

30 March 2006

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**PATRICIA A. SPENCER, Ph.D.**  
Superintendent/President

**Barbara A. Beno**  
**Executive Director**  
**Accrediting Commission for Community and Junior Colleges**  
**10 Commercial Boulevard, Suite 204**  
**Novato, CA 94949**

RE: Victor Valley College Progress Report

Dear Ms. Beno,

Please find enclosed Victor Valley College's progress report in response to the Commission's action letter dated March 3, 2006. The progress report responds to the three recommendations that the College was asked to address in the action letter. Additionally, the current progress report focuses on accomplishments and progress made since the comprehensive visit in March 2005 as well as plans for the future.

We look forward to the opportunity to discuss the progress report at the upcoming follow-up visit on April 10, 2006.

Please contact my office should you require any additional information.

Sincerely,

A handwritten signature in cursive script, appearing to read "P. Spencer".

Patricia A. Spencer, Ph.D.  
Superintendent/President

PAS:ssg

enclosures

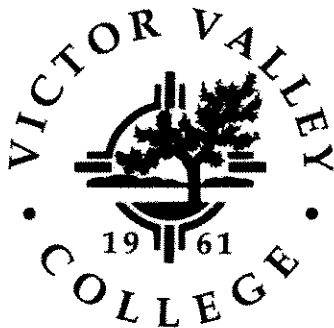
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**PROGRESS REPORT  
MARCH 28, 2006**

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**ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**



**VICTOR VALLEY COLLEGE  
18422 BEAR VALLEY ROAD  
VICTORVILLE, CA 92395**

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## STATEMENT OF REPORT PREPARATION

Victor Valley College is pleased to submit this progress report in response to the request from the Accrediting Commission to address progress made on three of the seven recommendations from the comprehensive visit in March 2005. The College submitted a previous progress report in October 2005 that was rejected by the Commission at its January 11-13, 2006 meeting. In preparing the October 2005 progress report, the College went to great lengths to ensure that the report preparation involved broad participation and input. The College was unable to replicate this broad participation and input for this current progress report due to the short timeline for submission. However, this current report is more of a revision of the initial October 2005 report, focusing on institutional progress made since the comprehensive visit in March 2005.

This current progress report was drafted by members of the President's Cabinet in consultation with appropriate campus personnel and constituencies. The report was reviewed by the College Assembly (VVC's shared governance body) for input. A draft of the progress report was posted on the college web site. All college staff members were notified by email of the availability of the report and they were invited to provide input as well.

The final version of the report was approved by the Board of Trustees at its March 28, 2006 meeting.



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Patricia A. Spencer, Ph.D.  
Superintendent/President

STUDENT SERVICES

MARCH 28, 2006

TOPIC: ACCREDITATION PROGRESS REPORT

TO THE SUPERINTENDENT/PRESIDENT:

At the time the District received a new, six-year accreditation, the District was required to submit a progress report outlining the progress made for the seven recommendations included in the Accrediting Commission's final report. Over the Summer 2005 and the first few months of the Fall 2005, the District organized into seven writing teams to address each of the seven recommendations. These teams were comprised of faculty, staff, management, and students. The final progress reports for each of the recommendations received broad input from the campus including a review of the overall final report by College Assembly. The final progress report was approved by the Board of Trustees on October 11, 2005 and sent to the Accrediting Commission. At the January 11-13, 2006 meeting of the Accrediting Commission, the report was rejected by the Commission. In subsequent conversations with Commission staff, the District was informed that the Commission did not like the format of VVC's report and that the report contained unnecessary information. The District was directed to submit a revised progress report that focuses only on progress made toward the recommendations since the initial, comprehensive visit in March 2005. Additionally, the District was directed to report only on recommendations 1-3.

The revised progress report is presented to the Board for approval prior to submission to the Accrediting Commission.

Fiscal impact: None

RECOMMENDATION:

It is recommended that the Board of Trustees approve the revised progress report.

REFERENCE FOR AGENDA: YES

Signed:   
Vice President, Student Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed:   
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION Bettye Underhill

SECOND Don Nelson

Ayes 3 Noes 2

INFORMATION ONLY \_\_\_\_\_

## **RESPONSE TO THE REQUEST OF THE ACCREDITING COMMISSION IN**

### **THE ACTION LETTER (March 3, 2006)**

#### **RECOMMENDATION 1: Improving Institutional Effectiveness**

**“The team recommends that the College provides evidence that it assesses progress toward achieving its goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. This continuing cycle should include long-term master planning; short-term strategic planning, including technology planning; and an effective, institutionalized program review process. When fully implemented, this cycle of planning, evaluation and program improvement should result in the creation of a culture of research and evidence that supports all of the college’s decision-making processes (Standard IB.3, IB.4, IB.5, IB.6, IB.7; Standard IIA.1, IIA.2, IIB.3, IIB.4, IIC.2; and Standard IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.1, IIID.2g, IIID.3).”**

#### **Progress and accomplishments**

The College has made progress toward an institutional effectiveness model of decision-making that includes an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation (integrated planning). The following provides a description of progress made, what has been accomplished, and what remains to be done since the comprehensive evaluation visit in March 2005.

In order to make significant progress toward a model of institutional effectiveness, the College recognized that it was necessary to provide additional resources devoted to these efforts. One of the key steps toward this model of institutional effectiveness is the creation of a position to provide college-wide leadership, coordination, and management for institutional research, planning, and evaluation. The position of Executive Dean, Institutional Effectiveness was created and advertised in December 2005 (evidence: 1a). The search committee is currently screening applications with a goal of a successful candidate starting July 1, 2006, or earlier. Additionally, through collaborative efforts with the Title V grants which address activities related to data collection and analysis of student

outcomes, a full-time research analytical technician is currently in recruitment and the position should be filled by May 2006 (evidence: 1b). The assessment of progress toward goals and objectives requires the collection of considerable data and subsequent analysis of data. The data and evidence from assessment then provides a foundation for making decisions that can improve institutional effectiveness. These positions, when filled, will enhance the College's ability to develop and implement comprehensive and centralized assessment strategies that support decision-making and lead to institutional improvement.

A second important step toward integrated planning was taken when in July 2005 the College contracted with the architectural firm of Carrier-Johnson to assist in the development of the College's long-range educational and facilities master plan (evidence: 1c). This plan will guide the College and identify the College's instructional direction and facilities needs over the next ten to twenty years. The plan will include all of the areas of integrated planning including current building condition assessment; facilities capacity based on growth projections; utilities capacity study, parking study, road and transportation study, geological study, as well as assistance with the development of a new Education Master Plan. The College is committed to being a responsible member of the world community by committing to the development of a sustainable community which includes renewable energy sources. A Facilities Focus Group consisting of members from key constituent groups meets regularly and these meetings are often attended by staff from Carrier-Johnson and staff from subcontractor CCS, an education planning firm. The Facilities Focus Group guides the development of the education and facilities master plan. Campus "planning forums" are scheduled for the week of March 20-24 where all members of the campus community will have an opportunity to provide input into the Education and Facilities Master Plan. An education and facilities master will serve as a lynchpin in a cycle of planning and evaluation that leads to decision-making and institutional improvement.

The College has formed a President's Blue Ribbon Advisory Group comprised of faculty, classified staff, students, managers, Foundation members, and community constituency groups such as representatives from local government, area schools, real estate and development, and business. Currently planned for April 12, 2006, input will be gathered from this group on what and how to integrate into the college planning for the 1) local educational and training needs as identified in community planning processes; and 2) joint use facilities and resources development.

A third important step toward integrated planning was the implementation of "unit planning" for resource allocation in the 2005-06

fiscal year. This was a first attempt to truly integrate evaluation and planning with resource allocation for budget development. By April 29, 2005, each unit sent its Unit Plan to the appropriate supervisor, either the President or a Vice President. The Vice Presidents, working with their own leadership teams, developed a Division Plan for each of the three main college areas of instruction, student services and administrative services. Each division worked with the Unit Plans and created an integrated and prioritized Divisional Plan. The Divisional Plans were then forwarded to the shared governance committee known as BRIC (Budget Resource Identification Committee) where they were integrated and prioritized for the purpose of making resource allocation decisions on a college-wide, prioritized basis. Unit plans for those departments reporting directly to the President (Human Resources, Public Information and Governmental Relations) were also submitted to BRIC and were integrated into the process as well.

BRIC developed a list of approximately twenty-five prioritized items for submission to the Cabinet. The Cabinet includes the President, the Deputy Superintendent and Vice President for Instruction, the Vice President for Student Services, the Vice President for Administrative Services, the Director of Human Resources and the Director of Public Information and Governmental Relations. The Cabinet accepted the BRIC recommendations with a few minor changes which added funding for instructional growth supplies and materials and for staff development. The recommendations from BRIC were forwarded to the Vice President for Administrative Services to be included in the Final Budget for 2005-2006.

In total, approximately \$500,000 was identified for new allocations that included the twenty-five prioritized items from BRIC, six priority classified positions, and three faculty positions for the spring 2006 semester (pending adoption and implementation of the hiring prioritization criteria guidelines).

Based on evaluation of the "unit planning" process utilized for the 2005-2006 budget development for 2006-2007, a modified version of the "unit planning" process is being implemented and is now titled "Annual Planning and Budget Augmentation Process." This revised process was approved by the Academic Senate and President's Cabinet in December 2005. New forms and a revised budget development calendar were developed to facilitate this process (evidence: 1d). This budget development process is an excellent example of planning and evaluation leading to decisions about resource allocation.

Since the accreditation site team visit, the Program Review Committee has taken a fresh look at the program review process with two significant goals. The first goal is to integrate program review with the planning, resource allocation, and evaluation cycle. The second goal is to develop a "mini" program review that can be completed annually to support the planning and resource allocation cycle. The "mini" program review will update the measurable data of the full program review and provide goals that will then drive the resource prioritization and allocation process. As part of the revised program review (evidence: 1e), the College has adopted the theme of "key indicators of excellence." Each instructional and noninstructional program will be asked to select the key indicators that will identify the successful achievements and appropriate use of resources to meet goals and objectives. The College is currently in the process of testing the new program review with two instructional programs to determine how to achieve the goal of a fully integrated, cyclical process of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

A mechanism for evaluating the program review process has been developed. Upon completion of the program review process, reviewers are asked to complete a survey that gathers their impressions and opinions about the value and usefulness of the process (evidence: 1f). The College is committed to assessing the effectiveness of its program review process and will ensure that program review evaluations will be conducted for program reviews conducted in 2006-07 and beyond.

A draft technology plan has been developed to establish a strategic vision which will facilitate the creation of goals, guidelines, standards, and policies for the acquisition, use, management, and maintenance of technology used by students, faculty, administration, and staff. In recent years, technology growth, specifically computer and network technologies, has accelerated at an exponential pace. This plan when finalized will provide a strategy guideline for the acquisition, distribution, use, and maintenance of the technological resources at VVC. This document is not static and will be extended to include any new technology that may affect current systems as well as new systems employed to perform the mission of Victor Valley College. This document is meant to provide a district-wide strategy to meet the growing technological needs of the campus community. Alignment with the Education Master Plan is imperative in order to consider the technology plan and its implementation a success. This document will be integrated into the planning process with Carrier-Johnson. The technology plan is an example of assessment and evaluation that leads to planning and ultimately to decision-making for the effective use of technology to support the mission, goals, and purposes of the College (i.e., institutional improvement).

On March 21, 2006, the College Assembly approved the creation of new shared governance Technology Planning Committee that will provide recommendations to the President on the future technology directions for the college (evidence: 1g). That committee will be comprised of faculty, managers, classified and student members. Some of the issues to be considered are the future use of technology on campus, the acquisition and support of technology, the College's direction with on-line learning, and many other important issues. This committee will facilitate the finalization of the technology plan and the integration of technology planning with the overall education and facilities master plan.

The new Datatel system has provided many challenges and holds great promise for the future and will be an integral part of the College's institutional effectiveness program. The College is currently developing a data warehouse that will convert the data from the Datatel Colleague system into a database that can be queried for information that will support the cyclical process of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

The College is also gearing up for implementation of regulatory provisions promulgated by AB 1417, the performance accountability program. Many of the data elements that will be collected and analyzed as part of this program will be the same data the College will use to assess outcomes. This ability to make data-based decisions from evidence and outcomes in relationship to predetermined key indicators will provide a strong roadmap for improving institutional effectiveness.

#### Future plans summary

- Complete the Education and Facilities Master Plan.
- Complete the hiring process for the positions of Executive Dean, Institutional Effectiveness and Research Analytical Technician.
- Conduct open planning forums for the campus and the community
- Continue to evaluate the effectiveness of the "annual planning and budget augmentation process".
- Continue to evaluate the effectiveness of the revised program review process.
- Establish and convene the Technology Planning Committee.
- Finalize the technology plan and integrate the plan with the overall education and facilities master plan.
- Complete the development and implementation of the data warehouse to support assessment, evaluation, and research efforts.

Evidence for Recommendation 1

- 1a Executive Dean, Institutional Effectiveness position announcement
- 1b Research Analytical Technician position description and position requisition form
- 1c Board of Trustees agenda item for Carrier-Johnson
- 1d Annual Planning and Budget Augmentation forms and information
- 1e Revised program review process
- 1f Program review process evaluation form
- 1g College Assembly agenda item, March 21, 2006

## **RECOMMENDATION 2: Student Learning Outcomes**

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

### Progress and accomplishments

Course approval forms utilized in curriculum development have been revised to include a section on student learning outcomes (evidence: 2a). Through the curriculum approval process (new and revised courses), 43 courses have incorporated student learning outcomes since March 2005.

Currently, a summer retreat for 2006 is being planned for the Leadership Team (administrators and managers). Two faculty trainers who are fully trained in developing measurable student outcomes have agreed, as one component of the Leadership Retreat, to provide a workshop for all managers on developing measurable outcomes reflecting support of student learning outcomes.

The College is an active member in the High Desert Pass-16 consortium. This project provides data sharing among the High Desert high schools, Victor Valley College, Barstow College, University of California, Riverside, and California State University, San Bernardino. This data sharing provides the foundation for treatments and remedies designed to increase student learning outcomes. The focus of the High Desert Pass-16 is increasing the percentage of local high school students who assess into college level math. Currently, 97% of local high school students taking the college assessment test do not test into college level math. The College superintendent/president serves on the steering board for the High Desert Pass-16. In addition, other college staff and math faculty participate in the meetings and activities. Treatments are based on improving teacher preparation and identifying and closing the gaps between high school math skill attainment and college level math expectations. Additionally, the gap between a student passing the CAHSSE (California High School Exit Exam) and assessing at college level math, and collaborative meetings of high

school teachers and college math faculty to deconstruct math standards and reconstruct those standards to close the gaps. Future planning includes assessing the success of the model, strengthening the model, transporting it to other schools, and applying the model to English and language skills.

The College is committed to a renewed effort in the development and incorporation of student learning outcomes at the course, program, and institutional levels. During the Spring 2006, a summit on student learning outcomes is being planned so that the College can reorganize its efforts to conduct meaningful, timely, and inclusive dialogue with all constituents in the identification of student learning outcomes. The summit will engage all appropriate campus constituents.

Through a Title V Hispanic Serving Institutions Grant (cooperative) awarded in October 2005, the College has a unique opportunity to "transform" the effectiveness of instructional delivery methods as well as support services for basic skills courses (evidence: 2b). Assessment and evaluation have provided outcomes that demonstrate poor success rates in basic skills courses. The College will now use these results to plan and implement changes to instruction and support services for basic skills courses. A key component of these changes will involve the inclusion of student learning outcomes for basic skills courses. The College is in the initial planning and implementation phases of this HSI grant. Funds (through stipends) have been budgeted to provide opportunities for faculty members to take on special assignments in the evaluation, revision, and implementation of instructional strategies, curriculum, and support services. These special assignments will include a focus on student learning outcomes for basic skills courses. It is anticipated that the results of these efforts might become a model for other instructional and support services areas. The special assignments for faculty will be made available initially during the Spring 2006, the Summer 2006, and the Fall 2006.

Through a separate Title V Hispanic Serving Institutions Grant (individual), efforts are underway during the 2005-06 academic year to infuse culturally-sensitive teaching methods with a goal of improving student persistence and course completion rates. Initially, courses targeted for these efforts are low level math courses and English as a Second Language courses. Data and evidence will be collected through assessment and evaluation strategies. Through analysis of the student outcomes, decisions will be made as to the effectiveness of these efforts.

The College has begun a dialogue on outcomes at the institutional level. An Institutional Effectiveness Task Force was formed in the Fall 2005 and has started the discussion of developing the outcomes, assessing

outcomes, and determining how the results of the assessment will lead to improving institutional effectiveness. It is anticipated that the task force will finalize its work in the Spring 2006 culminating in a recommendation for establishing and implementing outcomes at the institutional level.

In an effort to institutionalize a commitment to student learning outcomes, the evaluation process for administrators and managers was revised to incorporate student learning outcomes as part of both the self-evaluation process and the supervisor's performance evaluation process. All administrators and managers must address how their goals relate to student learning outcomes primarily at the program and institutional levels (evidence: 2c).

#### Future plans summary

- Complete summer retreat for managers on student learning outcomes.
- Continue participation in the High Desert P-16 consortium.
- Schedule student learning outcomes "summit" for Spring 2006 to renew and reorganize for the development and implementation of student learning outcomes.
- Implement strategies and activities from Title V HSI grant related to basic skills and student learning outcomes.
- Finalize development and implementation of measurable outcomes at the institutional level through the Institutional Effectiveness Task Force.

#### Evidence for Recommendation 2

- 2a Course Outline Form
- 2b Title V HSI cooperative grant overview
- 2c Management/Supervisor Performance Self-Evaluation form  
Management/Supervisor Performance Evaluation form

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

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

#### Progress and accomplishments

Since the comprehensive visit in March 2005 and as part of a President’s Cabinet retreat in November 2005, the College’s organizational structure was evaluated. From this assessment and analysis, revisions were made to the College’s organizational structure and the College’s organizational chart was updated (evidence: 3a). The College’s organizational chart is a working document that will be continually evaluated, re-evaluated, and revised appropriately as the college grows and the college’s staffing needs change to meet the mission and goals of the institution.

The following are examples of significant organizational structure changes that have occurred since the comprehensive visit in March 2005

- Through an assessment and evaluation of program goals/objectives and student needs, decisions were made to fill two classified vacancies and to add a full-time counselor to the program. There is ongoing dialogue about possibly moving the CalWorks program organizationally under student services.
- Campus technology functions and operations on the campus are vast, complex, and highly interrelated. Historically, the IT department reported to the Vice President, Administrative Services and the MIS department reported to the Vice President, Student Services. Both of these departments provide mission-critical services for all campus wide technology-related concerns. IT is responsible for campus wide technology infrastructure (computer hardware; campus networks; email; internet connectivity; phones, etc.). MIS is responsible for administrative information systems (student information systems – Datatel and legacy systems; San Bernardino County Schools information systems – purchasing, budget, payroll; college web site; etc.). Additionally, the Instructional Media Services (IMS) department was organizationally placed under instruction. In an effort to provide improved

communication, collaboration, productivity, and efficiency, the MIS department and the IMS department were transferred organizationally to report under the Vice President, Administrative Services. This change provided that all technology-related concerns are housed organizationally in one functional area. This change was effective February 1, 2006

- In an effort to provide more effective coordination of research, assessment, evaluation, and planning, a new administrative position was created. The Executive Dean, Institutional Effectiveness position is currently in recruitment and will provide executive level leadership for efforts that support the the cyclical process of evaluation, integrated planning, resource allocation, implementation, and reevaluation. It is anticipated that the position will be filled by July 1, 2006.

To address the lack of sufficient staffing, the College has evaluated staffing needs and demonstrated a commitment to adequate staffing as evidenced by the following employment actions and positions actively in recruitment between July 1, 2005 and the present (evidence: 3b).

- Three full-time faculty hired, six presently in recruitment for the 2006-07 academic year.
- Five administrative/management positions hired, seven positions in recruitment to be filled by July 1, 2006, or sooner.
- Twenty-five classified positions hired, 22 positions currently in recruitment.
- The College has also identified the need for a budget analyst position – a new management position. This will be a key position to maintaining a healthy fiscal outlook by managing the daily budget transactions and keeping all accounts in balance. The development of expenditure projections and various spending reports will also help the College to become a more effective institution by identifying spending patterns and taking corrective action as needed to stay in balance.

Specifically, for technology support, the following positions have been filled or are in recruitment.

- Network Manager (2 positions filled).
- Database Administrator (filled).
- Webmaster (filled).
- Cisco Network Support Specialist (position description in development).
- Director of Technical Services (filled).

Additionally, in terms of support for technology, the College has contracted with Datatel to provide "executive mentoring" services to assess the staffing and training needs of the MIS department, specifically as they relate to the implementation of the Datatel Colleague administrative information system. The "executive mentor" has already made several important recommendations concerning staffing needs, including an urgently needed position to support hardware and servers related to administrative information systems. The executive mentor has also assessed the implementation priorities for Datatel Colleague and teams are being developed to work on these projects. The end result will be a more effective implementation and utilization of the Datatel Colleague system.

Specifically, for risk management, the duties and responsibilities associated with risk management have been centralized and assigned to a manager reporting directly to the Vice President, Administrative Services.

The Director of Maintenance and Operations completed a comprehensive evaluation (evidence: 3c) of staffing using the guidelines provided by the Association of Physical Plant Administrators (APPA). The study provided a proven methodology for the College to consciously select a level of cleanliness and repairs it wants to adhere to and the formula provides the appropriate staffing levels necessary to maintain the facilities at those levels. Outcomes of the comprehensive evaluation lead to the following decisions regarding staffing for maintenance and operations. Seven vacant positions will be filled immediately and data from the evaluation will be used for making decisions about future staffing needs. Additionally, a custodial supervisor position will be filled to provide more effective management, supervision, and coordination of custodial services.

- Custodian (two will be in recruitment during the Spring 2006 semester).
- Grounds Maintenance Workers (two will be in recruitment during the Spring 2006 semester).
- Lead Grounds Maintenance Worker (will be in recruitment during the Spring 2006 semester).
- Maintenance Technician (two will be in recruitment during the Spring 2006 semester).
- Custodial Supervisor (will be in recruitment during the Spring 2006 semester).

Specifically, for human resources, the following positions have been filled.

- Payroll Technician (1.5 fte filled).

- Human Resources Technician (filled).

The College is continuing to assess staffing needs through the budget development process and through the staffing requests that come through the annual planning and budget augmentation process. The College is currently assessing anticipated revenues for 2006-2007 in order to determine what, if any, additional positions can be added for next year.

#### Future plans summary

- Continue to evaluate and re-evaluate the organizational structure of the College to ensure that the structure meets the mission and goals of the institution.
- Continue to evaluate and re-evaluate the staffing needs of the College to ensure adequate staffing to meet the mission and goals of the institution.
- Utilize the "annual planning and budget augmentation process" to identify staffing needs and to make decisions related to staffing levels based on assessment, evaluation, and data.

#### Evidence for Recommendation 3

- 3a Revised organizational chart
- 3b Human Resources Recruitment Status Report
- 3c Maintenance and Operations evaluation and recommendations report