upgrading Equipment and Facilities," the Academic Commons Building was equipped with new computers and the Humanities Center was equipped with video conferencing equipment. The asbestos removal projects were implemented and modular units were installed to support the presence of universities on campus. In addition, Administrative Services established a goal to seek taxpayer approval of a general obligation bond. Discussions are ongoing regarding the general obligation bond.

The Budget Augmentation Form for 2002-2003 was revised to include information about how activities would fulfill the mission of VVC, its link to the Educational Master Plan, Program Review and/or accreditation requirements.

Institutional Commitment and Dialogue Results - New Mission Statement

As part of the College's ongoing evaluation and planning process, the mission statement, the Master Plan Goals, and the Board of Trustees Goals were developed in 2003-04. The Superintendent/President Cabinet Goals are in the process of being developed. The Mission Statement is used to guide institutional action and serves as the foundation in the development of the program reviews and goal setting, for example, the Master Plan Goals, the Educational Space Quantification and Facilities Master Plan, the Student Equity Plan, and the Matriculation Plan.

Goal Setting to Support Student Learning, Revised Master Plan Goals

As indicated in Standard I, the broad-based input for the Master Plan Goals was obtained via the online Master Plan Goals Survey, email, the Master Plan Committee meetings, the planning sessions on December 5, 2003, January 16, 2004, and the Open Forum on Goal Setting on January 29, 2004 (Master Plan Committee Meeting highlights, December 5, 2003, January 16, 2004, Open Forum January 29, 2004). These efforts resulted in the following revised Master Plan Goals:

1. Organizational Excellence
2. Institutional Commitment to Student Learning and Student Success through Educational Excellence
3. Economic and Community Development
4. Diverse Populations
5. Technology
6. Learning Centered Resource Management

The Master Plan, formerly called the Educational Master Plan (1998-2005), is being revised and will continue to serve as the principal planning document for the College. The Master Plan provides the overall vision, mission, and goals for the College. The Master Plan Committee was reactivated in Spring 2002 to assist the Planning and Resource Development Office with the development and implementation of the evaluation and planning process. Detailed information regarding input for the evaluation and planning process is indicated in Standard IB.

Improving Program Review

Program review is a form of evaluation and planning that includes goal setting at the department or unit level. The Program Review Guide was revised and includes a description, self evaluation, and goal setting component in Part V. Planning Agenda of the Program Review Guide (Program Review Guide). Discussions are ongoing regarding incorporating more information about student learning outcomes into the program review process. 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 electronic Program Review Evaluation Form, and provided revisions that improved the Program Review Guide for clarity and readability (Program Review Evaluation Form).

Integration of Evaluation, Planning and Resource Allocation

In response to this recommendation, written budget preparation policies are detailed in Board Policy 6200, 6250, and 6300. The budget calendar, the budget augmentation process, the tentative, and final budget reflect the linkage between budget planning and the master planning. The budget augmentation process is the primary method used at Victor Valley College to ensure that budget planning supports institutional goals and other institutional planning and program review efforts. The Budget Advisory Committee was reactivated in May 2003, and continues to work to improve linkages between planning, program review, and resource allocation. The written description of the relationships among the evaluation, integrated planning and budget processes is included in the section, Linkages and Integration in the Program Review Guide.

General Recommendation 3. The team recommends the College should develop and implement a broad-based and integrated system of research, evaluation, and planning to assess the institution and use the results for institutional improvement. (Standard 3.A.1, A.2, A.3, A.4, C.1, C.2, C.3)

Evaluation, Planning, and Improvement

The College has taken several steps at various levels to achieve the broad-based and integrated process of research, evaluation, and planning to assess the institution and use the results for institutional improvement. The College has implemented a Research Office within Management Information Systems under the aegis of the Vice President, Student Services. This office has contributed to the College's self-assessment process in

providing valuable information in the annual FactBook and the Institutional Research website regarding student and course characteristics, enrollment trends, and environmental scanning data. Much of this information is now available due to the Institutional Research Query Builder that allows for access to course and student data through a web interface.

Research data has been used in the integrated evaluation and planning process to promote institution-wide improvements in the enhancement of the College's outreach efforts, the development of online courses and programs, online application and registration processes, student achievement, student learning, and resource development. The results of the Noel-Levitz Student Satisfaction Inventory (Fall 2003) and the "Opinion Survey" (Spring 2004) were used for evaluation and planning in the department, the accreditation self study, and overall institutional improvement (Noel-Levitz Student Satisfaction Inventory, Fall 2003 and the "Opinion Survey" Spring 2004).

Research data supports many of the College plans that focus on institutional improvement, such as the Educational Master Plan (1998-2005), the Matriculation Plan, the Educational Space Quantification and Facilities Master Plan, and the Student Equity Plan (Educational Master Plan 1998-2005, Matriculation Plan, Educational Space Quantification and Facilities Master Plan, Student Equity Plan). For example, the Matriculation Plan includes research data for assessment, course and program validation, and student completion rates. The Research Office provided the five-year enrollment trends for student demographics and course information in the Educational Space Quantification and Facilities Master Plan, Key Cities for Student Enrollment p. 3-3).

Additionally, the Research Office was actively involved in the revision of the "Establishing Prerequisites and Corequisites: A Guide For Departments" that continues to validate course and program prerequisites as well as the assessment instrument (e.g. Accuplacer).

In addition, research supports program review by providing data that can be used to enhance department productivity, such as student learning, student enrollment, student success (retention rates, program completion, program placements-transfer, employment), and satisfaction surveys (Program Review Guide).

RECOMMENDATIONS BY FORMER ACCJC STANDARDS

Standard Three: Institutional Effectiveness

1. The institution should continue the improvement of its processes by engaging in systematic and integrated educational, financial, physical, technical, and human resource planning, including the implementation of outcome measures with clear documentation of achievement, and identified areas for improvement. (Standard 3) (See recommendations 2 and 3 of this report, Response to the Major Recommendations from 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

Victor Valley College continues the improvement of the systematic and integrated planning and evaluation process by engaging in educational, financial, physical, technical and human resource planning. For example, the Faculty Hiring Process Committee improved the full-time faculty hiring process that includes

procedures for 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 March, 2003).

The College is using the Instructional Skills workshop model for writing more measurable objectives. On September 28, 2004, Ed Heaberlin, a Theatre Arts faculty member, and Mark Clair, the Institutional Research Coordinator, used the Instructional Skills Workshop Model to conduct a presentation about writing measurable objectives at the Superintendent/President's Cabinet (Measurable Objectives - Instructional Skills Workshop). The Matriculation Plan includes progress on meeting the goals and objectives (Matriculation Plan).

The program review process identifies strengths and weaknesses, identifies goals for improvement, and affords recommendations for departmental planning, including the need for educational, financial, facilities, equipment and human resources as indicated in the Program Review Guide. The Program Review Guide includes the goals of the department, the accreditation recommendations and the self-study planning agendas that focus on improvement (Program Review Guide).

2. The team recommends that the College incorporate institutional research in its planning process, particularly to guide outcome measures. It is also recommended that the College fully implement the program review process, including a component of measurable outcome criteria, which will make the program reviews more useful in planning, budget development, and decision-making. (Standard 3.A) (See

recommendations 2 and 3 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

The systematic and integrated planning process discussed in General Recommendation 2 and General Recommendation 3 incorporates institutional research and evaluation as critical components of assessing institutional effectiveness. Victor Valley College uses institutional research to guide outcome measures. The program review process was implemented in 2002. Through the aid of the Research Office and the Institutional Research Query Builder, those departments performing program reviews can obtain data necessary to respond to the department productivity section of the Program Review Report. Outcomes listed in this section include retention, success rate, FTES trends, etc. In addition, information critical to the evaluation and planning process can be obtained from the FactBook, institutional research website, and the Institutional Research Query Builder. Using this available data, personnel are capable of aiding constituents in the quantification of outcome measures.

The evidence that the program review process is in place is indicated by a case example for the Department of Speech Communication.

Case Example Program Review – Department of Speech Communication

A. Speech Communication Department Description

The Department of Speech Communication at Victor Valley College appeals to a wide variety of the general student population, community constituencies, and transfer-

seeking individuals. As one of the original 18 departments of the College, it has grown proportionally with the institution for the past 43 years, expanding the curriculum from one course to 10 courses, from one faculty member to six full-time members and eight associate members. The Department is seen as offering essential courses for transfer students as well as Associate Degree students, for career-change students, for career-improvement students, and for the community of the High Desert as a whole. Enrollment growth in Speech Communication has matched or outpaced that of the institution for the last five years. The Department's retention and success rates are in excess of the institution as well as the combined community colleges of California. The class fill rates for the Department lately have been over 100% as the class load is becoming maximized for the Department. The FTES has grown over 30% in the past five years with the addition of only one full-time faculty member and the current vacancy of one full-time position.

B. Speech Communication Department Self-Evaluation

In spite of the challenges the Department faces, it is functioning fairly well. Faculty are well-versed in their discipline and offer a variety of courses in Speech Communication each semester. The members of the department are pleased that department morale and cooperation are some of the best on campus. But the ratio of full-time to associate faculty is imbalanced, a ratio of approximately 30% full-time to 70% associate. However, the associate faculty is exemplary having, collectively, decades of experience in the field and in the classroom. The department teaches its classes in rooms all over the campus, some of which are not conducive to Speech instruction. A Speech

addition to the Performing Arts Center is planned which would give the Department the classrooms and the speech/theatre laboratory that are needed for expansion and development of curriculum. Surveys of the Department's students reveal that they are satisfied with the courses and the instruction, and, in fact, desire more courses in the field. The one complaint from students is the unavailability of classes in high-demand time periods, a situation that is not unique to this department but is a campus-wide problem.

Changing Student Population - In age-group demographics, the Department has a slightly higher percentage of 18-20 year old students than the overall institution (40.2% to 37.8%), but other measurements are nearly identical. Over the past five years, the under 18 age group has become smaller, but the 21 to 25 age group has increased. Indeed, the average Speech Communication student today is younger than five years ago with two thirds of them 18 to 25 years of age. In gender comparisons, the Department and the institution are, again, almost identical. The Department has a slightly higher percentage of females possibly due to Nursing Department students and to the number of students desiring to become teachers both of which tend to be overwhelmingly female. Our classes typically have a 70% female and 30% male ratio. Ethnically, the Department serves proportionally more African-American and Hispanic students than five years ago. At the same time, the White student percentages have fallen from 68% in 1999 to 57% in 2004. A comparison with the entire institution shows the ethnic percentage trends to be similar.

Overall, the Speech Communication Department, the College, and the community are experiencing a gradual shift

in ethnic composition. This could, in part, account for the success of our Intercultural Communication course (SPCH 105) that in just four years has grown from one to three sections per semester.

C. Speech Communication Planning Agenda

The Department of Speech Communication is on the brink of some significant changes, including its name and its course offerings. The growth in the last five years has led the Department to plan more thoroughly because of the population growth in our area. Expansion in the curriculum is expected and, in some cases, overdue. The Department is looking forward to the building of the extension on the Performing Arts Center where it will have a permanent "home" with classroom labs, faculty offices, and a new Communication/Theatre Laboratory. The development of a Certificate Program for American Sign Language should move forward immediately with the expansion of curriculum in that area as well as additional associate faculty members. In addition, certificate programs in communication specialties need to be considered.

Student Learning Outcomes - The syllabi of the Department of Speech Communication clearly identify course objectives for each course. Measurable student learning outcomes have been drafted for Speech 109, Public Speaking, and are being sent to the Office of Instruction and the Faculty Senate Learning Assessment Committee for review. The remaining Speech courses (Intercultural Communication, Group Discussion, Human Communication, Family Communication, and all the ASL courses) are due to be updated, including creating measurable SLOs, within the next year.

3. The team recommends that the College develop an overall strategy and implementation plan for its distance education programs that incorporates the ACCJC Policy Statement on Accreditation and Authorization of Distance Learning Through Telecommunications. (Standard 3.A) (See recommendation 2 and 3 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

Victor Valley College has established a college-wide Distance Education Committee with faculty members, management and classified staff. The Chief Instructional Officer and the Distance Education Committee are charged with the oversight of the program, quality assurance, development of the plan that incorporates the ACCJC policy statement on Accreditation and Authorization of Distance Learning, and the development of training strategies.

Beginning in the Fall Semester, 2004, the Chief Instructional Officer convened a series of meetings with faculty, department chairpersons, other interested individuals, and the Distance Education Committee to discuss the current status and future direction of the Distance Education Program. The meetings provided the opportunity to fully understand the program as it currently exists and to openly and fully research and debate where the program should be in the immediate future and beyond. Among the topics that were discussed were the merits of the current program; the mission and goals of the program, both currently and in the future; and the bases of the institution's commitment to a Distance Education Program.

Efforts in Student Services have complemented those in Instruction. Support to online students is provided in the areas of a web-based admissions application, registration, fee payment, academic advisement through email, online financial aid application (FASFA), and student onsite and online purchase of books and supplies. The Disabled Student Programs and Services, the Extended Opportunity Program and Services and the Cooperative Agencies Resources for Education offer comprehensive information about their respective programs and services through the Victor Valley College website.

For Fall Semester 2001, 5,118 admissions applications were filed online, and for Fall Semester 2004, 7,900 admissions applications were filed online. In addition, Victor Valley College offers a self-assessment through which students can assess their skills and aptitudes before enrolling or continuing in an online course (VVC Online Student Self-Assessment). Frequently Asked Questions are also addressed, enabling students to prepare to benefit fully from enrolling in online classes.

The Library website provides open access to the online catalog, full-text databases, subject-specific internet links, research tools, and general library information. As provided in traditional services, members of the Library and the Learning Resource Center are available in person or by phone to respond to students and to assist with research. The English Department offers online tutoring.

In April 2004, the College submitted a Substantive Change request to the ACCJC. The report detailed the College's history, current status, and goals related to a Distance Education Program (Substantive

Change Report). In July 2004, the College responded to questions presented by the Commission through a telephone conference call. Since this was happening simultaneously during the self-study, the College continues to work on this report and plans to resubmit to the Accrediting Commission.

4. The team recommends that the College examine closely the recommendations resulting from the self-study and evaluate the resources required to implement the recommendations. The recommendations in the self-study should be evaluated realistically against the College's ability to implement them and these recommendations need to be integrated into the College's plans. (Standards 3 and 9) (See recommendations 2 and 3 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

The collaboration with the many departments and units has helped to develop and implement the integrated planning and evaluation process. Since the evaluation and planning activities complement and support the self study, the College integrated the accreditation recommendations and planning agendas into the Master Plan Goals, where appropriate. The accreditation planning agendas became department goals and are integrated in with the goals and objectives of departments, the program review and the college plans, where appropriate. Some examples are as follows:

- The Master Plan Goals includes the Technology Goal to provide training for faculty and staff needs in support of the use of new technologies, Accreditation Recommendation Standard 7.1 (1999).

- The Matriculation Plan integrates the Matriculation Site Review Team recommendations and the accreditation planning agendas, such as, revising the plan (Matriculation Plan). The Matriculation Advisory Committee was re-established and assisted with revising the Matriculation Plan. Some of the improvement activities include the following: relocated core student service functions into Student Services Building 1 and Student Services Building 2 for central matriculation-related activities, developed web-based admissions application, revised the Student Notification Section in class schedule regarding student conduct (Class Schedule).
- The Student Equity Plan includes the Master Plan Goal, Diverse Populations, to increase educational opportunities and access for diverse populations (Student Equity Plan).

Program Review Case Examples

- The Institutional Research Program Review includes the completion of accreditation recommendations and the planning agendas that focused on research supporting the integrated evaluation and planning process (Institutional Research Program Review).
- The Electronics Program Review includes a model that integrates industry standards in the program review, implements CompTIA A+ certification and Microsoft Certified Professional that provides students with the knowledge and skills needed for employment in the electronic industry (Electronics Program Review).

- The Fiscal Services Program Review includes the goal completion of General Accreditation Recommendation 1 regarding retaining the services of an independent financial advisory firm. In addition, the program review includes the goal completion of General Accreditation Recommendation 2 that the integrated planning process should include decision points such as who is involved in the budget planning process, the process timelines, a description of the linkages between the College's planning process, budget development, and program review (Fiscal Services Program Review).
- The Library Program Review includes the goal completion of Accreditation Recommendation Standard 6.1 to conduct a program review to assess the effectiveness of the Learning Resources Department and to ensure the responsiveness of the department to faculty and curricular needs. Pre-and post-assessment tests based on the objectives of the English 101 library workbook were also developed and administered to a number of class sections. The results of the assessment tests were used to measure information competency outcomes that will be incorporated into institutional student learning outcomes (Library Program Review).
- The Administration of Justice Program Review provides evidence of the hiring of a full-time faculty position in 2000-01 as pursuant to the goals of the Educational Master Plan 1998-2005 (Administration of Justice Program Review).

Standard Four: Educational Programs

1. The team feels that it is critical the College further refine its program review process for consistency in use of standards and data. Based on the outcomes of the review process, recommendations regarding the effectiveness of programs should be forthcoming and incorporated into existing College planning processes. The College should develop a process for program discontinuation. (Standard 4.D.1) (See recommendations 2 and 3 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

The systematic evaluation and planning process that is discussed in General Recommendation 2 and 3 incorporates program review. The Program Review Committee was reactivated in November 2001 to assist the Planning and Resource Development Office with the improvement of the program review process for consistency in use of standards and data. The Program Review Committee is chaired by a faculty member and consists of representation from the faculty, staff, and the management group.

The Program Review Committee shared information and obtained input for the integrated program review process at the Program Review Open Forum on December 14, 2001. Program review workshops were conducted on November 19, 2003; February 26, 2003; May 7, 2002; and February 27, 2002. Program Review presentations were conducted on September 24, 2003; April 30, 2003; March 26, 2003; January 29, 2003; November 6, 2002; August 28, 2002; November 14, 2001; March 14, 2001;

December 13, 2000; November 17, 1999; September 8, 1999; May 12, 1999; and at the Flex Day Programs on January 11, 2002; and August 9, 2002. In addition, program review presentations to the Board of Trustees were conducted on October 26, 2004; October 28, 2003; June 24, 2003; March 25, 2003; October 22, 2002; and April 9, 2002 (Program Review Presentations).

Dialogue

As a result of meetings of dialogue, the Program Review Committee revised and implemented a program review process that is described in the Program Review Guide, an instructional handbook to assist departments in the completion of program reviews (Program Review Meeting Highlights). The Program Review Guide was approved by the Faculty Senate on February 6, 2003, presented to College Assembly on May 6, 2003, and September 16, 2003, and will be presented to College Assembly at a future date (College Assembly Meeting Minutes, May 6, 2003 and September 16, 2003). The Program Review Guide includes the departmental goals and objectives, the accreditation recommendations and the self-study planning agendas in Part V, Department Planning Agenda. The Program Review Planning Agenda is then integrated into the planning documents, e.g., the Master Plan, and the Technology Plan, thereby, focusing on department and institutional improvement.

During the Spring Semester 2004, the Faculty Senate Program Development and Discontinuance Policy and Procedure Committee developed guidelines for program development, merger/dissolution and discontinuance (Victor Valley College, Guidelines for Program Development, Merger/Dissolution and Discontinuance).

The Faculty Senate Committee met with the Chief Instruction Officer and with other interested individuals and groups throughout development of the document.

2. The team noted that the College has begun the process of addressing the need for accurate data to evaluate its educational programs; anecdotal evidence indicates that progress is being made in this arena. Documented progress should be reported for accreditation purposes at the next available opportunity. (Standard 4.D.1) (See recommendation 3 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

As indicated in General Recommendation 3, and Recommendations of Standard 3 and Standard 4, the College has implemented an Office of Research within Management Information Systems and under the aegis of the Vice President, Student Services. This office has made available outcome data to the campus community via reports and studies such as the longitudinal follow-up study of local high school graduates that attend VVC, a comprehensive college FactBook, and the online student performance compared to traditional student performance (Longitudinal Study of High School Graduates, FactBook, Online Student Performance Study).

The College's Institutional Research Coordinator and Information Technology staff developed an innovative system for making outcome data available to the campus community through the "Institutional Research Query Builder" (IRQB). This unique system is housed on the campus' network, is web-based, and is available to all staff engaged in research,

evaluation, and program review. The program reviews rely heavily on this system for student performance outcome data. The Institutional Research Coordinator has provided hours of training to staff in the use of the system, particularly to faculty engaged in program reviews. The DSS provided current and historical data going back several years.

The Research Office provides significant support to program reviews by assisting in the development of survey instruments and by providing analysis of survey results. The Research Office has provided significant data to support the development of an updated facilities master plan. Institutional trends (10 year) used for integrated planning, outreach efforts, and in the development of new programs and student services can be viewed in the annual FactBook and the Institutional Research website. Overall, the institution has made a significant philosophical shift in its decision-making processes. The institution has moved from decisions based primarily on opinion and belief to decisions based on evidence and outcomes.

3. The team recommends the Curriculum Committee adopt standards to ensure the rigor and quality of distance education courses. (Standard 4.D.2)

The Curriculum Committee has adopted a set of standards and has implemented a process for the separate and required approval of all courses proposed for distance learning/online instruction, as well as for delivery via instructional television. This separate approval process requires that each instructor provide required elements of "effective contact" as recommended by the statewide academic senate, endorsed locally by the Victor Valley College faculty senate,

and implemented by the Curriculum Committee.

The Chair of the Distance Education Committee, a faculty member, works closely with faculty offering distance education classes. Since this is also an academic freedom issue, the Faculty Senate has also been involved in the process. The Faculty Senate, the Distance Education Committee, and the Curriculum Committee provided the first comprehensive evaluation tool that was tried for the Fall Semester, 2002. It consisted of a detailed set of questions that were asked of all students enrolled in all online courses. Feedback from students was available to instructors so that they could reinforce their teaching methodology and/or modify their course delivery options to better accommodate students and work toward student success. The College continues to monitor feedback from students outside the evaluation process to evaluate and refine on-line course offerings. On-line course offerings continue to provide an alternative method of delivery for those students who are unable to attend traditional classes, and for those students who are motivated to learn and complete assignments without the structure of the classroom environment.

Standard Five: Student Support and Development

1. The team urges the development of a research agenda to meet planning and mandated reporting needs. (See recommendation 3 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning and Improvement

As stated in the responses to the general recommendations and the responses to the

recommendations under Standard 3, research and evaluation are critical components of the College's systematic and integrated planning approach. Research is used to assess the effectiveness of student services and student development and serves to support planning needs and meet mandated reporting requirements. The College used the integrated evaluation and planning process, the accreditation recommendations and the planning agendas in the development of the research agenda. A number of research and evaluation needs are serving to drive a research agenda. The research agenda for special and categorical programs are determined through the mandated reporting needs and the standards for those programs. These programs work closely with the Research Office in meeting their mandated reporting needs. The College's program review procedures include program reviews for all student support and development areas. The program review needs serve to drive the research agenda.

The new accreditation standards require colleges to establish processes to identify and assess student learning outcomes. The College is engaged in a dialogue and developing a plan for student learning outcomes. Out of this process a number of outcomes will be established that will serve to drive a research agenda, not just for student support and development, but for the entire institution. The Institutional Self-Study for Reaffirmation of Accreditation for 2005, the accreditation recommendations, and the planning agendas will drive future change at Victor Valley College. Growth of web-based instruction and student services require new approaches to assessing course and program effectiveness. Finally, the purpose of research agenda is to provide evidence and outcomes in support of

integrated planning, decision-making, and institutional improvement.

Standard Six: Information and Learning Resources

1. The team recommends that the College should conduct a formalized and consistent program review to assess the effectiveness of the Learning Resources Department and to ensure the responsiveness of the department to faculty and curricular needs.

Evaluation, Planning and Improvement

The Accreditation Evaluation Team's recommendation for a formalized and consistent program review in the Learning Resources Department (former Standard 6.7) has been incorporated into the program review guidelines addressed under (former Standard 4.D.1.). The Program Review for the Library was completed in Fall 2002 within the institutional guidelines set by the Planning and Resource Development Office.

Case Example Program Review - Library

During the 2002-2003 academic year, the library completed a thorough self-evaluation in the program review process, which included comparing our collection and services with the Association of College and Research Library (ACRL) standards and other community colleges of similar size. The program review provided the opportunity to evaluate the performance of the department and also proved to be useful in completing the 2005 Accreditation Self Study. Faculty and student surveys were developed and distributed to assist in measuring the effectiveness of the Learning Resources Department and to further identify user needs. Pre-and post-assessment tests based on the objectives of the English 101 library workbook were also

developed and administered to a number of class sections. The results of the assessment tests were used to measure information competency outcomes that will be incorporated into future institutional student learning outcomes. The program review process further addressed that department procedures be developed, revised, and followed by all staff. The procedure manuals for each area in the library were reviewed and updated and have proven useful in training new staff and for cross training between departmental service areas to ensure quality control.

Standard Seven: Faculty and Staff

1. The team recommends a training system for faculty and staff needs to be put in place to support the use of new technologies being integrated into the campus. (Standard 7.C.1)

Victor Valley College has responded to this recommendation in several areas. First, the Staff Development Office expanded its offering of technology-focused workshops and courses, employing quality instruction geared toward the technology integration process at Victor Valley College. However, due to limited resources, training and staff development have been limited by budget constraints. Courses and workshops are continually customized and updated to remain relevant to the daily tasks of staff, and objectives specific to our learning community.

Second, the College approved the creation of the position of the Faculty Technology Facilitator in April 2003. This position was created to meet the challenge of developing a comprehensive plan for the acquisition, use, and maintenance of technology at Victor Valley College. The Technology Plan Facilitator assists with planning the

design of the technology infrastructure so that information resources are continually available to the College. Technology training to ensure the successful support of both instructional and non-instructional services is also addressed in the draft of the Technology Plan (Technology Plan Draft).

Third, the Department of Education and Educational Technology provides technology training as indicated in the program review case example.

Program Review Case Example - Department of Education and Educational Technology

In 2000-01, a Teaching-Learning Center was established through funding from the Chancellor's Office and the College, and through consortium coordination, instructional technology curriculum development, course offerings, and faculty training by the Department of Education and Educational Technology. Although funding of the five-year Teacher and Reading Development Program was terminated due to state budget cuts, the Department of Education and Educational Technology assumed responsibility for and currently maintains high levels of support through its Teaching-Learning Center.

A primary objective of the Department of Education and Educational Technology's Teaching-Learning Center is to serve as a complete resource for faculty in developing Web/Internet, multimedia and software-based learning activities and environments. Additionally, the Department's Center functions as an area to collaboratively prepare for delivery in these newly developed modes, both in the classroom and via Web-based instruction.

The Department of Education and Educational Technology's Teaching-Learning Center houses multimedia computers and projectors outfitted with planning and content development tools for the production of digital learning activities, objects and environments, including, but not limited to varying forms of: Web sites, tutorials, streaming audio and video, problem-based exercises, quizzes, synchronous and asynchronous communication, Web quests, action mazes, custom and commercial education software, constructionist student learning projects, digital game-based learning, digital libraries, hypertext glossaries, and various situated learning/simulation projects.

From academic year 2000-01 up to the present, the Department of Education and Educational Technology's Teaching-Learning Center specifically responds to current faculty needs by providing a comprehensive 306-hour Educational Technology program, an in-depth 12-hour training series in Online Teaching and Learning, and a menu of more than 20 individual workshops, seminars, and training courses focused on the acquisition of skills and the formation of knowledge related to ongoing learning-project development. Training has been delivered both face-to-face and online. The menu of ongoing offerings rotates from semester to semester; new curriculum and training is developed whenever faculty need warrants it.

The Department of Education and Educational Technology's Teaching-Learning Center provides an open lab and individualized faculty support sessions in addition to the group workshops, seminars, and training courses, all focused on the practice or discussion of technology-rich classroom/online teaching and learning. The Department's Center schedules learning-

technology and other faculty training in coordination with Faculty Senate through the Faculty Senate Online Program Committee and the Faculty Senate Instructional Development Committee.

This wide range of services offered ensures that faculty and staff at the College will receive quality training and support for learning-technology integration across the campus and into cyberspace.

Standard Nine: Financial Resources

1. The team recommends that Victor Valley College 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 Certificate of Participation. (Standard 9.C. 1) (See recommendation 1 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning and Improvement

During February 2000, General Recommendation 1 was completed. Sutter Securities Incorporated, an independent financial advisory firm, conducted a thorough analysis of Victor Valley College's long-term indebtedness/investment. The program analysis of the Certificates of Participation Bond that includes the history, comparison of assets and liabilities, and projected repayment scenarios based upon average variable interest rates on a per annum basis is available at the Administrative Services Office. As concluded by Sutter Securities Incorporated, the College has made provisions for the repayment of the 1997 Certificates of Participation.

2. The team recommends the College develop a comprehensive written description of budget policies, guidelines, and processes, which defines the link between budget and financial planning to other institutional planning efforts. (Standard 9.A.1, A.2, A.4) (See recommendation 2 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

As indicated in General Recommendation 2; the written budget preparation policies are detailed in Board Policies 6200, 6250, and 6300 (Board Policies 6200, 6250 and 6300). The budget calendar, the budget augmentation process, the tentative and final budget reflect the linkage between budget planning and educational master planning. Administrative Services began the implementation of a new budget development process in 2001-2002. This process needs to constantly change and be updated to meet the needs of the College and its various constituencies. 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 assumptions are reflected in the final budget report and the budget calendar is board approved. Budget projections include long-term goals and commitments. Board approval is required for Interfund fund transfers and for use of contingency funds. Internal controls are reviewed, and budget transfers are made on a timely basis. Monthly financial reports are made to the board for approval.

In addition, a series of workshops were conducted on the Financial 2000 Purchasing System during the 2000-2001 school year. The Financial 2000 Purchasing System is an

electronic purchasing requisition system that provides the ability to pre-encumber budget at the requisition level, the ability to enter and track requisitions providing the necessary audit trails, and links to account balances. In November 2001, a training workshop on Budget Development and Monitoring the Budget was conducted. In 2002-03, the Fiscal Service and Purchasing staff continued the efforts to provide training on the use of Snowwhite for budget development and monitoring, and Financial 2000 for requisitioning. Both group training and one-on-one training have been provided to staff.

During 2003-04, the Budget Advisory Committee was established. The primary purpose of the Budget Advisory Committee is to make recommendations to Cabinet regarding 2004-05 budget preparation in accordance with Board policies, guidelines, and processes outlined in Board Policy 6200. The Budget Advisory Committee consisted of faculty, classified, students, administrators, and management representatives. The Budget Advisory Committee decision-making process is based on consensus. Guiding values were developed and consistently used in the decision-making processes. Official meeting agenda and minutes were prepared as evidence of the decision-making processes.

Board Policy 6200 Budget Preparation

Each year, the Superintendent/President shall present to the board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state law and regulations, and provide adequate time for board study. Budget development shall meet the following criteria:

1. The annual budget shall support the district's master and educational plans.

In developing recommendations to Cabinet regarding the 2004-05 tentative budget, the Budget Advisory Committee based its recommendations on input from the Facilities Focus Task Group, the college-wide planning process, resource needs identified by program reviews, campus-wide staff input, and special task groups formed as subgroups within the Budget Advisory Committee.

2. Assumptions upon which the budget is based are presented to the Board for review. See 2004-05 Tentative General Fund Budget, including Key Budget Development Assumptions below.
3. A schedule is provided to the board by January 31 of each year that includes dates for presentation of the tentative budget, required public hearing(s), board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the board regarding the proposed budget or any item in the proposed budget. See 2004-05 Budget Development Calendar below.
4. Unrestricted general reserves shall be no less than 5%

2004-05 Tentative General Fund Budget - \$42,100,380
Projected Unrestricted General Fund 5% Reserve - \$2,242,282

5. Changes in the assumptions upon which the budget was based shall be reported to the board in a timely manner.

- 6. Budget projections address long-term goals and commitments.

**Item 2 - Victor Valley College
2004-05 Tentative General Fund Budget
Key Budget Development Assumptions**

Maintaining Financial Stability:

- The increases in operating expenditures, \$3,113,000, exceeds new revenues by \$2,587,000 for fiscal year 2004-05
- Initial revenue projections used by the Governor in January 2004 to develop California's 2004-05 budgets will be revised on May 14 and again in December 2004. Victor Valley College has established a \$1 million contingency reserve in the general fund budget to prepare for economic uncertainties and to address unfunded liabilities such as legal claims
- The major revenue sources subject to revision on May 14 are Cost of Living Adjustment (COLA), growth apportionment, and equalization. Depending on state revenue for the current year, the Governor may need to reduce the January 2004 estimates for these items
- The contingency reserve of \$1 million must be over and above the State Chancellor Office requirement to maintain a 5% general fund balance. The 2004-05 general fund budget is estimated to be \$42,100,380. The required 5% general fund ending balance \$2,055,000.
- The 2003-04 third quarter financial activity report to the State Chancellor's Office indicates that the district is maintaining the required 5% general fund ending balance during fiscal year 2003-04.

Proposed Budget Reductions for 2004-05:

- New expenditures in the amount of \$ 3,113,000 for fiscal year 2004-05 exceed new revenues by \$2,587,000 million
- The new or increased expenditures include:
 1. Establish contingency reserve
\$1,000,000
 2. Step, column, and longevity
450,000
 3. Increase in health and welfare costs
600,000
 4. Increase in the employer's portion for PERS
233,000
 5. Settlement of the High Desert Community Partners audit with the Chancellor's Office, three payments of
234,000
 6. Scheduled maintenance match
98,000
 7. Retiree health benefit cost increase
76,000
 8. CSEA settlement
70,000
 9. Reduction in COLA related to reallocation
115,000
 10. Academic salary costs associated with growth
132,000
 11. Establishment of the vacation liability budget
105,000

Total: \$3,113,000

- Brief explanation of new or increased expenditures:
 - Contingency reserve will address unfunded liabilities such as legal claims and also prepare the

- district to make budget cuts during the year
- Step, column, and longevity represent salary costs increases based on the salary schedule for all employees
- Health and benefits is the projected increase in costs by medical providers
- Public Employee Retirement System (PERS) is the increase in costs to the employer from 10% to 12.2%
- The College has entered into agreement with the State Chancellor's Office to replay apportionment revenue received during fiscal year 2000-2001 related to the High Desert Community Partners Program
- The College receives scheduled maintenance revenue each year from the Chancellor's Office that must be matched by the college. The \$98,000 represents the district's match
- There is an increase in the number of retirees receiving health and welfare benefits up to age 65. \$76,000 is the estimated cost for the additional retirees
- The settlement with CSEA will cause an increase in the base, steps, and column for selective employees. \$70,000 is the estimated cost for steps, column, and longevity
- The initial budget proposal by the Governor in January 2004 did not include COLA. In order to correct the error, at least 25% of the dollars need to include COLA in the budget will come from apportionment. \$ 115,000 is an estimate of the reductions to apportionment

- Three percent (3%) growth is included in the Governor's January proposal. However, in order to achieve the intended growth, additional instructional costs must be incurred. The estimated costs to achieve the growth is \$132,000
- The College has not established a budget for the cost of vacation payoff for retiring employees. The \$ 105,000 represents 10% of the unfunded college liability for accrued vacation liability
- The proposed budgets reductions to address the new and increased expenditures includes:
 1. Savings from establishing hiring priorities and holds
\$1,480,000
 2. Hold on health benefit cost to the College
600,000
 3. 10% reduction in non-salary operating budgets
277,000

Revenue enhancements and additional cost savings
315,000

Total: \$2,672,000
- The Budget Advisory Committee (BAC) has reviewed information related to the new expenditures and the proposal for budget reductions. The BAC recommends moving forward with providing employee step, column, and longevity increases for 2004-05 provided there are no major reductions by the Governor on May 14, 2004.

**Item 3 - VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
2004-05 BUDGET DEVELOPMENT CALENDAR**

<u>DATE</u>	<u>DESCRIPTION</u>
October 2003 thru January 2003	Budget Advisory Committee (BAC) identify new district-wide priorities, including faculty and staff hires, and statutory costs increase. Planning for 2003-04 mid-year cuts mandated by the Governor
December 9, 2003	Budget calendar submitted for approval by Board of Trustees
January 2004	BAC review Governor's January budget and incorporate into district planning
January 2004	BAC and Cabinet develop linkages between integrated master planning, program review, and resource allocation processes
January 2004	Budget augmentation or reductions materials, including guidelines, distributed campus-wide by BAC members to budget account managers, deans, and vice presidents
February 2004	Budget Account Managers work with faculty and staff to identify budget augmentation needs and priorities or reductions
February 2004	All budget augmentation requests or reductions due to Directors/Deans/Vice Presidents, as appropriate
February 2004	All budget augmentation requests or reductions are forwarded to Vice Presidents. Vice Presidents provide feedback to Budget Account Managers regarding approved/disapproved of budget augmentation needs and priorities and reductions
March 2004	Compilation of augmentation requests and reductions reviewed by the BAC and President's Cabinet for priority ranking
April 2004	Fiscal Services compiles augmentations and reductions in order to prepare a tentative budget
May 4 – 18, 2004	Tentative budget submitted to College Assembly for review. College Assembly representatives seek campus input
May 17, 2004	Tentative budget may be revised based on Governor's May Revise
June 8, 2004	Tentative Budget presented to VVC Board of Trustees. Budget Account Managers distributed information regarding pooled budgets, such as equipment, student workers, associate instructors
September 14, 2004	Public Hearing/Adoption of 2004-2005 Final Budget

Summary Description and Stages of the Creation and Assessment of Student Learning Outcomes

The Student Learning Outcomes Steering Committee, a campus-wide committee, was formed in 2003, and approved by College Assembly on December 7, 2004. The Student Learning Outcomes Steering Committee provides leadership to promote collaboration across the institution, and serves as an aid to building shared knowledge and responsibility for student learning outcomes. The goal of the Student Learning Outcome Steering Committee is to increase the institutional capacity to develop and implement student learning outcomes campus-wide to better serve students. The dialogue regarding student learning outcomes has taken place at the following meetings, klatches, forums, and workshops:

- Accreditation Steering Committee
- Accreditation Standard IIB – Student Support Services
- Coffee and Pizza Klatches
- College Assembly
- Counseling
- Curriculum Committee
- Department Chair
- Faculty Senate
- Faculty Senate Learning Assessment Committee
- Master Plan Committee
- Open Forums on January 29, 2004, April 28, 2004, November 8, 2004.
- Program Review Committee
- Student Learning Outcomes Steering Committee
- Town Hall Meeting – Learning Organization

As part of the College's planning process, the Student Learning Outcomes Steering Committee is working with the Counseling Department, the Faculty Senate, the Master Plan Committee, the Program Review Committee and others to obtain input regarding the core student learning outcomes at the degree level and the Student Learning Outcomes Component of the Master Plan. The campus-wide approach includes the roles and involvement of the Board of Trustees, classified staff, faculty, management, and students. The Student Learning Outcomes Component of the Master Plan includes the roles and responsibilities that different college units, committees, and groups play in directly or indirectly supporting student learning.

As part of the College's evaluation and planning process, the Student Learning Outcomes Component of the Master Plan is being conducted in planning stages that includes the integration stage, implementation stage, and evaluation and re-evaluation stage. The Student Learning Outcomes Component of the Master Plan calls for, but is not limited to, the following:

- **Planning Stage** - Assess the campus culture, develop, gather evidence, and increase the institutional capacity for dialogue.
- Use the mission statement as the overarching guide to support student learning outcomes.
- Identify Core Competencies for planned Student Learning Outcomes for the associate degree.
- Develop venues for college-wide training regarding student learning outcomes.
- **Integration Stages**- reorientation of college processes to support student learning, such as the

evaluation, planning, research, and resource allocation process, and decision-making processes.

- Extend accomplishments in using student learning outcomes to all courses, programs, and degrees.
- Develop research and analysis capacities that are meaningful, measure learning, and are understood by the campus community.
- Develop strategies for disseminating and presenting the data about student learning outcomes so that individuals can understand the results of the institutional efforts and use these results for institutional improvement.
- Develop a culture of assessment and a culture that supports institutional learning.
- **Implementation Stage**
- **Evaluation Stage**, Reevaluation of process.

In addition, Student Services has identified student learning outcomes in Extended Opportunity Program and Services, Disabled Students Programs and Services, Financial Aid, and Counseling. The tutoring staff has implemented a procedure needed to assess student learning outcomes. The Institutional Research website includes information about the student learning outcomes that have been identified to date.