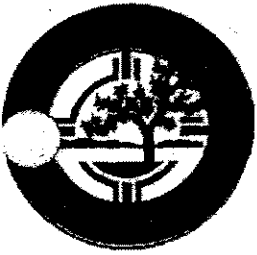


OCT 17 2005



October 13, 2005

VICTOR VALLEY COLLEGE
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Victorville, CA 92392-5849
(60) 245-4271, extension 2544
spencerp@vvc.edu

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

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

RE: Victor Valley College Progress Report

Dear Ms. Beno,

Please find enclosed Victor Valley College's Progress Report, as per your communication of June 28, 2005. The Progress Report responds to the seven recommendations as well as concerns expressed by Dr. O'Hearn and the site team members in the Evaluation Report. The format of the Progress Report is that the recommendations are listed in the left column. Subsequently, the concerns raised within the Site Team's Evaluation Report are organized under the related recommendation. The center column provides the responses regarding progress made. The right column lists the documentation.

We look forward to the opportunity to demonstrate and provide the evidence of our improvement at the upcoming follow-up visit November 9th. Please contact my office should you require any additional information.

Sincerely,

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

PAS:ssg

enclosures

Victor Valley College

Accreditation Evaluation Progress Report

RECOMMENDATION 1: Improving Institutional Effectiveness

The team recommends that the college provide 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).

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Recommendation: The team recommends that the college provide 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. (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)</p>	<ol style="list-style-type: none"> 1. 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). Cabinet is developing a job description for an Executive Dean, Institutional Advancement. The first step in this endeavor was to evaluate, review and revise the college mission statement and college goals. Through a subcommittee of the Education Master Plan Committee, a revised mission statement was developed and ultimately approved by College Assembly on September 16, 2003. The Board of Trustees adopted and approved the revised mission statement on November 11, 2003. The College's Master Plan goals were reviewed and revised through a process that involved considerable input and dialog. This input culminated in a campus wide forum on January 29, 2004 where the goals and objectives were further refined and modified. 2. A commitment to research and evaluation was made in 1999 by the creation of a Research Analytical Technician position. In 2003 this position was reorganized into an Institutional Research Coordinator position. It is recognized that additional resources are needed to meet the 	<p>1.1a Board of Trustees Meeting Minutes, November 11, 2003</p> <p>1.1b Draft of job description</p> <p>1.1c Master Plan Goals and Objectives</p> <p>1.2 Research Coordinator Job Description</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Recommendation: This continuing cycle should include... long-term master planning. (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)</p> <p>Recommendation: This continuing cycle should include... short-term strategic planning. (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)</p> <p>Comment: "This lack of connection between assessment, resource allocation, and improvement of institutional effectiveness means that the college is not fully meeting Standard IB.4."</p>	<p>research/evaluation needs of program review, accreditation, student learning outcomes, institutional outcomes, state/federal reporting, and overall institutional effectiveness. Recent difficult budget years have made the creation of new positions problematic. However, the College has made the allocation of resources to research/evaluation a high priority as the budget improves.</p> <p>3. A second important step toward integrated planning was taken when the College contracted with Carrier-Johnson architectural firm to develop the College's long-range educational and facilities master plan. This plan will guide development of college facilities resource needs and development for 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.</p> <p>4. 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 planning with resource allocation for budget development. During the 2004-2005 academic year the Master Planning and Program Review shared governance committees met to discuss the integrated planning process. With the assistance of the new Vice President for Administrative Services, the committee developed and recommended a new process that involved planning at the departmental level or the organization (or "unit" level). The final process was referred to as Pyramid Planning which referred to the top-down and bottom-up approach to the planning and resource allocation process. The top-down portion was the broad Master Plan Goals and Board of Trustee Goals established for the organization. The bottom-up portion referred to the work done in each department to set goals and objectives and to develop resource requests</p>	<p>1.3a Victor Valley College Master Plan Scope of Services</p> <p>1.3b Board approval of Carrier-Johnson</p> <p>1.4a Integrated Budget and Planning 2005-06 (memo, April 13, 2005)</p> <p>1.4b Unit Operational Plan Form</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>based on those specific goals and objectives. These were the Unit Plans and formed the building blocks of the planning process.</p> <p>By April 29, 2005 each unit sent its Unit Plan to the appropriate supervisor, either a president or a vice president. Each of those 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.</p> <p>5. 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. 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.</p> <p>In total, \$1 million has been identified for new allocations that include 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</p>	<p>1.5 BRIC Recommendations 2005-06</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "...The visiting team found that planning processes are not consistently evaluated or integrated campus wide." Standard IB.6, IB.7</p> <p>Comment: "The report included only a brief description of the college's program review process, and nothing provided in the report for this standard actually related to how the institution assesses its evaluation mechanisms." Standard IB.7</p> <p>Recommendation: This continuing cycle should include... an effective, institutionalized program review process. (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)</p>	<p>guidelines).</p> <p>For 2006-2007, the College is planning to undertake a review of the entire base budget which has not been analyzed for many years. A modified zero-based budget process will be put into place Fall 2005. Additionally, the integrated planning process will be reviewed by the Master Planning, Program Review and BRIC committees for improvement and better integration with Program Review.</p> <p>Evaluation of the planning process is included in the planning model described above. Additionally, BRIC has reviewed its guidelines and procedures and applied to College Assembly for college-wide committee status.</p> <p>6. The College established a comprehensive program review process in 2002. In an effort to communicate information about the program review process and to make the program review process accessible, most materials and documents that support the program review process are available on the College's web site at http://www.vvc.edu/offices/planningresourcedevelopment/program-review-committee/index.htm. The web site includes the master calendar of program reviews, the program review guide, FAQs, the Program Review Committee, agendas/highlights of meetings, and program review samples. Procedures for both instructional and noninstructional program reviews are contained in the program review guide. The Program Review process addresses requirements included in the ACCJC standards for the systematic evaluation by the institution of the effectiveness of courses, programs, services, leadership, and use of resources. The integration of the accreditation recommendations and accreditation planning agendas are included as goals and objectives. Resource needs identified through the Program Review process are the basis for individual program budget, facilities, and staffing proposals and guide the allocation of financial resources to these programs. Program Review is supported by research and</p>	<p>1.6a Master Calendar of Program Reviews</p> <p>1.6b Program Review Guide</p> <p>1.6c Program Review FAQs</p> <p>1.6d Committee Meeting Agendas and Highlights</p>

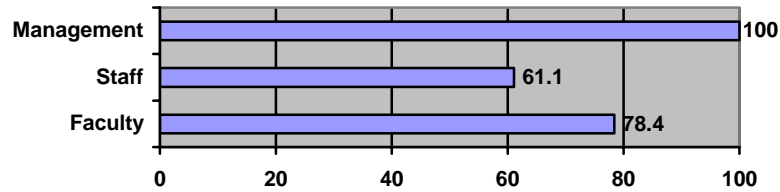
Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>integrates planning, evaluation, and resource allocation. Program review reports are submitted to the VP, President, and Cabinet for information only unless the submitting Department requests feedback and specifies the type and scope of feedback that is desired. Instructional program reviews are also sent to the Faculty Senate for information. Training has been provided to department chairs (see the following Committee Meeting Agendas and Highlights. To date 18 instructional programs and 5 noninstructional programs have completed program reviews:</p> <p style="text-align: center;"><u>INSTRUCTIONAL</u></p> <p>Administration of Justice Allied Health (CNA, MA, EMT) Business Real Estate/Escrow Computer Information Technology Distance Education Program Education and Educational Technology Fire Technology Foreign Languages Learning Center Library Life Sciences Mathematics Philosophy/Religious Studies Political Science Psychology Restaurant Management Speech Welding</p> <p style="text-align: center;"><u>NONINSTRUCTIONAL</u></p> <p>Admissions and Records Campus Police DSPS Fiscal Services Information Technology</p>	<p>1.6e 1.6f 1.6g 1.6h 1.6i 1.6j 1.6k 1.6l 1.6m 1.6n 1.6o 1.6p 1.6q 1.6r 1.6s 1.6t 1.6u 1.6v</p> <p>1.6w 1.6x 1.6y 1.6z 1.6aa</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "...The visiting team found that planning processes are not consistently evaluated or integrated campus wide." Standard IB.6, IB.7</p>	<p>Institutional Research MIS</p> <p>7. A unique feature of the program review process is the use of the Decision Support System (DSS) developed by the Institutional Research (IR) Department. The DSS is a web-based database that staff can access to support program review efforts. Faculty and staff can access outcome data for courses that includes student learning outcomes and student demographic variables. Most importantly, faculty and staff can access the data without putting in a request and waiting for a report from the research or MIS departments. Program reviewers can perform a variety of analyses tailored to the needs of the particular program review.</p> <p>8. Additionally, the IR Department provides research and evaluation support to the program review process through the development and data analysis of surveys. Surveys have been developed that support both instructional (see Program Review Guide, Appendices D and E) and noninstructional program reviews (see Noninstructional Program Review Survey Sample). For noninstructional programs a "core" set of survey items has been developed so that comparisons can be made across programs. The survey format also allows for each program to develop items that are unique to the program. A guide for utilizing surveys in support of program reviews has been developed.</p> <p>9. 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. 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 2005-06 and beyond.</p>	<p>1.6bb 1.6cc</p> <p>1.7 DSS Web Site</p> <p>1.8a IR Survey Process</p> <p>1.8b Instructional Program Review Survey Sample</p> <p>1.8c Noninstructional Program Review Survey Sample</p> <p>1.9 Program Review Evaluation Survey</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Recommendation: This continuing cycle should include... technology planning. (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)</p> <p>Comment: "In the Self Evaluation Section for this standard, reference was made to an observed disparity between the opinions of faculty/administration and the opinions of college staff on a particular item in the Opinion Survey, with the additional observation that further dialog on the issues should be encouraged. In the Planning Agenda Section of Standard IB.2...no action was suggested to further investigate the observed discrepancy." Standard IB.2</p>	<p>VVC has implemented a solid program review process. The integration of the results of program review into overall planning and resource allocation is part of the planning described above.</p> <p>10. A draft Technology Plan was developed in 2003. The intent of the technology plan is 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.</p> <p>11. A unique survey instrument was created and administered to support the accreditation self-study. Faculty, staff, and management were asked to provide their opinions about how VVC was meeting the accreditation standards. In most cases, the survey items were actually the exact wording from the standards. Employees were asked to rate how much they agreed that VVC was meeting the standards. For some items, the survey results show a disparity in the level of agreement particularly between the management and staff groups.</p>	<p>1.10 VVC Technology Plan (draft)</p> <p>1.11a Spring 2004 Opinion Survey</p>

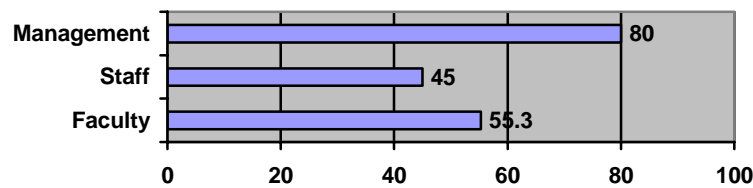
Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
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Opinion Survey Item 56 - The president assures that institutional practices are consistent with the institutional mission.



The disparity in responses for Survey Item 56 was pointed out in the self-study, but it is unclear at this point why such a difference of opinion exists. No planning agenda was developed to address this in the initial self-study. However, the College is very interested in learning about the “why” behind these differences in responses. See No. 13 (Progress Made to Date column).

Opinion Survey Item 13 - The institution relies upon quantitative and qualitative data to assess progress toward achieving stated learning outcomes.



The disparity in responses for Survey Item 13 was pointed out in the self-study. The College has committed to the concept of data driven and assessment driven decision-making. However, the College is at the beginning of establishing student learning outcomes and institutional outcomes. A Faculty Senate Learning Assessment

1.11a Spring 2004 Opinion Survey

1.11a Spring 2004 Opinion Survey

1.11b College Assembly Minutes, December 7, 2004

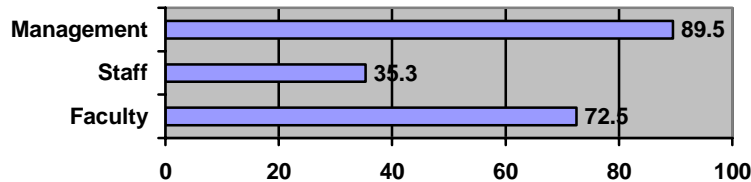
1.11c Key Performance Indicators for Assessing VVC's

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
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Committee and a campus-wide Student Learning Outcomes Steering Committee are in the process of establishing student learning outcomes primarily at the course level. The Student Learning Outcomes Steering Committee was established and approved through the College Assembly, VVC's shared governance committee. This committee has focused primarily on course learning outcomes. A draft document (Key Performance Indicators for Assessing VVC's Institutional Effectiveness) has circulated over the last few years to stimulate the dialog about institutional outcomes. A task force will be formed during the 2005-06 academic year to address institutional outcomes and this task force will make recommendations to the Education Master Plan Committee so that assessment and evaluation are integrated with planning. The College is very interested in learning about the "why" behind these differences in responses. See No. 13 (Progress Made to Date column).

Institutional Effectiveness (draft)

Opinion Survey Item 23 - The institution evaluates all student support service programs through the program review process to assure their adequacy in support of student success.



12. The disparity in responses for Survey Item 23 was pointed out in the self-study. The integration of program review results and recommendations into overall planning and resource allocation has begun and is part of the overall integrated planning efforts currently under development and implementation. There is a schedule for instructional and noninstructional program reviews through 2008 to complete the six-year cycle. A total of five student support

(see 1.6w Admissions and Records Program Review)
 (see 1.6y DSPPS Program Review)
 (see 1.6x Campus Police Program)

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>services program reviews have been completed and are documented. The College is very interested in learning about the "why" behind these differences in responses. See No. 13 (Progress Made to Date column).</p> <p>13. During the 2005-06 academic year the College will convene a focus group of employees in an attempt to understand and clarify the reason(s) for these disparities in responses.</p>	<p>Review (see 1.6n Library Program Review) (see 1.6m Learning Center Program Review)</p>

Victor Valley College

Accreditation Evaluation Progress Report

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)"

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
<p>Recommendation: 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.</p>	<ol style="list-style-type: none"> 1. In spring 2004, a workshop was conducted by Julie Slark, an expert in measuring student learning outcomes and learning objectives. 2. The Student Learning Outcomes committee conducted college-wide dialogues and training of faculty and staff in student learning outcomes. 3. Models of various vocational programs will be used as the basis of designing systematic assessment of student learning outcomes and incorporating the assessments into the improvement of institutional effectiveness. 4. The Curriculum Committee approved a new format in 2004-2005 for Course Outlines. The format includes student learning outcomes. New courses submitted to the committee were approved under the new format. 	<p>2.1 Announcement of the workshop</p> <p>2.2 Minutes from the Student Learning Outcomes Committee</p> <p>2.3 Program certification exams and boards who regulate them</p> <p>2.4 a Course Outlines approved under new format. One example from each division. List of all courses approved under new format</p> <p>2.4b Memo from Curriculum Committee Chair</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
	5. Cabinet is developing a job description for an Executive Dean of Institutional Advancement to formalize the effort of continuous improvement.	
<p>Comment: “Based on interviews with college employees, it does appear the college’s revised general education appears to be sufficient at this time. However, it was unclear as to whether the college satisfies Section IIA.3c as evidence/documentation was not available.”</p> <p>Standard IIA.3c Comment: “At this time, there is no clear means of evaluating online courses except as stated in the self study report in Standard IIA.2 as it specifically relates to SLO’s”</p> <p>Standard IIA.2e</p>	<p>6. The Victor Valley College General Education statement has been placed in evidence, which clearly indicates that Standard IIA3c is being met by Victor Valley College’s program.</p> <p>7. The college has the following ethics statements, which provide supporting evident of the institution’s commitment to ethics: a. Associated Student Body b. Board of Trustees c. Faculty</p> <p>8. The Mission Statement</p> <p>9. The college utilizes the Program Review process and will be tracking this through an SLO Tracking Form, which will be reviewed by the SLO college-wide committee.</p> <p>10. The Program Review procedures and cycle lists the dates of the reviews. The Program Review Committee, chaired by a faculty member who is appointed by the Academic Senate, establishes the program review calendar, ensures that programs conduct their program reviews, and disseminates program reviews upon completion. A goal is to integrate the Program Review and the Unit Plan processes. The dialogue has begun between the Program Review and the Integrated Planning Committee and current plans are to</p>	<p>2.6 VVC General Education Statement</p> <p>2.7 Ethics statements: 2.7a Associated Student Body 2.7b Board of Trustees 2.7c Faculty</p> <p>2.8 Mission Statement</p> <p>2.9 Draft SLO Tracking Form.</p> <p>2.10 Program Review Guide</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "In addition there was no evidence that these program reviews were used to justify resources or were an integral part of college planning." Standard IIA.2e, IIA.2f</p>	<p>merge the two committees.</p> <p>11. In May 2005 the Curriculum Committee established a standing committee to ensure that regular and timely reviews of courses within the program review cycle occurs.</p> <p>12. The college has developed a draft SLO Tracking Form to accurately track curriculum updates by department.</p> <p>13. All curriculum is revised as an integral component of Program Review.</p> <p>14. All courses are evaluated in the same manner, which is through the curriculum review that is a component of the Program Review cycle every six years.</p> <p>15. The college developed an annual Unit Plan procedure that parallels and augments the Program Reviews. The Unit Plan is designed to identify individual program needs on an annual basis and to integrate resource allocation, facility use, and staffing needs college-wide.</p> <p>The 2005-2006 fiscal year is the first time this integrated planning and resource allocation process has been utilized. By all indications, it has been very successful to date. Despite the lack of full participation in the BRIC (Budget Resources Identification Committee), the process has integrity.</p>	<p>2.11 Curriculum Committee minutes May 2005</p> <p>2.12 Draft SLO Tracking Form.</p> <p>2.13 Program Review Guide</p> <p>2.14 Program Review Guide</p> <p>2.15a Unit Plan Template</p> <p>2.15b Cabinet's priority list; Hiring Criteria document and list</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
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	<p>a. The Unit Plans were developed at the departmental level and included documentation from the Program Reviews.</p> <p>b. The Unit Plans were then turned over to the Division Planning Team, which included the Vice President for the particular area and their top administrators.</p> <p>c. The Division Plan prioritized the resource needs from among all of the departments submitted.</p> <p>d. The Division Plan was then submitted to the BRIC where those members participating developed an integrated resource plan for submission to the Cabinet.</p> <p>e. The Cabinet made some relevant changes to the recommendations and returned the document to the BRIC for further review.</p> <p>f. The final resource recommendations tie directly to the basic Unit Plans as prioritized by the Division Planning Teams and then integrated by the BRIC.</p> <p>g. This process is being integrated into the master planning process through Carrier-Johnson.</p>	
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Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "...the college has not engaged in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, programs, degrees and certificates." Standard IIA1a, IIA1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2i</p>	<ol style="list-style-type: none"> 16. Spreadsheet developed for unit tracking of SLO's. 17. Updated and new course outlines approved by the Curriculum Committee include an SLO component. 18. All units/courses will be updated with SLO's in a timely manner supervised by faculty. 19. Within the capacity of the college's Institutional Research Department, there have been significant accomplishments in the identification and collecting of demographic data and information about student achievement. In addition, as the college is able to fund appropriate staffing levels in the Institutional Research Department, a more systematic, integrated, and data-based planning approach will occur. In terms of support for identifying data support needed in the program review process, a unique feature is the use of the Decision Support System (DSS) developed by the Institutional Research Department. The DSS is a web-based database that staff can access to support program review efforts. Faculty and staff can access outcome data for courses that includes student learning outcomes and student demographic variables. Most importantly, faculty and staff can access the data without putting in a request and waiting for a report from the research or MIS departments. Program reviewers can perform a variety of 	<p>2.16 Draft SLO Tracking Form</p> <p>2.17 Course Outline form.</p> <p>2.18 Unit Plan Template</p> <p>2.19 Web link to the Decision Support System</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
	analyses tailored to the needs of the particular program review.	
<p>Comment: "At this time, there is no way of assessing student learning outcomes in courses offering multiple sections." Standard IIA.2c</p> <p>Comment: "...learning outcomes are not currently included in course syllabi." Standard IIA.6</p>	<p>20. The Curriculum Committee reviews student learning outcomes as revised and new courses are submitted for adoption. A task of the recently formed standing committee is to ensure content, rigor, and consistency of student learning outcomes for individual courses and in courses offering multiple sections.</p> <p>21. The Program Review Committee reviews student learning outcomes as program reviews are submitted to it. Each instructional program describes how existing student learning outcomes are incorporated within the department's courses, whether as individual or multiple offerings.</p> <p>22. The VVC Syllabus Template requires that the instructor list or define what the student will be able to learn as a result of successfully completing the course. While not specifically called "student learning outcomes," the same objective is accomplished.</p>	<p>2.20 To be developed by Curriculum Committee</p> <p>2.21 Program Review template; course pass rate from the Decision Support System</p> <p>2.22 VVC Syllabus Template</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "The college is not in compliance with all of the aspects of Standard IIA related to SLO's and program review. Standard IIA.1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6, and IIA.6a</p>	<p>IIA1c</p> <p>23. Conducted SLO Staff Development Workshops and Instructional Skills Workshops.</p> <p>24. A team of faculty, staff, and management attended a state-sponsored seminar on the assessment cycle.</p> <p>25. Established annual Unit Plan document that will identify SLO assessment cycle.</p> <p>26. In spring 2004, a workshop was conducted by Julie Slark, an expert in measuring student learning outcomes and learning objectives. Julie assisted managers in relating the work they do in support of student learning outcomes.</p> <p>IIA2b</p> <p>27. The Curriculum Committee Course Outline Proposal Summary includes information designating about which general education category the proposed course will satisfy.</p> <p>IIA2e</p> <p>28. The annual Unit Plan is the means for systematic review and integrated planning to show relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p>	<p>IIA1c</p> <p>2.23 Announcements and agenda from SLO and ISW workshops</p> <p>2.24 Announcement, list of attendees, Power Point handout</p> <p>2.25 Administration of Justice Unit Plan – see Part 3 Goal 2 – 20% annual curriculum review</p> <p>2.26 Announcement and agenda.</p> <p>IIA2b</p> <p>2.27 Curriculum Committee Course Outline Proposal Summary.</p> <p>IIA2e</p> <p>2.28 Unit Plan template</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
	<p>IIA2f 29. The Unit Plans are used for integrated planning of resources, to measure program achievement, and student success.</p> <p>IIA2h 30. Victor Valley College awards credit based upon student demonstration of learning outcomes for each course. Evaluation of student performance includes: written or oral exams, research papers, problem solving activities, and demonstration labs.</p> <p>IIa2i 31. Victor Valley College is developing program-level and degree-level learning outcomes for academic degrees. This will build upon the SLO's stated in individual courses. Vocational certificates and degrees are awarded upon successful completion of program and industry developed learning outcomes.</p> <p>32. Advisory committees in Agriculture/Natural Resources and in Allied Health disciplines have reviewed and revised student learning outcomes.</p>	<p>IIA2f 2.29 New faculty hires were prioritized using unit plan recommendations and Academic Senate prioritization policy.</p> <p>IIA2h 2.30 Sample course outlines and matching syllabi.</p> <p>IIa2i 2.31 Sample course outlines and matching syllabi.</p> <p>2.32 Sample agendas and minutes from the Mojave Sustainability Project (AG/NR) and the Prem Reddy Committee (Allied Health)</p>
<p>Comment: "It is important for all faculty members, advisory committee members, and others involved in the development and revision of the curriculum to work toward a clearer and commonly</p>	<p>33. The Curriculum Committee Course Outline that was approved in Spring 2005 delineates between course objectives and specific student learning outcomes.</p> <p>34. Two campus-wide sessions were held in Spring</p>	<p>2.33 Curriculum Committee Course Outline form – Blank</p> <p>2.34 Minutes or notes from each</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
<p>shared understanding of the nature of and relationships between “course objective” and “measurable student learning outcomes” Standard IIA.2b</p>	<p>2004 during which significant dialogue occurred that clarified these concepts and which began establishing a commonly shared understanding of their relationships. Advisory committees are currently being included in discussions of student learning outcomes so that the community is aware of those directions.</p> <p>35. The college conducted “coffee klatches” that were used to enhance faculty and staff understanding of these concepts.</p>	<p>session</p> <p>2.35 Announcements and agendas</p>
<p>Comment: “Further develop of student learning outcomes process along with faculty training in the subject of program level, and degree level outcomes, how to assess these outcomes, and use the information for improvements is needed in order to make progress toward meeting Standard IIA.2b.</p>	<p>36. Victor Valley College is in the process of developing program-level and degree-level learning outcomes for academic degrees. Training was provided (April 2004) in the assessment cycle to key personnel, administration, and faculty.</p> <p>37. The Student Learning Outcomes Committee functions to develop a process and to provide training related to student learning outcomes</p> <p>38. The College will ensure that student learning outcomes will be fully assessed and incorporated at the course and program levels through its integrated planning efforts.</p> <p>39. The college began using a Unit Plan procedure in spring 2005 as a supplement to its Program Review process. The Unit Plans are designed to augment information provided in the Program Reviews and will result in annual updates of all programs, with emphasis on</p>	<p>2.36 See IIA2c 1 and 2 above; minutes or notes from April 2004</p> <p>2.37 Minutes from the SLO Committee</p> <p>2.38 Unit Plan template</p> <p>2.39 Unit Plan template</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: “Not all college service areas are open the same number of hours. Some services maintain Saturday hours while others do not. Evening students seem to struggle most because the majority of services are not available during evening hours”. Standard IIB.3a.</p>	<p>resources, curriculum, and staffing needs and will be integrated into college-wide planning processes</p> <p>40. Victor Valley College understands the need to provide better services to evening and weekend students. Extended hours are now available in the Academic Commons, Admission and Records, and the Library. Web and phone registration is now available from 8:30 a.m. to 2:00 a.m. daily including weekends. Admissions and Records, Counseling, the Bursar’s Office, Assessment, and Financial Aid are open for in-person registration on Monday-Thursday until 7:00 p.m. and on a limited basis on Saturdays at the beginning of academic terms.</p>	<p>2.40 Student support offices and programs have extensive hours, as indicated below and on the college Web site:</p> <p>Admissions & Records Monday-Thursday: 8:30 a.m.-7:30 p.m. Friday: 8:30 a.m.-3:00 p.m</p> <p>Career Center Monday-Friday: 8:30 a.m.-5:00 p.m.</p> <p>Counseling Monday: 8:30 a.m. to 7:00 p.m. Tuesday-Friday: 8:30 a.m. to 5:00 p.m.</p> <p>DSPS Monday-Thursday: 8:30 a.m. to 5:00 p.m. Friday: 8:30 a.m.-2:30 p.m.</p> <p>EOPS Monday-Thursday: 8:30 a.m.-5:00 p.m. Friday: 8:30 a.m.-2:00 p.m.</p> <p>Financial Aid Monday-Thursday: 8:30 a.m.-</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
		<p>7:00 p.m. Friday: 8:30 a.m.-3:00 p.m.</p> <p>Student Support Services Monday-Friday: 8:30 a.m.-5:00 p.m. Tutor Hours Monday-Thursday: 9:00 a.m.-7:00 p.m. Friday: 9:00 a.m.-3:00 p.m.</p> <p>Veterans Monday: 8:30 a.m.-5:00 p.m. Tuesday-Thursday: 8:30 a.m.-7:00 p.m. Friday: 8:30 a.m.-3:00 p.m.</p>
<p>Comment: “the team found a definite need for the student services areas to conduct additional data gathering on the effectiveness of services, analyze the data gathered from a variety of sources, and use the data/findings to make improvements”. Standard IIB.3, IIB.4</p>	<p>41. All non-instructional programs are scheduled for program reviews to be completed within the six-year cycle. To date, five student services programs have completed program reviews within the program review calendar. The results of program review along with unit plans are being used as the basis for planning and resource allocation.</p>	<p>2.41 List of student services programs that have completed their program reviews.</p>
<p>Comment: “The establishment of a systematic cycle of planning, implementation, evaluation, and improvement will result in improved services to students and the creation of well defined, measurable student learning outcomes.” Standard II.B1, IIB.3, IIB.4</p>	<p>42. All Victor Valley College departments, including all instructional departments, are included in the Program Review and Unit Plan cycle. Each department has the opportunity to identify more efficient processes and additional staffing needs to better serve students. The use of the Unit Plan model has resulted in identification by departments of their staffing needs for the</p>	<p>2.42 Examples of non-instructional Program Review (Library and Student Services) and Unit Plans; Calendar for Program Review</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
	Spring 2006 hiring cycle.	
<p>Comment: "There is a lack of classroom space currently on the campus leading the college to use space designed for other purposes. This has led to some issues in the library with security and issues in the supplemental instruction/tutoring computer lab where space is at a premium." Standard IIC.1d</p>	<p>43. Faced with a 2004-2005 FTES growth target of 6%, an 11.19% FTES growth target in 2005-2006, and an 11.06% FTES growth target in 2006-2007, the college has had to be very resourceful in locating and using physical space. To meet these goals, the college has expanded the number of offerings; the number of classrooms used both on-campus and off-campus; and the days and times during which classes are offered. It is anticipated that security, availability, and appropriateness of space issues will arise during these growth years. Coupled with implementation of the sixteen-week compressed calendar, the availability of facilities was impacted throughout the campus.</p>	<p>2.43 Academic Library Report. 2.43a Library – Annual Data Survey to Chancellor’s Office. 2.43b Libraries Collection Development Policy. 2.43c Libraries Mission Statement. 2.43d Library PowerPoint Presentation. 2.43e Libraries Program Review 2002-2003. 2.43f Library Survey, 2002, (repeated R section). 2.43g Library Web Site: http://www.vvc.edu/library/ 2.43h Sample Library Workbook for English 101 course.</p>
<p>Comment: "In many areas of the campus, a lack of communication was mentioned as one of the major issues inhibiting improvements and changes on the campus. One of the fallouts from the lack of communication is that the reduction of staff is viewed as an obstacle and there is no understanding of the process that was used to reduce costs on campus." Standard IIC</p>	<p>44. The college fully recognizes that communication is vital to the success of a growing institution that is challenged with fiscal restraints. The Administration provides open forums and other opportunities for the college community to be informed through those means in addition to the regular business meetings in which the college engages.</p> <p>45. The college sponsors Town Hall meetings each semester for all faculty, staff, and students. Town Hall meetings review important campus information including technology, enrollments, budgets, and other issues affecting the entire campus community.</p>	<p>2.44 Town Hall Agendas 2004-2005</p> <p>2.45 Announcement</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
	<p>46. The VVC Superintendent/President hosts a monthly forum called the "President's Connection," which is an informal, open-door meeting for all interested faculty and staff. Any college concerns may be addressed and discussed openly.</p> <p>47. The Superintendent/ President has invited the faculty and the classified staff union executive committees to meet monthly with the entire Cabinet.</p> <p>48. The Staff Development committee conducted a Staff Development day on September 16, 2005. The day's program focused on communication under the theme, "The Magic is in Us!" A keynote speaker and breakout sessions / workshops were designed to encourage a sense of community and openness to improved channels of communication throughout the college.</p> <p>49. The Superintendent/ President produces an online newsletter, "The President's Pen," which is sent to all faculty and staff.</p> <p>50. In fall and spring 2004, the Budget Advisory Committee (now constituted as the Budget Resources Identification Committee) conducted a thorough analysis of the college-wide budget. Through that process, the BAC identified specific areas of the budget that it recommended be considered for reduction. Two standards were strictly adhered to: (1) keep budget reductions as far from the classroom and students as</p>	<p>2.46 Invitation</p> <p>2.47 Copy of email from Dr. Spencer</p> <p>2.48 Staff Development Day program</p> <p>2.49 Link to "President's Pen"</p> <p>2.50 Sample spreadsheet from the BAC meeting.</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
	<p>possible; and (2) avoid terminating employees for budgetary reduction reasons.</p> <p>The BAC process originated with the committee itself, was advertised throughout the campus community, and was driven by task forces formed by and from the BAC. The Academic Senate/Faculty Union declined to participate in the process, which resulted in the faculty's voice not being heard during the process. The task force recommendations and the BAC deliberations were presented openly and with the invitation for full campus-wide input and participation throughout the process.</p> <p>Processes used to communicate the process include the following:</p> <ul style="list-style-type: none"> BAC meetings BAC task forces for cost reductions Board of Trustee meetings Board of Trustees Retreat College Assembly Department Chairpersons' Retreat Department Meetings Emails Facilities Focus Group Leadership Retreat Leadership Team Meetings Local media Negotiation sessions Newsletters Town Hall meetings 	

Victor Valley College

Accreditation Evaluation Progress Report

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).

Recommendation/Site Team's Comments	Progress Made to Date	Evidence/Documents
<p>Recommendation: 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).</p>	<ol style="list-style-type: none"> 1) In both the Cabinet meetings and the Board of Trustees Retreat, a proposed organizational structure for the future was developed. It is a working document that will be re-evaluated and revised appropriately as the college grows. Currently, the Cabinet and/or board has evaluated the existing structure and staffing needs and considered and/or approved the following organizational changes: 2) The director of auxiliary services has been reassigned so that he now reports to the vice president of student services (30%) rather than the superintendent/president for those duties relating to students, such as ASB. 3) The director of auxiliary services has been reassigned to the vice president of administrative services(70%) rather than the president and reports regarding financial and fiscal matters, including Bookstore, Print Shop, and facilities rentals. 4) Chief of campus police has been reassigned so that he now reports to the director of Human Resources rather than the vice president of student services so as to provide more balanced work load among Cabinet members. 5) The responsibilities of the director of DSPS have been expanded to provide that the director also serves as ADA compliance officer. The job description has been revised to include duties related to the ADA compliance officer responsibility. 6) The addition of a new instructional dean position has been proposed and is being discussed at the Cabinet level. Discussion is currently underway to define areas of responsibility so as to provide new services and redistribute workload from the deputy superintendent and deans. 7) A proposal to reorganize staffing in the CalWORKS area has been drafted by the dean of vocational education. 	<p>3.1 Revised org chart</p> <p>3.2 Revised org chart</p> <p>(see 3.2 Revised org chart)</p> <p>3.3 Director of DSPS/ADA Compliance Officer job description</p> <p>3.4 Board minutes 7/27/05 and 7/28/05</p> <p>3.5 Proposal from Dean Parisi to Cabinet</p> <p>3.6 Administrative Services Action Plan and org chart</p> <p>3.7 Summary of recommendations from Police Study</p>

Recommendation/Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>8) The Maintenance & Operations organization has been proposed to include a night supervisor to provide assistance to the director of Maintenance and Operations and supervision for the night custodial crew.</p> <p>9) A study of the campus Police Department has been conducted by an experienced consultant. The study includes recommendations for changes in the campus police organization and staffing.</p> <p>10) The district Equal Employment Opportunity Plan is scheduled for completion on November 30, 2005. It is anticipated that this plan will provide for the position of a part- or full-time equal employment opportunity officer.</p> <p>11) Child Development Center leadership personnel have developed four different plans for consideration by Cabinet-level personnel. These proposals have been developed to address budget constraints as it has been determined that this program should not impact the general fund.</p> <p>12) Department unit plans address the need for new and/or replacement full-time faculty positions.</p> <p>13) Criteria for prioritizing faculty positions to be recruited have been developed so that staffing needs can be addressed in order of priority.</p> <p>14) A calendar has been developed so that three full-time faculty positions can be filled by spring 2006, contingent on budget availability.</p> <p>15) The number of part-time faculty members has been increased to meet growth targets.</p> <p>16) The position of director of facilities/construction has been filled so that needs pertaining to planning, bidding, and overseeing construction can be met.</p> <p>17) A dean of Student Services has been employed to replace the interim dean.</p> <p>18) The district is developing a new job description and change in organizational structure in the Auxiliary Services Department so as to more accurately address duties performed by the administrative staff.</p> <p>19) Administrative secretary positions have been approved and recruitment completed to provide secretarial assistance to Admissions and Records and the director of facilities/construction</p>	<p>3.8 EEO Procedure AP 3420</p> <p>3.9 August 9, 2005, Cabinet agenda</p> <p>3.10 Various department action plans</p> <p>3.11 Prioritization criteria document</p> <p>3.12 Faculty recruitment calendar for 2005-2006</p> <p>3.13 Board agendas, May--August 2005; fall 2004 Employee Payroll History Report</p> <p>3.14 Board agenda</p> <p>3.15 Board agenda</p> <p>3.16 Draft job description, asst. to the director of Auxiliary Services</p> <p>3.17 September 2005 board agenda</p> <p>3.18 September 2005 board agenda</p> <p>3.19 Cabinet classified priority list 2005-2006</p>

Recommendation/Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>and the director of governmental relations and public information.</p> <p>20) An additional administrative secretary position has been approved and recruitment completed to provide service to the director of Technical Services and the IT Department.</p> <p>21) Approval has been granted and funds allocated to employ a half-time benefits and payroll technician to alleviate workload in the Payroll and HR areas. Recruitment for this position was authorized on August 16, 2005.</p> <p>22) The current position responsible for risk management has been recommended for reclassification to include risk management program responsibilities, reporting to the vice president of Administrative Services.</p> <p>23) All currently filled job descriptions were reviewed during the recent classification and salary study, and a new position structure was approved by the Board of Trustees on March 8, 2005.</p> <p>24) As a result of the appeal process of the study, the position of "payroll technician" was re-titled "payroll and benefits technician" to more fully describe the function of the position. Placement was at the same grade level as "Human Resources Technician."</p> <p>25) The district is currently in recruitment for a new director of maintenance and operations, since the previous director was promoted to director of facilities construction and contracts.</p> <p>26) The vacant positions in M & O are awaiting recruitment based on the analysis by the new director, who is expected to begin by November 1, 2005.</p> <p>27) The current vacant positions in M & O are two custodians, four grounds maintenance workers, one lead grounds maintenance worker, one maintenance locksmith, one maintenance technician, and one warehouse delivery worker. In the M & O Unit Operational Plan, additional personnel have been requested and are awaiting analysis by the new director. A night supervisor position has been proposed and is awaiting a written job description.</p>	<p>3.20 Classification appeal and approval correspondence</p> <p>3.21 Classification Study report, March 8, 2005, agenda item and board minutes</p> <p>3.22 Classification Study memo</p> <p>3.23 Job announcement for director of M & O</p> <p>3.24 M & O Unit Plan priority hiring list</p> <p>3.25 Vacant position list, priority hiring list</p>
<p>Comment: "The unfavorable economic climate has resulted in the reduction of the full time staff development coordinator to half time, and faculty members are currently not funded for attendance</p>	<p>28) The college has not had a full-time staff development coordinator since the year 2000. The current Staff Development Committee is responsible for identifying professional development opportunities. The committee makes recommendations to the deputy superintendent/executive vice president, instruction, who chairs the committee, to expend the \$25,000 current allocation.</p>	<p>3.28 n/a</p>

Recommendation/Site Team's Comments	Progress Made to Date	Evidence/ Documents
at professional conferences." Standard IIIA.5		
Comment: "The (technology plan) needs to be discussed at the committee level with the recommendation to administration and then to the Board." Standard IIIC, IIIC.1	29) The Technology Plan has been drafted and is now ready for review by shared governance prior to being sent to the Board of Trustees. A proposal to form a technology committee will be taken to College Assembly during 2005-2006.	3.29 Technology Plan draft
Comment: "The college currently lacks the staff to install, maintain, and troubleshoot the network and hardware on campus. Staffing in the IT Department is below recommended levels, and three key positions are in various stages of recruitment. The planned ATC will add to the burden of an already overextended staff. In addition, the migration to Datatel for its Student Information System has been far from trouble free." Standard IIIC.1a	<p>30) The IT staff provides efficient service as evidenced in the currency of work orders: of the 974 work orders entered into the system in 2004-2005, only 37 (3.8%) are labeled as not completed.</p> <p>31) There is no evidence that staffing in the IT Department is below recommended levels. On 8/22/05, a survey was sent to other similar-sized community colleges asking how many IT staff they employ. A matrix of the response indicates that VVC's IT staffing is comparable and sufficient for a college this size.</p> <p>32) The college employs 21 instructional assistants, half of which work in computer lab settings and supplement the IT staff in providing on-site, immediate assistance to students and faculty. Results of the recent classification study recommend reclassifying one instructional assistant to an instructional network computer maintenance technician. Implementation of that recommendation is pending negotiations.</p> <p>33) The necessary transition to Datatel has been no more "trouble" than anticipated. Since going "live" in summer 2004, the Datatel system continues to be supported by VVC staff and supplemented by consultants with specific expertise in Datatel Colleague software.</p> <p>34) On 6/13/05, the college hired a director of technical services, who contracted with Pacific Blue Micro to do a top-down security assessment. During the assessment, Cisco intrusion detection and ACS services were fully implemented.</p>	<p>3.30 Not possible to duplicate evidence by manually reviewing 974 work orders</p> <p>3.31 8/22/05 survey and matrix of responses</p> <p>3.32 Instructional assistant job descriptions; reclassification letter to J. Fennessey</p> <p>3.33 Strata Information Group document</p> <p>3.34 5/10/05 board item; security assessment</p>
Comment: "The college is presently recruiting for a Director of Technical Services to manage the Information Technology Department. This department is currently unable to provide the support necessary to	<p>35) Two of the three positions that were in recruitment have been filled, including the director of technical services on 6/12/05 and one network manager.</p> <p>36) Seven full-time staff currently work in the IT Department, including two telecommunications staff recently reassigned from a different department.</p>	<p>3.35 5/10/05 board items; 8/15/05 recruitment status report</p> <p>3.36 1/11/05 board item; 8/15/05</p>

Recommendation/Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>maintain the information network and hardware of the campus due to turnover and reduction in the number of positions authorized for this department." Standard IIIA.2, IIIC.1a, IIIC.1c</p>	<p>37) There is no evidence that the department is unable to provide the support necessary to maintain the information network and hardware. On the contrary, of the 974 work orders entered into the system 2004-2005, only 37 (3.8%) are labeled as not completed.</p> <p>38) The only turnover in the last two years was the departure of one network manager, and that position has been replaced.</p> <p>39) Contrary to a reduction in the number of positions authorized, an additional network manager and an Administrative Secretary I have both been recently recruited and will be hired by the end of 2005.</p>	<p>recruitment status report</p> <p>3.37 Not possible to duplicate evidence by manually reviewing 974 work orders</p> <p>3.38 5/10/05 board item</p> <p>3.39 8/15/05 Recruitment Status Report</p>
<p>Comment: "An area of concern is the organizational structure necessary to meet information technology requirements as well as the staffing support provided in these critical areas. The IT department reports to the VP for Administrative Services while the Management Information Services Department reports to the Vice President for Student Services. The IT Departments primary responsibility is the design, implementation, and maintenance of the college's complex information network". Standard IIIA.2, IIIC.1a, IIIC.1c</p>	<p>40) There is no evidence that the organizational structure necessary to meet information technology requirements is dysfunctional.</p> <p>41) The current division of responsibility between the IT and the MIS Departments has not been seen as an area of major concern by the campus since the two departments have distinctly different functions.</p> <p>42) The IT Department is primarily responsible for the support of the network infrastructure, the hardware, and the campus-wide software applications, whereas the MIS Department is solely responsible for the maintenance and development of administrative software systems that drive registration, financial aid, grades, etc.</p> <p>43) There is no evidence that the functions of the MIS and IT Departments require being supervised by one vice president for services and resources to be efficiently deployed for the benefit of students, faculty and staff.</p> <p>44) The types of positions in the MIS Department include director of MIS, senior systems analyst, senior programmer/software developer, database administrator, institutional researcher, webmaster (recently reassigned from IT), and an Administrative Secretary I. An additional database administrator position was recently authorized and is currently in recruitment.</p>	<p>3.40 n/a</p> <p>3.41 n/a</p> <p>3.43 MIS job descriptions</p> <p>3.44 IT job description</p>
<p>Comment: "The MIS Department creates, maintains, and expands the college's primary centralized information system in support of admissions and records, business services, human resources, student</p>	<p>45) IT staff classifications include director of technical services, network manager, network microcomputer technician, instructional network computer maintenance technician, communication systems coordinator, communication systems technician, and an Administrative Secretary I.</p> <p>46) There is no evidence that the functions of the MIS and IT</p>	<p>3.45 Technology Plan draft</p> <p>3.46 Capital equipment</p>

Recommendation/Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>information systems, and other administrative programs. Given the staffing needs in the information technology area, much more could be supported by having these two departments work more closely together and combining them under one Vice President." Standard IIIC.1a</p>	<p>Departments require being supervised by one vice president for services and resources to be efficiently deployed for the benefit of students, faculty and staff.</p> <p>47) Technology Plan has been drafted and is now ready for review by shared governance prior to being sent to the Board of Trustees. Because of the different job classifications in MIS and IT, there is little opportunity to share staffing.</p> <p>48) The IT Department has an ongoing allocation in the capital equipment expense code of \$75,000 for the annual upgrade of the oldest computers.</p>	<p>allocation</p> <p>3.47 Computer inventory</p> <p>3.48 Master Plan, Goal #1</p>
<p>Comment: The college has completed the revisions to its Technology Plan, but has yet to take any action on it. Without an approved Technology Plan, the college will continue to identify its technology needs on an "as needed" basis. There is no evidence that the college systematically plans, acquires, maintains, and upgrades or replaced technology infrastructure and equipment to meet institutional needs. In addition, without an approved Technology Plan, technology planning efforts cannot be integrated with institutional planning at the college." Standard IIIC.1c, IIIC.1d</p>	<p>49) The IT Department maintains a careful inventory of all campus computers including purchase date, warranty expiration date, location, and other information that is stored on the IT database.</p> <p>50) In the VVC Educational Master Plan, Goal #5 is integrating technology. The campus has achieved the three objectives identified under this goal, including the rewiring of the entire campus to electronically connect all classrooms, labs, offices, study areas, etc. to each other and to the central server; improving connectivity and accessibility of various databases and records systems so they can be more efficiently utilized for communication; instruction, support services, tracking and follow-up, and planning purposes.</p> <p>51) While the technology plan is being discussed on campus, plans and decisions are made daily that have tremendous impact on the instructional and administrative programs. In addition, the Technology Planning Committee submitted to College Assembly on September 20, 2005, an application for approval as a college-wide committee that will develop and recommend to the president's Cabinet a Technology Master Plan for the college. One just has to review the most recent series of program review documents to see that technology choices are not only planned, but are designed to meet the prioritized goals of the instructional program. Additionally, technology is an important piece of the program review process that includes specific questions about equipment resources, use of multiple instructional modalities, the move toward online instruction, and future plans to enhance integration of technology with instruction (which is our number one Education Master Plan goal).</p>	<p>3.49 n/a</p> <p>3.50 Application for Technology Planning Committee</p>
<p>Comment: The college has an impressive technology support infrastructure that connected all areas of the campus. However, organization and staffing issues continue to hamper the ability of the college to effectively build upon the support infrastructure. The lack of an approved Technology Plan hinders the college's ability to 1) consider how institutional research</p>	<p>52) Department of Education and Educational Technology (fall 2004).</p>	

Recommendation/Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>plans a part in measuring and evaluating institutional effectiveness and student learning outcomes, 2) incorporate technology standards and implementation into the program review process, and 3) proceed with the technology plans of action as identified in the revised Technology Plan. Thus the college does not meet the accreditation standard in the revised Technology Plan.</p> <p>Thus the college does not meet the accreditation standard specifically in the areas of IIIC.1d and IIIC.2."</p>	<p>The Teaching Learning Center continually offers professional development opportunities for local teachers in such areas as Internet research workshops, online teaching workshops, virtual high school professional online courses, and 28 additional faculty development workshops focused on teaching with technology.</p> <p>53) Biology (fall 2004). Classrooms are wired to the Internet and accessible to instructors at their lecterns. Classroom computers are networked and students can access a variety of software applications. Faculty has developed computerized lecture delivery, utilizing CD-ROM technology, Internet, and streaming video. Computerized lab materials have been developed for anatomy classrooms; ADAM has been introduced along with online lectures.</p> <p>54) Business Real Estate (2005). Within the past three years, several online classes have been developed. The department uses a variety of instructional delivery methods, including lecture, PowerPoint, and overheads.</p>	

Victor Valley College
Accreditation Evaluation Progress Report
Updated as of October 31, 2005
Updated Information in Blue

RECOMMENDATION 4: Financial Resources

The team recommends that the college's institutional planning be reviewed so that it reflects a realistic assessment of its financial resources, the development of additional financial resources through public/private partnerships, and the management of expenditures. The team further recommends that the college, to ensure long term financial stability, clearly identifies appropriate resources and plans for full payment of the 1997 Certificate of Participation.

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p><u>Recommendation:</u> The team recommends that the college's institutional planning be reviewed so that it reflects a realistic assessment of its financial resources...</p> <p>Recommendation (continued): ...the development of additional financial resources through public/private partnerships...</p>	<ol style="list-style-type: none"> 1. The college financial managers have developed a new approach to the financial planning and budgeting process. This approach forms the basis of the new Integrated Planning and Resource Allocation process. <ol style="list-style-type: none"> a. The financial model incorporates three to five years of budget review occurring simultaneously – prior year, current year and next year (and ideally, one additional year of historical data and one or two additional planning forward years). b. The purpose of the multi-year model is to provide a broader picture of financial trends and experience upon which to develop financial scenarios for future years. 2. The college is undertaking a zero-based budget process this year as part of the integrated planning and resource allocation process. The goals of this are to "right-size" the college budget and make certain that the historic base budget still meets the needs of today's Victor Valley College. 3. The Instructional Services Division is developing many new programs that may successfully capitalize on public/private partnerships to support and enhance the instructional experience on campus and to provide external support of its programs. 	<p>4.1 Victor Valley College Five Year Budget Report – 2/19/2005</p> <p>4.2 2006-2007 Integrated Planning and Resource Allocation Process and calendar (in draft and review)</p> <p>4.3a Document from Instructional Services showing potential new program for further development</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<ul style="list-style-type: none"> a. Among the programs in development through the public/private partnership are Logistics (goods management); Cosmetology, and Radiological Technology. b. The Victor Valley College Foundation has adopted a specific goal to raise \$300,000 as seed money to develop an Office of Community and Corporate Education. c. College staff and Victor Valley College Foundation Executive Committee members held a two day retreat to develop goals for the development of additional resources for the college. These resources could be in the form of direct income donations, in-kind contributions, or other types of resources. d. Through the VVC Foundation a donation of \$12,000 worth of concrete was facilitated to construct a specialized demonstration area for our Fire Technology Program. e. The VVC Foundation recently completed a Legacy Campaign which raised \$2.5 million over three years to support college programs in many different ways. f. As part of that Legacy Campaign many partnerships were established including a grant from Verizon of \$50,000 for "Laptops and Literacy." 	<p>4.3b Victor Valley College Foundation Goals for 2005-2006</p> <p>4.3c Concrete donation and cement donation documentation.</p> <p>4.3d Announcement of the Victor Valley Foundation's successful completion of the Legacy Campaign.</p> <p>4.3e Documentation of grant from San Bernardino County.</p> <p>4.3f Documentation of partnership resulting in bus stop and scooter barn construction.</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Recommendation (continued): ...and the management of expenditures.</p> <p>The team further recommends that the college, to ensure long term financial stability, clearly identifies appropriate resources and plans for full payment of the 1997 Certificate of Participation.</p>	<ul style="list-style-type: none"> g. A \$50,000 grant from San Bernardino County was received to improve entry-way access to building to comply with ADA guidelines. h. A partnership between the college and the Victor Valley Transit Authority resulted in the construction of a bus stop on campus and a scooter barn where handicapped individuals can access a scooter to transport themselves to the mail campus from the bus stop. i. An existing partnership between the college and Excelsior High School was recently expanded to include additional leased space on campus and additional revenue to the campus. j. A Steering Committee meets regularly to discuss allocations from the Dr. Prem Reddy grant to benefit the Nursing Program. k. The college has received several significant grants to enhance programs and services to students including an Hispanic Serving Institution grant of \$2.1 million over five years; a TRIO grant of about \$250,000 over four years; a Title V Cooperative grant of \$3.5million over five years; and a National AmeriCorps Teachers for Tomorrow. <p>4. The Director of Fiscal Services is implementing a new financial projection system that will produce a report on a monthly basis that will measure the budgeted revenue and expenditures against the actual revenue and expenditures and identify any variations that require further analysis.</p>	<p>4.3g Board of Trustees Item regarding expansion of partnership between VVC and Excelsior School.</p> <p>4.3h Copy of 2005-2006 budget for donated money to benefit Nursing Program from Dr. Reddy.</p> <p>4.4 Sample format of budget projection reports.</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "Unfortunately, the faculty has chosen not to participate, and there is indication that the classified unit is also contemplating withdrawing from the committee. The college constituents should give this process a chance to evolve and be a successful model for college allocation of resources." Standard IVA.2a, IVA.2b, IVA.3, IVA.5</p>	<ol style="list-style-type: none"> 5. The college has engaged the services of tax attorney, Carol Lew of Straddling, Yocca, Carlson and Rauth to analyze all of the documentation and transcripts that are part of the 1997 Certificate of Participation (COP) offering and the corresponding Guaranteed Investment Contract (GIC) to develop a pay-off analysis and determine the best strategy for repayment. 6. The Chair of the Budget Resource Identification Committee (BRIC) invites all standing members of the committee to each meeting and shares with all committee members' copies of agendas, minutes, and documents that are distributed to the BRIC. In this way all members can keep abreast with the process and communication flow. 7. The BRIC has a website that is publicized to its members, for the posting of budget documents, agendas, and other important information. 8. Attendance at committee meetings is voluntary and business is conducted at each meeting. The new integrated planning and resource allocation process kicked-off for the 2005-2006 budget year and very successfully brought together the college constituency groups in the development of plans and budget requests. While the faculty and classified bargaining units have decided to not participate in BRIC meetings at the present time, their membership and leadership is kept abreast of all activities. We are hopeful that as collective bargaining issues become resolved the groups will decide to once again actively participate in the meetings. 9. The Executive Board of the Classified Union has requested a budget workshop to receive training so they can have a deeper understanding of the college's budget. This is scheduled for October 28, 2005. Unfortunately, this meeting did not occur due to the illness of the Vice President of Administrative Services. At this time, the CSEA Union President has indicated that she does not want to reschedule 	<p>4.5 Letter from office of Carol Lew regarding project to work on the COPS analysis.</p> <p>4.6 Sample emails addressed to entire committee.</p> <p>4.7 Copy of BRIC home page</p> <p>4.8a Copy of unit planning process forms.</p> <p>4.8b Copy of emails from faculty union leadership explaining the reasons for not being part of the BRIC.</p> <p>4.9 Copy of email from classified union president regarding budget training.</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>10. The 2005-2006 fiscal year is the first time this integrated planning and resource allocation process has been utilized.</p> <ol style="list-style-type: none"> a. The Unit Plans were developed at the department level and included documentation from the Program Reviews. b. The Unit Plans were then turned over to the Division Planning Team which included the Vice President for the particular area and their top administrators. c. The Division Plan prioritized the resource needs from among all of the departments submitted. d. The Division Plan was then submitted to the BRIC where those members participating developed an integrated resource plan for submission to the Cabinet. e. The Cabinet made some relevant changes to the recommendation and returned it to the BRIC for further review. f. The final resource recommendations tie directly to the basic Unit Plans as prioritized by the Division Planning Teams and then integrated by the BRIC. g. Since the Faculty Senate has chosen to not participate in the BRIC meetings the Senate has undertaken a review of the Unit Planning Process and plans to make a recommendation to the Senate. <p>11. The current members of the BRIC will continue to meet during the 2005-2006 academic year and will continue to make efforts to engage the participation of the Faculty and Classified staff. To bring into the discussions a wider range of constituency voices the meetings will be open to all staff. Non-BRIC members will not represent the constituency groups but will be invited to share comments and perspectives to better inform recommendations.</p>	<p>4.9a Copy of email from CSEA union president regarding not rescheduling budget training.</p> <p>4.10a Copy of planning process forms and information.</p> <p>4.10b Copy of BRIC website showing links to relevant documentation.</p> <p>4.10c Unit Planning format and BRIC recommendations to Cabinet on high priority budget items.</p> <p>4.11 Campus-wide email invitations and emails.</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "Because section IIID of the self study report lacked significant planning agendas to address general financial planning at the college, this significant omission became apparent during the site visit and should be of critical concern to the college due to the \$3.09 million payment to the Internal Revenue Service that resulted in a reduction of the corpus in the Guaranteed Investment Contract" Standard IIID.2c</p>	<p>12. We are happy to report that in one problem area we have made enormous progress. The college recently resolved the lengthy delay in securing release of state financing of its Advanced Technology Building due to the incorrect encumbrance of certain parcels of campus property as part of prior lease agreements tied to prior financing arrangements. All of the old, outdated leases have now been officially terminated through Board action with the Victor Valley College Financing Corporation and the new title certificates have been submitted to the State Department of General Services for review and final action to release financing for new construction.</p> <p>13. The college has engaged the services of tax attorney, Carol Lew of Straddling, Yocca, Carlson and Rauth to analyze all of the documentation and transcripts that are part of the 1997 Certificate of Participation (COP) offering and the corresponding Guaranteed Investment Contract (GIC) to develop a pay-off analysis and help to determine the best strategy for repayment of the debt.</p>	<p>4.12 Letter from Attorney Robert Whalen to Allen Proso, Dept. of General Services dated August 3, 2005</p> <p>4.13 Documentation between Victor Valley College, Victor Valley Community College District Financing Corporation and U.S. Bank terminating financing arrangements and leases in order to release financing at state level for new construction. Email from office of Carol Lew of Straddling, Yocca, Carlson and Rauth that review of 1997 COP will is high priority.</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>Comment: "Further, the Board of Trustees' Policy provides that 'Unrestricted general reserves shall be no less than 5%.' During fiscal year 2003-04 the college's general reserve dipped to 4.7% and is currently projected at below the mandated 5% level for the 2004-2005 fiscal year. The need to develop sound long-term financial planning to ensure fiscal stability is paramount." Standard IIID.2c</p>	<p>14. The college has stated in its final budget presentation to the Board of Trustees for 2005-2006 that rebuilding a 5% unrestricted reserve fund is the highest priority. As a matter of fact, the Tentative Budget for 2005-2006 stated that the reserve would be set at that level. Unfortunately, we have not been able to achieve that goal. There are several reasons for this including the need to provide growth funding in instructional areas, absorb revenue shortfalls from prior years due to state-wide growth and property tax readjustments, and to provide for 5.875% salary increases for our classified and management staff members. The unaudited financials for 2004-2005 show the unrestricted general fund reserve balance at 3.5%. We expect to end 2005-2006 at that level as well. It may take two to three more years to meet the 5% level due to growth and unfunded liabilities.</p> <p>15. The college is making great progress to move forward from several years of budget crisis. The negative impact of fiscal adjustments to remove funding from the budget is still felt, but current planning scenarios can forecast an improved fiscal outlook beyond 2005-2006 if the college is able to meet its growth targets.</p> <p>16. We are currently working on a three-year budget projection that will allow us to develop several scenarios for the future that take into account various revenue and expense possibilities. In each of these scenarios we will be able to determine the steps to bring the reserve fund back to 5%.</p> <p>17. The college is going to begin its 2006-2007 integrated planning and review process earlier this year and attempt a zero-based budget process. The base budget of the college has not had a comprehensive review for several years. This review and planning process will provide the tools necessary to build a</p>	<p>4.14a 2005-2006 Final Budget PowerPoint presentation print-out.</p> <p>4.14b 2005-2006 line item budget showing new allocation funding for BRIC recommendations.</p> <p>4.14c 2006-2007 draft integrated planning and budget process</p> <p>4.15 Victor Valley College Budget Resources Identification Committee (BRIC) Mission and Process Guidelines.</p> <p>4.16 Copy of minutes from Master Planning Committee referring to new planning process documents</p> <p>4.17 Copy of classification documentation detailing risk management</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
	budget with ensured integrity that is based on priorities, planning strategies, and evaluative process.	duties of person in the role of Administrative Assistant to the VP for Administrative Services.
<p>Comment: "It's proposed resource allocation process is integrated with its planning process and is participative through the establishment of the Budget Resource Identification Committee (Standard IID.1), but the proposed process is not yet approved or implemented.</p>	<p>18. The BRIC process has been approved through the shared governance process, and the mission of that standing committee has been finalized.</p> <p>19. The Master Planning/Program Review Committee approved the new planning process and passed the process to the BRIC for implementation.</p> <p>20. BRIC approved the process and put it to work in the development of the 2005-2006 budget.</p> <p>21. The Board of Trustees was also introduced to the new planning and resource allocation process and were very favorable toward the implementation, evaluation and continued use of that process.</p> <p>22. The integrated planning and resource allocation process has been implemented for the first time for the 2005-2006 budget process. Each department was asked to prepare a Unit Plan (based whenever possible on Program Review). Each Division of the College (Instruction, Student Services and Administrative Services and the departments reporting to the President) then developed a Division Plan that was submitted to the BRIC.</p> <p>23. BRIC worked with the Division Plans and developed a series of funding priority recommendations to the President's Cabinet.</p> <p>24. The Cabinet made some modest changes in the recommendations with good justification and asked the BRIC for reconsideration and a new recommendation.</p>	<p>4.18 Copy of VVC website with Safety Report link and questionnaire to be completed and forwarded.</p>

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>25. BRIC made a final recommendation back to the Cabinet with twenty-five prioritized budget allocations that will be implemented based on available funding.</p>	
<p>Comment: "Victor Valley College certainly can benefit from the establishment of a Risk Management Unit to ensure that the college adequately addresses liability issues. In addition, the college might consider the inclusion of workers compensation within the Risk Management Unit." Standard IIID.2c</p>	<p>26. The college has made progress in developing its Risk Management capacity since the Site Team's visit. The Administrative Assistant to the Vice President for Administrative Services has absorbed a major responsibility for Risk Management on campus and currently allocates about 75% of her time to Risk Management. This includes handling premiums, claims processing, and preparation of legal and other documentation, participation in the SWACC Insurance, Finance and Claims Committees, as well as Board of Director's Meetings. This position is also Chair of the Safety Committee, and responsible for taking proactive steps to reduce risk on campus and to respond to complaints about health and safety situations.</p> <p>27. A new feature on our staff website allows any faculty or staff person to submit an on line report regarding a health or safety situation they have observed on campus.</p> <p>28. The college administration has decided that Risk Management and Worker's Compensation administration will remain where they are in the current organization. We have taken steps to increase and improve communication between the two units so that information is shared on Worker's Compensation cases.</p>	
<p>Comment: "Finally there is a definite and pressing need for Victor Valley College to reevaluate its ability to retire the 1997 Certificate of Participation in light of the \$3.09 million paid to the IRS that reduced the corpus of the GIC." Standard IIID.2C</p>	<p>29. The college is currently working on an agreement with Stradling, Yocca, Carlson and Rauth to analyze the COP and to review the payment terms in relationship to analyze our current Guaranteed Investment Contract. That is ongoing and should result in a full report this academic year.</p> <p>30. The college is also considering a local GO Bond offering in November 2007 that would raise funding for the new long-range</p>	

Recommendation/ Site Team's Comments	Progress Made to Date	Evidence/ Documents
	<p>facilities plan that we are currently working on with the consultant firm Carrier Johnson and their sub-contractors. One option would be to build the repayment of the 1997 COP into the GO Bond to fully repay this debt. We will be reviewing this option with our legal counsel as well.</p>	

Victor Valley College

Accreditation Evaluation Progress Report

RECOMMENDATION 5: Purpose/Function of Campus Committees

The team recommends that the purpose and functional relationship of campus committees, and their membership, be clearly defined to advance the mission and goals of the institution. Furthermore, the college should eliminate the duplication of committees and committee work (Standard IVA.2, IVA.2a, and IVA.5)

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/ Documents
<p>"The team recommends that the purpose and functional relationship of campus committees, and their membership, be clearly defined to advance the mission and goals of the institution." Standard IVA.2, IVA.2a, IVA.5</p>	<ol style="list-style-type: none"> 1. College Assembly is the college-wide governance committee in which collegial consultation occurs. The Governance Document defines the role of College Assembly and identifies the role, purposes, and membership of committees and College Assembly Related Task Forces. The college-wide Committee Application / Renewal form was revised to assist in clarification regarding the criteria and basis for decision making and forwarding recommendations. 2. In addition, both the Governance Document and the college-wide Committee Application / Renewal form define the difference between college-wide committees and College Assembly related task forces. 3. The mission is printed on the first page of the Governance Document to serve the purpose of advancing the mission and goals of the college and guiding the work of College Assembly and college-wide committees. The College Assembly reviews the Governance document annually. The Committee Application / Renewal form requires yearly review and approval to function as a college-wide committee under the auspice of College Assembly. 4. The College Spring 2004 Opinion Survey that includes the mission and questions regarding the link of the mission to all planning processes, was reviewed by Writing Team #5 on 8/8/05. The Climate Survey results indicated that between 87% and 100% of all respondents to the survey are "familiar with" the college mission statement. Between 98% and 89.5% recognize that the college "establishes courses and programs that are aligned with the student needs in our community." Between 66.7% and 68.5% indicate they know that the "college mission statement guides institutional planning and decision-making." 	<p>5.1a Governance Document 5.1b - College Assembly approved 05/03/05, pg 3. 5.1c Committee Application / Renewal Form</p> <p>(see 5.1a Governance Document, pg 5)</p> <p>(see 5.1a Governance Document, pg 1)</p> <p>5.4a Minutes of 8/8/05 Writing Team #5, pg 1 5.4b Spring 2004 Opinion Survey: Internal Analysis</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
	<p>5. It is the intention that the mission and goals drive all decision making. The Mission statements have been posted in classrooms / Board Room / ASB offices, on the web page, in the Staff Directory, in the VVC Foundation Director's Handbook, as well as distributed to BOT members and all major college offices including the Foundation Director's Handbook and distribution to all Foundation Board Members. Framed copies of the Mission statement were distributed to the Leadership Team on August 16, 2005. The Mission statement is printed in the student schedules for the Summer and Fall 2005 and in the Student Catalog.</p> <p>6. The new planning process links the Program Reviews and Unit Plans to the college goals and the mission.</p> <p>7. The following documents, structures and forums clarify the opportunities for providing input to the decision making processes:</p> <ol style="list-style-type: none"> a. Governance Document b. College-wide Committee Application/Renewal Form. This form is used by committees to request college-wide status and has been revised to clarify the purpose of each committee and how it serves the college mission and goals. c. BRIC document d. Town Hall meetings (2/year), once each semester. e. Staff Development committee reinstated Staff Development Day with a focus on communication and team work to serve college-wide Goal #1. f. Some processes are written to Integrated Master Plan and discussion is ongoing to include others g. Board members are provided information regarding College Assembly and other committee work at BOT meetings through: <ol style="list-style-type: none"> 1) Public comments 2) Vice President and Director reports at Board of Trustees meetings 3) Board members reports 4) Superintendent / President reports 5) Facility Focus Group reports 	<p>5.5a Listed on Planning and Resource Development site</p> <p>5.5b Newly developed Staff Directory</p> <p>5.5c Foundation Director's Handbook</p> <p>5.5d Class Schedules - summer and fall of '05</p> <p>5.5e Student Catalog, pg 2 (see 5.5f Agenda from 8/16 Leadership Team mtg.)</p> <p>(see 5.6 New Unit Plan Template)</p> <p>(see 5.1a Governance Document)</p> <p>(see 5.1c College-wide Committee Application / Renewal Form)</p> <p>5.7a BRIC document</p> <p>5.7b Town Hall info</p> <p>5.7c Staff Development Day agenda</p> <p>5.7d Draft of Planning Document for College-wide Integrated Master Plan</p> <p>5.7e Board of Trustees Goals 2004 – 2005; 2005 – 2006</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
	<ul style="list-style-type: none"> 6) Master Plan Reports 7) Program Review Reports 8) Technology Planning Reports 9) Constituent group reports 10) Legislative reports 11) Associated Student Body reports 12) Management reports <ul style="list-style-type: none"> h. ASB actively appoints students to college-wide committees to give input into decisions that involve students. This student input is critical to staying on track with serving student needs through the mission and six college-wide goals. i. Training sessions for Program Review for faculty / staff j. Managers Committee meetings –Leadership Team communicated in Department meetings k. Department Chair Meetings <p>8. Board of Trustees Retreat in 4/22/04 & 4/23/04 and 7/27/05 & 7/28/05, members used the Mission and the 6 college-wide goals as a framework for developing the Board of Trustees yearly goals.</p> <p>9. The Academic Senate, faculty and staff union leadership has asserted that the roles of the BRIC and negotiations are in conflict with one another. In addition, the Academic Senate has formed a number of parallel Senate-based committees whose functions duplicate existing college-wide committees. Examples of these committees are the Senate's budget committee; student learning outcomes; facilities use; and evaluation. The Senate/Union leadership has asserted that "these committees are completely separate from college-wide committees and are not governed by the rules of establishment contained in the policy for the establishment of college-wide committees." The Senate/Union leadership has provided rationale for each of these committees to be in existence. However, since those committees fall outside of the shared governance structure, those reasons are strictly the purview of the Senate/Union.</p>	<p>(see 5.5f Agenda from 8/16/05 Leadership Team Meeting and Leadership Agenda)</p> <p>5.7f Minutes from Financial Aid Staff Meeting 5.7g Minutes from EOP&S Staff meetings</p> <p>(see 5.7e Board of Trustees Goals 2004 – 2005; 2005 – 2006)</p> <p>5.9a Recommendation documentation from Lisa Ellis and Peter Allan</p> <p>5.9b Emails re: BRIC meetings</p>
<p>"Furthermore, the college should eliminate all the duplication of committees and committee work."</p>	<p>10. Program Review and Integrated Master Planning Committees were merged into one committee.</p>	<p>5.10 Program Merger, Dissolution, Initiation and/or Discontinuance form</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
Standard IVA.2, IVA.2a, IVA.5	<p>11. The College-Wide Committee Application/Renewal form requires that a committee defines its purpose, its goals and objectives and how they link to the college mission and goals and the criteria / basis for decision making and forwarding of recommendations; thereby working to eliminate the duplication of committees and committee work as they report to or interface with the College Assembly.</p> <p>12. To streamline and eliminate duplication of college-wide committee work:</p> <ul style="list-style-type: none"> a. Each college-wide committee has been requested to complete the new Application/Renewal form and submit it to College Assembly. b. Upon College Assembly approval, the information will be published in a Committee Booklet, which will be housed in the College Assembly documents and posted on the web. c. The application renewal form, as submitted to College Assembly delineates Task Forces from Committees. <p>13. One example of committees working together to eliminate duplication of work is found in the joint efforts of President's Connection and Staff Development to plan the staff development day activities for September 16, 2005.</p> <p>14. Cabinet created a schedule for committee form submission approval.</p> <p>15. College-wide committee application forms were submitted to College Assembly for a "first read" at the September 20, 2005 meeting. The process will continue throughout the year.</p>	<p>(see 5.1c Application / Renewal form)</p> <p>(see 5.1c Application / Renewal form)</p> <p>(see 5.7c Staff Development Agenda for 9/16/05)</p> <p>5.14 Cabinet assignment sheet</p> <p>5.15 Competed Application / Renewal forms</p>
"The Assembly consists of two representatives of each constituency group: faculty, classified, students, managers and administrators. The College President is a member of the Assembly and attends these meetings. There is no evidence of	16. College assembly is "The formal process to solicit the 'collective wisdom' of students, staff, faculty and administrators in policy formulation." The formal process is an effective way to solicit the "collective wisdom" of students, staff, faculty, and administrators in policy formulation. The goal of the formal process is to reach solutions that are better made through the expertise of participants and are made more acceptable through the shared process. Recommended changes in policy are brought to College Assembly	<p>5.16a Notes from College Assembly meetings 5/17 & 6/7</p> <p>5.16b Copy of agendas reflecting "College Assembly" policy item(s).</p> <p>5.16c Minutes of BOT meeting</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
<p>how the information from these meetings is used by the College President or is communicated to the Board of Trustees. Standard IVA.1</p>	<p>by any constituency group representative. The changes are collectively considered for a first read and a second read by the College Assembly. Upon approval by the College Assembly, policy recommendations are submitted by the college President to the Board of Trustees. The Board of Trustees receives and considers College Assembly policy recommendations. The Board utilizes a procedure of first and second readings.</p> <p>17. In addition, discussions occurring at College Assembly are communicated by the College President in the following ways:</p> <ol style="list-style-type: none"> a. Dr. Spencer provides the Board of Trustees with a written weekly update including topics discussed at College Assembly. b. Dr. Spencer provides information on College Assembly and other college meetings and activities to the BOT members in individual and regular monthly meetings. c. The College President makes presentations to various college-wide committees and through the Leadership Team, Department Chairs Caucus, Board of Trustees presentations, and Town Hall meetings as well as through the college Web site. d. The College President posts the College Assembly and Board agendas, minutes, Policies and Procedures on her web site. 	<p>5.17 BOT update(s), 9/23/05</p>
<p>"While there is a requirement that (IVA.3) through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution, there is little evidence that the requirement is being met which has led to a significant, negative impact on college morale. Because of a lack of clarity regarding decision-making processes, a parallel structure of committees has begun to emerge and Academic Senate members</p>	<p>18. The Budget Resource Identification Committee (BRIC) is an authorized shared governance, college-wide committee as indicated in the "Victor Valley College Governance Document." That document states that "the governance structure provides for representation from five recognized constituencies at Victor Valley College: students, faculty, classified staff, managers, and administrators. Faculty are appointed through the Faculty Senate. The shared governance document does not include the faculty union as a separate constituency group. The overlap of the faculty voice as represented through the conjoined Academic Senate and Faculty Union has significantly impacted the smooth functioning of the decision-making process. The diversity of ideas and perspectives would be enhanced by each entity focusing more from a college-wide perspective on the distinct mission, functions and goals. The document that provides for the Mission and Process of the BRIC states the purpose of the budget committee</p>	<p>(see 5.7a BRIC Document, 3/10/05)</p> <p>(see 5.9a Recommendation documentation from Lisa Ellis and Peter Allan)</p> <p>5.18 Emails/Memos inviting Leadership, Faculty, Classified and students to participate on Accreditation Progress Report writing teams</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
<p>and classified staff have withdrawn from college-wide committees." Standard IVA.3</p>	<p>as follows: "...deliberates, makes and/or forwards recommendations on the financial condition of the College from two viewpoints: the mandate to have a balanced budget and overall goal of maintaining the improving the financial health of the District within and across each budget cycle." Further, the document states that the committee's guiding principles shall be "listed in priority order": Minimize impact on students; Minimize impact on full-time employees; Maintain adequate ending balance; Maximize utilization of resources, personnel, facilities, and schedule; Develop additional resources, personnel, facilities and schedule; Develop additional sources of revenue; Maintain/enhance campus infrastructure; Maintain professional development opportunities. There is no mention in this document that the committee has a role in negotiations, discussion of working conditions that would impact the Collective Bargaining Agreements or to circumvent the negotiations process. The faculty and staff executive boards have expressed that the functions of the BRIC are in direct conflict with negotiations.</p> <p>19. Following are the examples of governance structures, constituency groups and committees that work together for good of the institution:</p> <ol style="list-style-type: none"> a. Accreditation Writing Teams b. Associated Student Body Retreat c. Rams Day d. EOPS Orientation e. Principals Roundtable f. Spirit Team g. President's Connection h. Department Chair Retreat i. Department Chair Caucus j. Program Review / Integrated Master Planning Committee k. Facilities Focus Group l. Hiring Committees m. Commencement Committee n. Concurrent Enrollment Committee o. Employee Benefits Committee p. Scholarship Committee q. Staff Development Committee 	<p>5.19a Writing Team List</p> <p>5.19b VVC Committee List, effective as of 8/10/05</p> <p>5.19c College Assembly minutes, 3/15/05, pg 1</p> <p>5.19g Department Chair Retreat Agenda</p> <p>5.19d Spreadsheet distributed at Leadership Meetings</p> <p>(see 5.1a Governance Document, page 6)</p> <p>(see 5.7g EOPS, CARE</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
	<ul style="list-style-type: none"> r. Classification Salary Review Committee s. Student Equity Plan Task Force t. Upward Mobility Committee u. Datatel Core Team v. Foundation Executive Board w. Associated Student Body Council x. EOPS, CARE meetings y. Financial Aid Staff meeting minutes <p>20. More issues surround the lack of clarity of the decision making process than a parallel structure of committees. The Faculty Union/Senate and the CSEA Union have withdrawn from only two committees, the VVC Budget Resource Identification Committee and the Staff Development Committee. In part, it is the tightness of the budget and the inability to separate what needs to be done to balance the budget with the desire for increase compensation that has created a struggle for funds. In addition, it is part an issue of the conjoined Faculty/Senate Union that does not delineate approaches to issues. The overlap of the faculty voice as represented through the conjoined Faculty Senate and Union has significantly impacted the smooth functioning of the decision-making process. The diversity of ideas and perspectives would be enhanced by each entity focusing more fully on it's the college mission, functions, and goals.</p> <p>21. Campus-wide suggestion boxes were installed around campus to provide an additional mechanism for staff and students to provide input. A spreadsheet of information is collected and discussed at the Leadership Team meetings monthly.</p>	<p>minutes) (see 5.7f Financial Aid minutes)</p> <p>5.19f 2005-2006 ASB Goals and Objectives</p> <p>(see 5.18d Spreadsheets distributed at Leadership Meetings: 08/10/05; 09/06/05; 10/04/05)</p>
<p>"The organizational chart for the institution that is located in the Organizational Section of the self-study report is not clear. The initial chart that lists the total structure is not supported by the supplementary charts. There is no organizational structure listed for the instructional unit of the</p>	<p>22. Some supplementary charts were left out of the Self Study report, but are now included in the evidence. We are unsure of why the organizational chart was viewed as unclear; however, we have reformatted it in an attempt to clarify.</p>	<p>5.22 Copies of all Organizational Charts</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
<p>institution with the exception of what appears on the general chart. While Information Technology appears in the original chart, it is not evident in the Administrative Section of the organization chart. Standard IVB .2</p>		
<p>"Victor Valley College gathers data related to the success of their students and programs. It is not clear, however, how the data is used to make decisions related to student success and retention. Program review is a "self-evaluation process." However, the Senate has recently convened a committee that is responsible for program mergers and dissolution of programs. It is not clear how this committee relates to the Program Review, Educational Master Planning, and Accreditation Committee. Even committee members are not clear about the relationship." Standard IVB.2a</p>	<p>23. Program mergers / dissolution and discontinuance proposal has been considered at Cabinet; however the process is not complete. Therefore, it is understandable that it was not viewed as "clean" by the Accreditation Site Team. The Deputy Superintendent reviewed with the deans the Faculty Union / Senate recommendations for a program merger / dissolution and discontinuance. The recommended policy / procedure will be returned for further discussion to the Faculty Senate with the input from the Deans and Deputy Superintendent. Upon completion of discussion with the Faculty Senate, the Deputy Superintendent will place the document on the Board of Trustees agenda for action.</p> <p>24. Student data are used for: 1) enrollment management, 2) making decisions for student services to plan their programs, 3) during the Academic Program Review cycles, 4) to identify trends to address problems / issues before they occur.</p> <p>25. Student data are used in the full-time faculty prioritization criteria.</p> <p>26. Student data relative to ethnicity are used to address staffing needs and enrollment growth; in the Program Review and in the Unit Plan processes related to resource allocation; calculating revenue projections; building future year budget scenarios; by the Facilities Focus Group in identifying facilities and infrastructure needs and use; student success, assessments (e.g., Partnership for Excellence standards).</p> <p>27. Financial Aid and EOP&S use academic data to determine continued financial aid eligibility in conjunction with counseling,</p>	<p>(see 5.10 Guidelines for Program Merger, Dissolution, Initiation and/or Discontinuance)</p> <p>5.23 Full time hiring criteria form.</p> <p>5.24 Student Enrollment Data</p> <p>(see 5.24 Student Enrollment Data)</p> <p>(see 5.6 New Unit Plan Template)</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
	tutoring and services. A comparison of personal circumstances with regard to grades and Financial Aid status. A progress report is reviewed at the end of each cycle is evaluated.	
<p>"While the College President and senior administration have a very good working relationship with the Board of Trustees, there appears to be a 'disconnect' in communication among other constituent groups." Standard IVB.2e.</p>	<p>28. College-wide opportunities for constituency groups to connect and communicate include:</p> <ul style="list-style-type: none"> a) All college-wide committees are functioning and open to constituency based membership b) College Assembly meetings are posted on the web so anyone can attend the meetings c) Town Hall meetings are held every semester d) Department Chair meetings are held each month e) Department Chair Retreat and follow-up meetings were held last year f) At the April Department Chair Retreat an extensive and candid dialogue was held between department chairs and senior administrators, including the college president. This has generated additional meetings open to all college constituencies to address issues defined at the leadership retreat. g) Managers take information from Leadership Team meetings to department meetings for employees. h) Matriculation Committee i) Presidents Connection j) College president continues to invite CTA and CSEA leadership to meet with the President's Cabinet on a regular basis k) The president and deputy superintendent meet twice a month with the president and vice president of the faculty union / senate l) Administrative Professional Celebration m) Department of the Year Award n) Employee of the Year Award o) Celebration Around the World Event p) Rams Week q) Employee Service Recognition Awards/Service Pins r) Ice Cream Socials s) New Employee Welcome Celebration t) Staff Development Day u) Student Service / Employee of the Month 	<p>(see 5.1b College Assembly minutes, 5/3/05) (see 5.7b Town Hall info 5.28a President's Pen, 4/14/05, page 2 - Town Hall) (see 5.5f Leadership Meeting Agenda of August) 5.28b Emails CSEA / Faculty Senate (see 5.7g EOPS/Care Department meeting minutes) (see 5.7f Financial Aid minutes) 5.28c Matriculation minutes of 10/14/04, 11/04/04, & 11/18/04 5.28d Department Chair Big Bear Agenda (see 5.28a President's Pen, 4/14/05, pg 1 - Admin. Professional Day) 5.28e Letter congratulating recipient</p>

Recommendation / Site Team's Comments	Progress Made to Date	Evidence/Documents
	<ul style="list-style-type: none"> v) Student Service Team Building Day w) Staff Development Committee Retreat x) Spirit Team y) President's Pen z) Suggestion Boxes (campus-wide) aa) College president and senior administration attend campus events such as: Athletic Events, Theatre, Musical and Dance Performances, Student Art Shows, Student Retreat, Department Chair Retreat, Student Scholarship Awards, Foundation Meetings and Presidents Circle. bb) Public Information Officer and Cabinet members send email updates as needed cc) New notes from the President 	<p>5.28f Employee of the Month email</p> <p>(see 5.28a President's Pen, 4/14/05, pg 1 - Spirit Week)</p> <p>5.17d Spreadsheets distributed at Leadership Team Meetings</p> <p>5.28g Spirit Committee Team Members</p> <p>5.28h Notes from website</p>

and objectives and to develop resource requests based on those specific goals and objectives. These were the Unit Plans and formed the building blocks of the planning process.

Each unit sent its Unit Plan to the appropriate supervisor, either a president or a vice president. Each of those 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. 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. This process solicited and utilized input from all constituency groups and departments.

- 3. The department retreat also facilitated a discussion of campus climate and culture at the college. In a late evening discussion requested by all participants, issues concerning campus climate and culture were presented and discussed. Recommendations were presented, discussed, and forwarded by the group.

6.3 Agenda, Notes, Attendance sheets

	<ol style="list-style-type: none"> 4. A second meeting of department chairs and the administration personnel followed two weeks later to further pursue input from department chairs and others who were unable to attend the retreat. 5. Members of the management team completed unit plans for non-instructional departments and submitted these plans for consideration under the master plan/integrated resource allocation process. 6. All unit plans were evaluated to assure consistency with the college's mission statement. 7. An ASB Retreat was held for all ASB officers, members of administration and faculty to establish goals and objectives and to develop effective communication with all constituencies on the campus. 8. A Student Learning Outcomes Committee was established to evaluate and train faculty and staff on the process of institutionalizing the concept of student learning outcomes. The committee provides training and guidance for implementation of the process. 9. A college-wide focus on Student Learning Outcomes was presented at an all staff meeting and approved as a goal for everyone at Victor Valley College. 10. For 2005-06, all managers evaluations include a provision that goals and objectives for their departments must demonstrate a link to Student Learning Outcomes. 11. A revised Code of Ethics policy was approved by College Assembly which represents all constituencies and forwarded to the Board of Trustees for ratification. 12. The College Assembly has recorded first and second readings on all policy revisions proscribed by code, law, and ADA 	<p>6.4 Meeting Notes</p> <p>6.5 Minutes of Town Hall and Leadership Meetings</p> <p>6.6 Evaluation and Leadership meeting minutes</p> <p>6.7 ASB Retreat Minutes and Notes5. Copies of statistics;</p> <p>6.8 Meeting Minutes of SLO Committee</p> <p>6.9 Agenda, and Meeting Notes All Staff Meeting</p> <p>6.10 President's Memo</p> <p>6.11 Copy of Policy and College Assembly Minutes</p> <p>6.12 College Assembly Agenda and Minutes</p>
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	<p>compliance as recommended by the California Community College League.</p> <p>13. Through the shared governance process, additional personnel were hired for the Campus Police office to ensure the safety and security of students and staff. This was a concern presented by students and staff that was prioritized in the budget allocation process. A review of crime statistics indicate this action has resulted in a reduction of crime related incidents. The Campus Police and the college have adopted the concept of an "Island of Safety" that ensures a climate for a safe and secure leaning environment.</p> <p>14. In an effort to be more responsive to the accommodations needs of our disabled students and staff, the administration has reviewed the recommendations for compliance with all ADA requirements and established a team to address any and all concerns. A manager was designated ADA compliance officer.</p> <p>15. Management representation (The Meet and Confer Team) ensures communication with the district and provides for additional opportunities to provide feedback to the administration and the Board.</p> <p>16. The District continues to bargain in good faith and to resolve issues through the negotiation process within the boundaries of policy and procedure established by code, laws and contract language.</p> <p>17. CSEA and the District ratified a new contract this summer. The District has also extended the opportunity to provide training in alternative bargaining methods with the CSEA.</p> <p>18. The grievance process continues to be applied by the District and its constituencies to resolve issues in a civil and procedural manner proscribed by established guidelines.</p> <p>19. Under the leadership of the superintendent/president, the administration and leadership team utilized the shared</p>	<p>6.13 Hiring Announcements</p> <p>6.14 ADA Recommendations</p> <p>6.15 Minutes and Emails</p> <p>6.16 Agenda and Notes</p> <p>6.17 Board Agenda and Minutes</p> <p>6.18 District Grievance Policy</p> <p>6.19 Leadership Agenda and Minutes</p>
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	<p>governance process to restructure the evaluation process for all managers.</p> <p>20. A marketing campaign was initiated to identify and promote the positive nature of the college's climate and culture throughout the campus and the community.</p> <p>21. A wide variety of communication vehicles and tools are being employed to promote a positive college climate and culture. Some of these vehicles and tools include:</p> <p>22. Budget Resource Identification Committee</p> <p>23. Budget Advisory Committee task force for cost reductions</p> <p>24. Board of Trustee Meetings</p> <p>25. Board of Trustee Retreat</p> <p>26. College Assembly</p> <p>27. Department Chairpersons Retreat</p> <p>28. Department Meetings</p> <p>29. Emails</p> <p>30. Facilities Focus Group</p> <p>31. Leadership Retreat</p> <p>32. Leadership Meetings</p> <p>33. Local Media</p> <p>34. Negotiation Sessions</p> <p>35. Newsletters Town Hall Meetings</p> <p>36. All Staff Meetings</p> <p>37. Webpage Articles</p> <p>38. President's Connection Meetings</p> <p>39. Twice monthly meetings of the President and Deputy Superintendent with the President and Vice President of the faculty union/senate</p> <p>40. Administrative Professionals Celebration</p> <p>41. Department of the Year award</p> <p>42. Employee of the Year award</p> <p>43. Celebration Around the World event</p> <p>44. Rams Day Festivities</p> <p>45. Employee Service Recognition Awards/Service Pins</p> <p>46. Ice Cream Socials</p> <p>47. New Employee Welcome Celebration</p> <p>48. Student Service Team Building Day</p>	<p>6.20 Marketing Manual</p> <p>6.21 Materials, Agendas, and Minutes</p>
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	<p>49. Staff Development Committee Retreat 50. Spirit Team 51. President's Pen Newsletter 52. Suggestion Boxes (campus-wide) 53. Cabinet email updates to campus 54. President's Website message to staff 55. Attendance by college president and senior administration at campus events such as : Athletic Events, Theatre, Musical, and Dance Performances, Student Art Shows, Student Retreats, Department Chair Retreats, Student Scholarship Awards Ceremonies, Foundation Meetings, Advisory Meetings and President's Circle Events.</p>	
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Victor Valley College
Accreditation Evaluation Progress Report
Updated as of October 26, 2005
(Updated text in blue italic)

Recommendation 7: Evaluation of Leadership Roles

"The team recommends that the college evaluates the role of college-wide leadership in institutional governance and implements the results of the evaluation to ensure the integrity and effectiveness of organizational processes, practices, and decision-making. Furthermore, the college should eliminate the current leadership configuration of the Academic Senate and Faculty Union. (Standard IVA.1, IVA.2a, IVA.2b, IVA.3, IVA.5)"

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
<p>Recommendation: "The team recommends that the college evaluates the role of college-wide leadership in institutional governance . . ."</p>	<ol style="list-style-type: none"> 1. The President's Cabinet has had ongoing discussions regarding the ways to improve working together with college-wide leaders, including evaluating the interactions between and among college-wide leaders and the Cabinet. 2. A reorganization of several administrative departments and programs occurred in 2004-2005. 3. The Superintendent/President and the Deputy Superintendent meet bi-weekly during the academic year with Academic Senate/Faculty Union leaders to discuss issues of mutual concern and interest, including Academic Senate/Faculty Union leaders' leadership roles and responsibility. 4. The President's Cabinet met during summer 2005 with the CSEA Executive Board to identify respective roles, issues, and interests. 5. The College administration has taken the initiative to enhance the role of the Department Chairs by involving the chairs in appropriate shared governance and other areas within their areas of expertise and knowledge, including conducting a department chairpersons' two-day off-campus retreat. 	<p>7.1 Samples of Cabinet agendas</p> <p>7.2 Organizational charts</p> <p>7.3 These are non-agendized meetings</p> <p>7.4 Agenda and minutes from the meeting (include E-board's emails?)</p> <p>7.5 Agenda from the retreat</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
	<p>6. <i>The current hiring criteria document includes recommendations from both the Academic Senate and the Administration. The document is currently under review by the Academic Senate and may be used to prioritize full-time faculty hiring positions for Fall 2006 if the Senate and the Administration can agree on mutually satisfactory language,. Until such time, the District will make all decisions regarding faculty hiring.</i></p> <p>7. The College Assembly took a significant leadership role in discussing, revising, and recommending changes in current Board policies and procedures. The model for the wording came from the Community College League of California.</p> <p>8. The College Assembly took a significant leadership role in discussing, revising, and recommending changes in the College's Shared Governance document. The College Assembly adopted the document in May 2005 and is currently under yearly review.</p>	<p>7.6 Academic Senate hiring document; Hiring Criteria document</p> <p>7.7 Sample policies and procedures; assignment timeline</p> <p>7.8 Shared Governance document (draft and final versions) 7.8b College Assembly Meeting Agenda, 10/04/04</p>
<p>Recommendation: "The team recommends that the college . . . implements the results of the evaluation to ensure the integrity and effectiveness of organizational processes, practices, and decision-making."</p>	<p>9. As a result of evaluation of college-wide leadership:</p> <ul style="list-style-type: none"> a. The College Assembly adopted revisions to the Shared Governance document b. The college-wide committee authorization process was revised in 2004-2005 c. The Manager's evaluation process was revised in 2004-2005 	<p>7.9a See item 8 above 7.9b Committee authorization form (current and revised versions) 7.9c Manager's evaluation form (current and revised versions)</p>
<p>Recommendation: "Furthermore, the college should eliminate the current leadership configuration of the Academic Senate and Faculty Union."</p>	<p><i>10. It has been agreed by the Academic Senate/Faculty Union and the District that the separation of the current leadership configuration of the Academic Senate and the Faculty Union can continue to be discussed at the bargaining table. If, through negotiations, an appropriate and fair compensation model can be developed for officers of the Academic Senate and the Faculty Union the separation of those two entities may make place.</i></p>	<p>7.10 Copies of the District's proposals (and CTA's counter offers)</p>

Recommendations and Site Team Comments	Progress Made to Date	Evidence/ Documents
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