VICTOR VALLEY COLLEGE

INSTITUTIONAL

SELF-EVALUATION

REPORT

2023

In Support of an Application for Reaffirmation of Accreditation

Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Victor Valley College
18422 Bear Valley Rd.
Victorville, CA 92395

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 1: 2023

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Daniel Walden
Victor Valley Community College
18422 Bear Valley rd. Victorville, CA 92395

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Date]
Dr. Daniel Walden, Superintendent - President

[Date] 7/11/23
Mr. Dennis Henderson, *Governing Board,* President

[Date] 7/11/23
Dr. Todd Scott, Executive Vice President, Instruction, Innovation and Student Success, ALO

[Date] 7/25/23
Lynne Glickstein, Paralegal Faculty, Academic Senate President

Debbie Peterson [Date] 7/19/23
Debbie Peterson, Senior Instructional Assistant, Restaurant Management, CSEA President

[Date]

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Introduction

College History

Established in 1961 by and for the residents of the high desert, Victor Valley College has served as the region's primary provider of higher education for more than 60 years. Before the college had its permanent campus, the first classes were held at Victor Valley High School, the only feeder school in the area at the time. In 1964, local voters passed a $2.5 million bond to fund construction of the first buildings on a portion of the former Kalin Ranch site, chosen because it was central to the three largest nearby communities of Victorville, Hesperia, and Apple Valley. With each new expansion since, the college has more closely matched its founders' vision of an institution that enriches the burgeoning community and helps students build a brighter future.

The college's 253-acre main campus is located 90 miles north of Los Angeles in the high desert of Southern California and covers a geographic service area of approximately 2,200 square miles. Three off site locations also operated by the college are:

- The Regional Public Safety Training Center, located at 19190 Navajo Road, Apple Valley, CA 92307—approximately 15 miles northeast of the main campus near the intersection of Johnson and Navajo Roads. The facility consolidates three college programs related to public safety training and career development
    - Emergency medical services (EMS)
    - Fire technology
    - Criminal justice
    - In addition, the facility includes a prop yard consisting of various fire training props and a Community Emergency Response Team (CERT) training area.
- The School of Aviation Technology, located approximately 13 miles northwest of the main campus on the grounds of the Southern California Logistics Airport (formerly George Air Force Base) located at 18368 Phantom Road West, Victorville, CA 91294
- The High Desert Training Center which houses OHSA Safety, Forklift Operator, and Industrial Maintenance training courses, is located at 13313 Sabre Boulevard, Suite 2, Victorville, CA 92394.
- Hesperia High School site at 9898 Maple Avenue, Hesperia, CA 92345 with five classrooms and an office that is located approximately 7.2 mile southwest of the college, this site is dedicated to ESL (English as a Second Language) classes and general education courses.

Communities served by the college have expanded from the original (Victorville, Hesperia, and Apple Valley) to now include Adelanto, Helendale, Spring Valley Lake, Lucerne, Oro Grande, Phelan, Piñon Hills, and Wrightwood. At the start of its journey, the college was described as rural, had one feeder high school, and served a population of roughly 70,000 residents. Today the college services 32 feeder schools and serves a population base of over 400,000. According to local economists, this unprecedented growth is a result of the region's proximity to major markets, inexpensive cost of land, affordable housing, access to major transportation arteries, and the comparatively low cost of living.

The population growth in the college service area translated into 18,000 students annually at its peak, and enrollment (full time equivalent students or FTES) of approximately 9,600. Currently enrollment has increased by 21.4 percent for the Spring 2023 term and shows further growth in which the college anticipates generating over 10,000 FTES for 2022-2023.

The college has progressed far beyond its humble beginnings in 1961 to become a major institution of higher learning offering a complex schedule of educational opportunities to meet the changing needs of this growing region. Such programs have included engineering, hybrid car maintenance and repair, environmental science, and additional associate degrees ensuring university transfer. The newest career education programs launched this year are commercial driver's license and cosmetology.

Participation in innovative partnerships has enabled the college to expand programs, offer new training opportunities, and increase revenues that, in part, replace funds lost due to reductions in state appropriations. For example, the college has formed partnerships with local hospitals resulting in an increase in access to the college's popular nursing program. Internships with one of the local cities have created additional training opportunities for automotive students, and grants received through state and county agencies have expanded workforce development programs that eventuate in immediate employment opportunities for students.

In its early days, the college was in temporary buildings on the Victor Valley High School campus. In the mid 1960s, the current 253-acre campus was purchased, and construction began on permanent facilities. The first buildings were completed in 1967, and the campus continued to expand over the years to include additional classrooms, labs, administrative buildings, athletic fields, and a performing arts center.

Most recently, the establishment of the new "One Stop" student services center stands as a new "front door" for VVC, a place where students can access all student support services departments under one roof. As of this writing, focus has shifted to the building of an educational event center and multipurpose sports stadium on campus. The VVC governing board approved the sale of bonds to fund the establishment of this center and sports stadium in April 2020. Construction began in late 2022 with an expected completion date of late 2024. The key goals of the project center on design, function, and sustainability, ensuring that the new facilities will be used daily to serve students and the community. It will serve multi-functional purposes, will be energy efficient, and economically sustainable. Other improvements to physical facilities include:

- Redesign and renovation of Buildings 50 and 52 to support additional classroom capacity.
- Redesign and renovation of the food court in the student activities center in January 2022, resulting in the reopening of a larger restaurant management teaching lab and the desert rock café.

For more than 60 years, tens of thousands of residents from the high desert and beyond have journeyed to the college and have gone on to achieve remarkable success. From their ranks are civic leaders, businesspeople, service industry personnel, medical providers, first responders, professional sports team owners, and people of all walks of life who are contributors to the health and welfare of the community. These successful students represent the best evidence of the realization of the college's mission.

Student Enrollment Data
(Source: CCCCO Data Mart, 2019 thru 2022)

The population growth in the college service area translated into 18,000 students annually at its peak, and enrollment (full time equivalent students or FTES) of approximately 9,600. While enrollment declined by more than 20 percent during the COVID-19 pandemic of 2019, the college has aggressively and intentionally recruited students back, resulting in a steady enrollment increase. Currently enrollment has increased by 21.4 percent for the Spring 2023 term and shows further growth in which the college anticipates generating over 10,000 FTES for 2022-2023.

Fall Enrollment (unduplicated) by Headcount Status	Annual 2019-2020	Annual 2020-2021	Annual 2021-2022
	Student Count	Student Count	Student Count
Victor Valley Total	18,502	14,685	14,992
A - Credit Student Enrolled in Weekly / Daily Census Section	14,725	11,078	9,675
B - Credit Student Enrolled in Positive Attendance Section with 8 or More Hours or 0.50 or More Units Earned	579	465	406
C - Credit Student Enrolled in Independent Study Section with 0.50 or More Units Earned	1,729	2,019	3,241
D - Credit Student Enrolled in Positive Attendance Section with Less Than 8 hours and Less Than 0.50 Units Earned	19	1	7
E - Credit Student Enrolled in Independent Study Section with Less Than 0.50 Units Earned	877	853	1,168
F - Noncredit Student Enrolled in Positive Attendance Section with 8 or More Hours	403	175	288
G - Noncredit Student Enrolled in Positive Attendance Section with Less Than 8 Hours	26	25	28
H - Noncredit Student Enrolled in Independent Study Section and/or Positive Attendance Section with no Hours	54	56	151
Y - Non-State Apportioned	90	13	28

Fall Enrollment by Gender	Fall 2019	Fall 2020	Fall 2021	Fall 2022
	Student Count (%)	Student Count (%)	Student Count (%)	Student Count (%)
Victor Valley Total	100.00 %	100.00 %	100.00 %	100.00 %
Female	60.48 %	65.19 %	62.48 %	60.32 %
Male	39.05 %	34.56 %	37.21 %	39.20 %
Unknown	0.47 %	0.25 %	0.30 %	0.48 %

Fall Enrollment by Age Group	Fall 2019	Fall 2020	Fall 2021	Fall 2022
	Student Count (%)	Student Count (%)	Student Count (%)	Student Count (%)
Victor Valley Total	**100.00 %**	**100.00 %**	**100.00 %**	**100.00 %**
19 or Less	**37.78 %**	**38.38 %**	**41.94 %**	**42.87 %**
20 to 24	**28.65 %**	**29.08 %**	**27.35 %**	**25.33 %**
25 to 29	**11.19 %**	**11.55 %**	**10.37 %**	**9.46 %**
30 to 34	**7.07 %**	**7.32 %**	**6.48 %**	**6.93 %**
35 to 39	**4.79 %**	**4.72 %**	**4.47 %**	**4.46 %**
40 to 49	**5.40 %**	**5.15 %**	**5.07 %**	**5.87 %**
50 +	**5.12 %**	**3.79 %**	**4.32 %**	**5.09 %**

Fall Enrollment by Ethnic Group	Fall 2019	Fall 2020	Fall 2021	Fall 2022
	Student Count (%)	Student Count (%)	Student Count (%)	Student Count (%)
Victor Valley Total	100.00 %	100.00 %	100.00 %	100.00 %
African American	9.90 %	8.55 %	9.08 %	9.51 %
American Indian/Alaskan Native	0.33 %	0.25 %	0.25 %	0.30 %
Asian	1.72 %	1.54 %	1.63 %	1.36 %
Filipino	0.87 %	0.93 %	0.92 %	0.73 %
Hispanic	57.76 %	60.72 %	61.85 %	63.27 %
Multi-Ethnicity	4.84 %	4.79 %	5.03 %	4.70 %
Pacific Islander	0.33 %	0.23 %	0.22 %	0.29 %
Unknown	2.13 %	1.14 %	0.91 %	0.96 %
White Non-Hispanic	22.12 %	21.86 %	20.11 %	18.87 %

Fall Enrollment by Unit Load	Fall 2019	Fall 2020	Fall 2021	Fall 2022
	Student Count (%)	Student Count (%)	Student Count (%)	Student Count (%)
Victor Valley Total	100.00 %	100.00 %	100.00 %	100.00 %
0.1 - 2.9	2.83 %	2.37 %	2.07 %	2.24 %
3.0 - 5.9	22.27 %	22.79 %	22.64 %	20.89 %
6.0 - 8.9	22.63 %	23.49 %	23.71 %	24.04 %
9.0 - 11.9	19.15 %	20.84 %	20.17 %	20.07 %
12.0 -14.9	23.26 %	21.17 %	20.51 %	20.38 %
15 +	7.14 %	7.47 %	8.31 %	8.40 %
Noncredit	2.72 %	1.87 %	2.59 %	3.99 %

Labor Market Data

Key Socioeconomic Indicators - VVCCD Service Area		Top 3 Industries
Unemployment Rate	12%	Educational services, and health care and social assistance Professional, scientific, and management, and administrative and waste management services Transportation and warehousing, and utilities
Commuters	88%	
Worked from home	12%	
Median household income (dollars)	$65,486	
Families living below poverty	14%	

The college's service area is beginning to rebound from the COVID-19 pandemic. Although the unemployment rates sit higher for the incorporated areas above the county. Unemployment rates are close to where they were three years ago. With Adelanto taking longer to recover, sitting at a point higher in the last three years.

Labor Force and Unemployment

	2019			2022			
Area	Labor Force	Employed	UR	Labor Force	Employed	UR	Change (2019-2022)
San Bernardino County	985,500	951,000	3.5%	1,026,800	990,100	3.6%	0.1
Adelanto city	9,800	9,100	6.9%	10,400	9,600	8.1%	1.2
Apple Valley town	29,700	28,400	4.3%	31,100	29,700	4.5%	0.2
Hesperia city	36,700	35,000	4.8%	38,600	36,700	4.9%	0.1
Victorville city	46,800	44,400	5.2%	49,800	47,000	5.6%	0.4

The college offers programs of study that reflect the labor demands in the community and surrounding region. Labor force numbers have increased in areas such as transportation, education, health services, and construction.

San Bernardino County Labor Force by Industry

SS-NAICS	TITLE	2015	2020	Change
00-000010	Civilian Labor Force	937,700	983,000	4.8%
00-000040	Civilian Unemployment Rate	5.5%	9.1%	3.6
01-000000	Total, All Industries	748,600	801,900	7.1%
10-000000	Mining and Logging	700	900	28.6%
20-000000	Construction	34,300	38,500	12.2%
30-000000	Manufacturing	56,300	51,600	-8.3%
40-000000	Trade, Transportation & Utilities	199,300	259,500	30.2%
50-000000	Information	5,200	3,800	-26.9%
55-000000	Financial Activities	23,200	23,500	1.3%
60-000000	Professional & Business Services	99,200	88,800	-10.5%
65-000000	Educational & Health Services	113,300	130,800	15.4%
70-000000	Leisure & Hospitality	70,700	62,900	-11.0%
80-000000	Other Services	22,000	19,400	-11.8%
90-000000	Government	122,400	120,100	-1.9%

The college is responding to the labor market demand with students being able to earn three of the 10 jobs with the most openings in Riverside and San Bernardino Counties. The awards can be viewed in the table below. The college opened its commercial driver's license (CDL) program in the fall of 2022. This should meet the demand for heavy and tractor-trailer truck drivers. Most of the top 10 labor demands do not require a high school degree or higher.

College Program Awards By Most Job Openings

SOC Code	Occupational Title	Total Job Openings (2018-2028)	VVC Awards (2021-2022)	2020 Median Annual Wage	Education and Training Levels		
					Entry Level Education	Work Experience	On-the-Job Training
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	123,440	0	$31,927	None	None	ST OJT
39-9021	Personal Care Aides	108,450	0	$0	HS	None	ST OJT
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	98,600	0	$0	None	None	ST OJT
41-2011	Cashiers	86,080	0	$26,585	None	None	ST OJT
41-2031	Retail Salespersons	66,630	0	$29,209	None	None	ST OJT
43-5081	Stock Clerks and Order Fillers	55,400	0	$0	HS	None	ST OJT
35-3031	Waiters and Waitresses	49,970	10	$26,122	None	None	ST OJT
53-3032	Heavy and Tractor-Trailer Truck Drivers	40,870	0	$49,482	Certificate	None	ST OJT
43-9061	Office Clerks, General	32,880	36	$36,812	HS	None	ST OJT
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	26,920	0	$32,262	None	None	ST OJT

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job trair
ST OJT	Short-term on-the-job training
None	None

Students can earn three of the top 10 jobs with most job openings in Riverside and San Bernardino Counties that require a high school degree or higher. With awards in office clerks (36) and registered nurses (155), combined with the new CDL program to meet the heavy and tractor-trailer truck driver's demand, the college is doing its part to meet workforce demands. Students can earn awards related to personal care aides, carpenters, and teacher assistants as well.

College Program Awards By Most Job Openings (HS degree or higher)

SOC Code	Occupational Title	Total Job Openings (2018-2028)	VVC Awards (2021-2022)	2020 Median Annual Wage	Education and Training Levels		
					Entry Level Education	Work Experience	On-the-Job Training
39-9021	Personal Care Aides	108,450	0	$0	HS	None	ST OJT
43-5081	Stock Clerks and Order Fillers	55,400	0	$0	HS	None	ST OJT
53-3032	Heavy and Tractor-Trailer Truck Drivers	40,870	0	$49,482	Cert	None	ST OJT
43-9061	Office Clerks, General	32,880	36	$36,812	HS	None	ST OJT
47-2031	Carpenters	26,250	0	$51,425	HS	None	APP
25-9041	Teacher Assistants	24,390	0	$0	PS/Cert	None	None
33-9032	Security Guards	23,930	0	$29,625	HS	None	ST OJT
53-3033	Light Truck or Delivery Services Drivers	23,630	0	$40,430	HS	None	ST OJT
29-1141	Registered Nurses	22,820	155	$105,883	BA/BS	None	None
43-4051	Customer Service Representatives	22,430	0	$37,785	HS	None	ST OJT

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Median annual wages are based on the first quarter of 2020. Some salaries may show $0 due to the pandemic. Therefore, the table below shows the top 10 job openings in Riverside and San Bernardino Counties that require at least a high school degree and a salary that is not $0. Students can earn five of the 10 jobs with the most openings. With awards in office clerks (36), registered nurses (155), secretaries (36), and operation managers (107). With the added addition of the CDL program the college added to meet the demand for heavy and tractor-trailer truck drivers.

College Program Awards By Most Job Openings (HS degree or higher/w salary)

SOC Code	Occupational Title	Total Job Openings (2018-2028)	VVC Awards (2021-2022)	2020 Median Annual Wage	Education and Training Levels		
					Entry Level Education	Work Experience	On-the-Job Training
53-3032	Heavy and Tractor-Trailer Truck Drivers	40,870	0	$49,482	Cert	None	ST OJT
43-9061	Office Clerks, General	32,880	36	$36,812	HS	None	ST OJT
47-2031	Carpenters	26,250	0	$51,425	HS	None	APP
33-9032	Security Guards	23,930	0	$29,625	HS	None	ST OJT
53-3033	Light Truck or Delivery Services Drivers	23,630	0	$40,430	HS	None	ST OJT
29-1141	Registered Nurses	22,820	155	$105,883	BA/BS	None	None
43-4051	Customer Service Representatives	22,430	0	$37,785	HS	None	ST OJT
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	21,580	36	$41,748	HS	None	ST OJT
11-1021	General and Operations Managers	19,130	107	$102,780	BA/BS	≥5 years	None
25-2021	Elementary School Teachers, Except Special Education	18,850	0	$93,187	BA/BS	None	None

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Similarly, students can earn two of the top 10 fastest growing jobs in Riverside and San Bernardino Counties. Awards in Information security analysts (32) and statisticians (24). The college offers degrees and certificates that are similar to other occupations listed below.

College Awards By Fastest Growing Jobs

SOC Code	Occupational Title	2018 Employment Estimate	2022 Projected Employment Estimate	Annual Average Percent Change	VVC Awards (2021-2022)	2020 Median Annual Wage	Education and Training Levels		
							Entry Level Education	Work Experience	On-the-Job Training
49-9081	Wind Turbine Service Technicians	180	290	6.1%	0	$70,698	Cert	None	LT OJT
53-7063	Machine Feeders and Offbearers	2,650	3,870	4.6%	0	$32,923	None	None	ST OJT
31-2011	Occupational Therapy Assistants	270	390	4.4%	0	$75,318	Assoc	None	None
29-1071	Physician Assistants	1,130	1,590	4.1%	0	$132,533	Master's	None	None
15-1122	Information Security Analysts	210	290	3.8%	32	$0	BA/BS	<5 years	None
15-2041	Statisticians	110	150	3.6%	24	$87,089	Master's	None	None
31-9097	Phlebotomists	1,390	1,880	3.5%	0	$44,921	Cert	None	None
29-2032	Diagnostic Medical Sonographers	600	790	3.2%	0	$87,794	Assoc	None	None
39-9021	Personal Care Aides	56,360	73,980	3.1%	0	$0	HS	None	ST OJT
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	64,410	84,460	3.1%	0	$31,927	None	None	ST OJT

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Students can earn three of the top 10 jobs fastest growing jobs in Riverside and San Bernardino Counties, that require a high school degree or higher. With awards in Information security analysts (32), statisticians (24), and software developers, applications (32).

College Awards By Fastest Growing Jobs (HS degree or higher)

SOC Code	Occupational Title	2018 Employment Estimate	2022 Projected Employment Estimate	Annual Average Percent Change	VVC Awards (2021-2022)	2020 Median Annual Wage	Education and Training Levels		
							Entry Level Education	Work Experience	On-the-Job Training
49-9081	Wind Turbine Service Technicians	180	290	6.1%	0	$70,698	Cert	None	LT OJT
31-2011	Occupational Therapy Assistants	270	390	4.4%	0	$75,318	Assoc	None	None
29-1071	Physician Assistants	1,130	1,590	4.1%	0	$132,533	Master's	None	None
15-1122	Information Security Analysts	210	290	3.8%	32	$0	BS/BA	<5 years	None
15-2041	Statisticians	110	150	3.6%	24	$87,089	Master's	None	None
31-9097	Phlebotomists	1,390	1,880	3.5%	0	$44,921	Cert	None	None
29-2032	Diagnostic Medical Sonographers	600	790	3.2%	0	$87,794	Assoc	None	None
39-9021	Personal Care Aides	56,360	73,980	3.1%	0	$0	HS	None	ST OJT
29-2099	Health Technologists and Technicians, All Other	3,040	3,960	3.0%	0	$0	Cert	None	None
15-1132	Software Developers, Applications	1,740	2,260	3.0%	32	$0	BS/BA	None	None

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Median annual wages are based on the first quarter of 2020. Some salaries may show $0 due to the pandemic. Therefore, the table below shows the top 10 fastest growing jobs in Riverside and San Bernardino Counties that require at least a high school degree and a salary that is not $0. Students can earn two of the 10 fastest growing jobs. With awards for statisticians (24) and nurse practitioners (155). Although some of these occupations require a bachelor's or higher.

College Awards By Fastest Growing Jobs (HS degree or higher/w salary)

SOC Code	Occupational Title	2018 Employment Estimate	2022 Projected Employment Estimate	Annual Average Percent Change	VVC Awards (2021-2022)	2020 Median Annual Wage	Education and Training Levels		
							Entry Level Education	Work Experience	On-the-Job Training
49-9081	Wind Turbine Service Technicians	180	290	6.1%	0	$70,698	Cert	None	LT OJT
31-2011	Occupational Therapy Assistants	270	390	4.4%	0	$75,318	Assoc	None	None
29-1071	Physician Assistants	1,130	1,590	4.1%	0	$132,533	Master's	None	None
15-2041	Statisticians	110	150	3.6%	24	$87,089	Master's	None	None
31-9097	Phlebotomists	1,390	1,880	3.5%	0	$44,921	Cert	None	None
29-2032	Diagnostic Medical Sonographers	600	790	3.2%	0	$87,794	Assoc	None	None
29-1171	Nurse Practitioners	1,560	2,020	3.0%	155	$133,565	Master's	None	None
29-9091	Athletic Trainers	140	180	2.9%	0	$58,907	BA/BS	None	None
31-2021	Physical Therapist Assistants	460	590	2.8%	0	$75,071	Assoc	None	None
29-2091	Orthotists and Prosthetists	110	140	2.7%	0	$83,166	Master's	None	I/R

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Demographic and Socioeconomic Data of Service Area
The ethnic breakdown of the college's service area is shown on the chart that follows based on U.S. Census 2020 data. By comparison, the college's student population overrepresents Hispanic/Latino and underrepresents Black or African American students and Asian/Pacific Islanders.

Race | Ethnicity	VVCCD Service Area	
Uncollected	unk	unk
Hispanic/Latino	196,284	52.3%
White Non-Hispanic	107,449	28.6%
Black/African American	42,039	11.2%
Two or More Races	13,721	3.7%
Asian/Pacific Islander	13,647	3.6%
Some other race	2,387	0.6%
American Indian/Alaska Native	1,726	0.5%
Total	**375,527**	100.0%

Cities included in "VVCCD Service Area" are Adelanto, Apple Valley, Hesperia, Lucerne Valley CDP[1], Phelan CDP, Spring Valley Lake CDP, and Victorville. Socioeconomic data from the American Community Survey from Census 2020 for major incorporated cities only (Apple Valley, Hesperia, Victorville).

Sites
The college's off-campus sites are listed below:

- Regional Public Safety Training Center (RPSTC), 19190 Navajo Road, Apple Valley, CA 92307
- Southern CA Logistics Airport (SCLA), 18368 Phantom W, Victorville, CA 92394

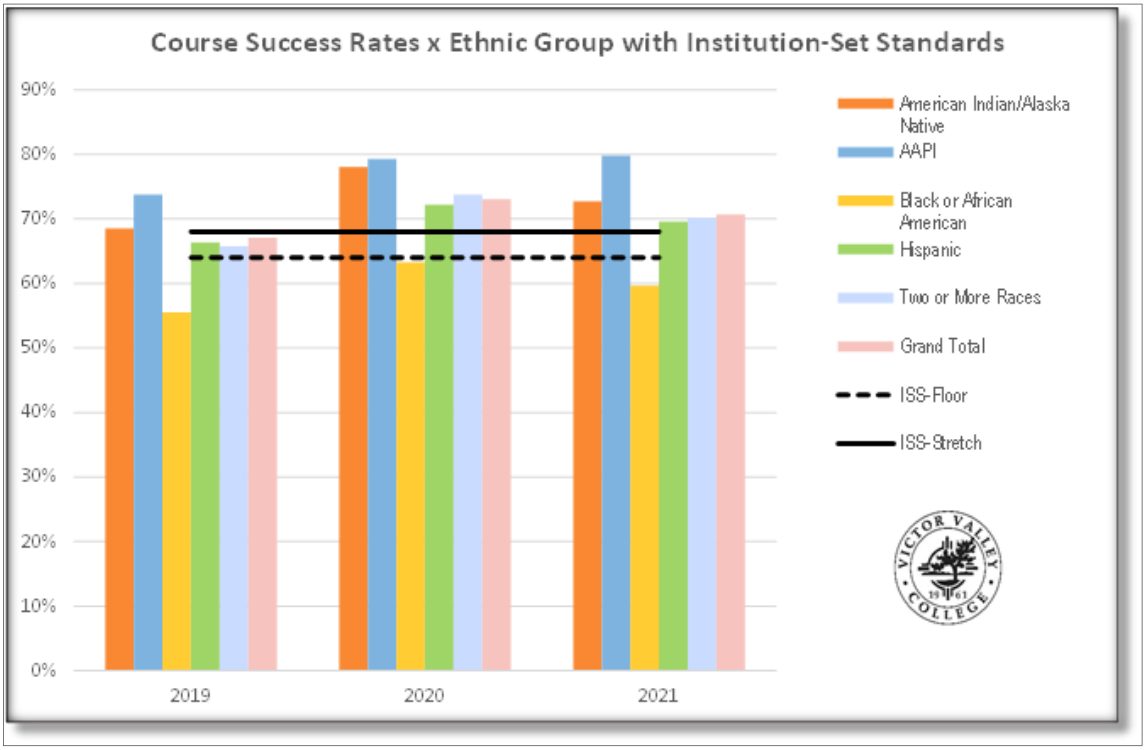
Specialized or Programmatic Accreditation
Nursing Program approved by the California Board of Registered Nursing
Paramedic Program accredited by the Inland Counties Emergency Medical Agency
Respiratory Therapy Program accredited by the Committee on Accreditation for Respiratory Care

Presentation of Student Achievement Data and Institution-Set Standards
The college formally conducts annual reviews of student learning and achievement across the institution as part of its evaluation, planning, and budget augmentation request process. The measures align the college's goals with the state's Vision for Success and are evaluated against institution-set standards that are recalibrated every spring in preparation for the ACCJC Annual Report. The measures and operational definitions follow:

Successful Course Completion
This rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in a credit course at census in the year shown. The college recognizes that the performance of Black/African American students over the past three years falls below the floor of the institution-set standard (or ISS, shown as a dotted black line on the chart below). To address this issue the college has been intentional in focusing on Black/African American students by implementing plans to strengthen the Umoja program, with intention of it becoming a

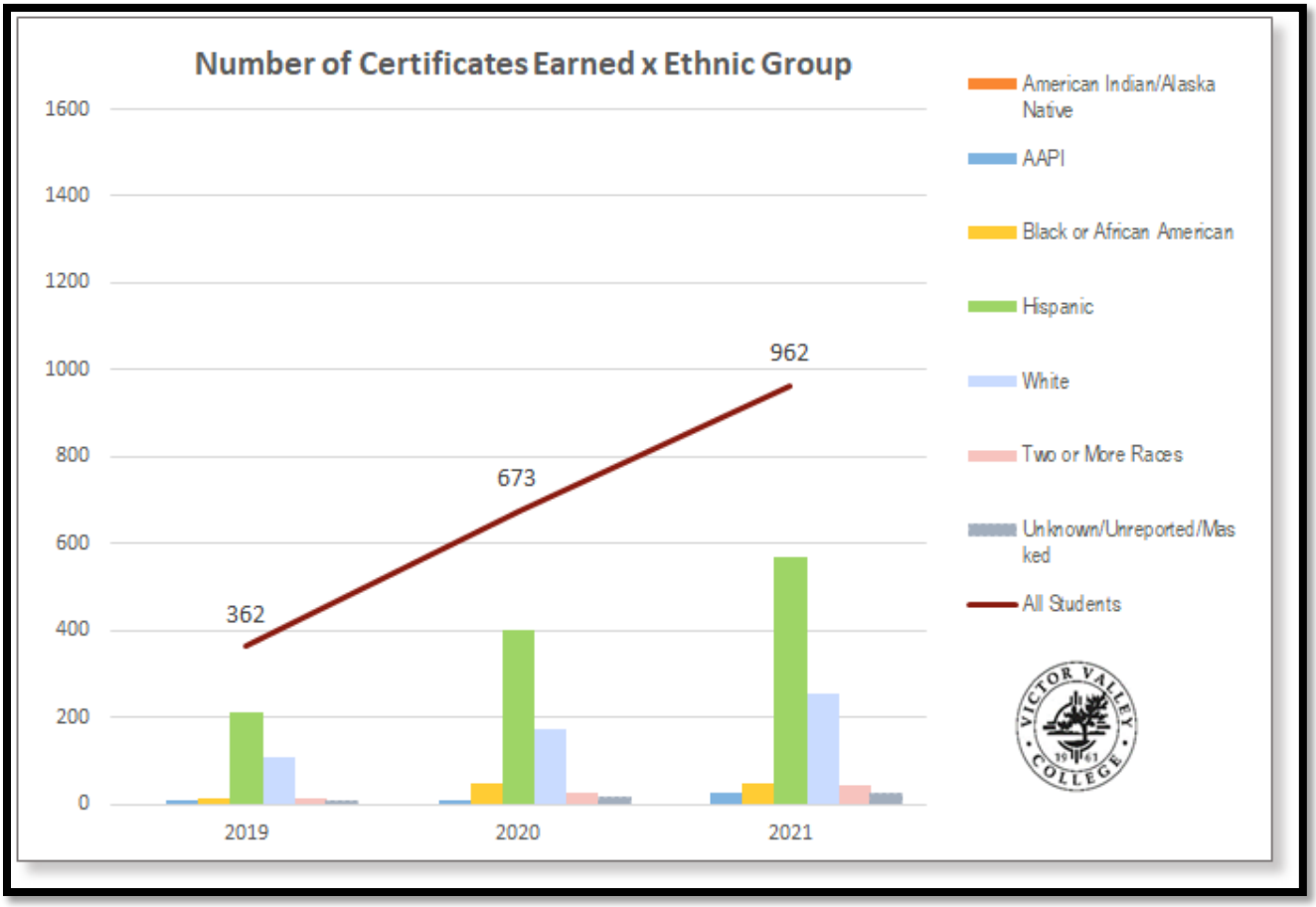
[1] CDP = Census Designated Place

fifth engagement center to complement the current four guided pathway engagement centers. The college has recently provided stipends for faculty to complete the Center for Organizational Responsibility and Advancement courses of Best Practices for Teaching in the Community College and Teaching Men of Color in the Community College. The college has also become involved in the Basic Skills Initiative Learning Institute and has recently been awarded a grant for Culturally Responsive Pedagogy and Practices Innovation. Through practices and professional development, the college expects to see increases in our Black/African American success rates.

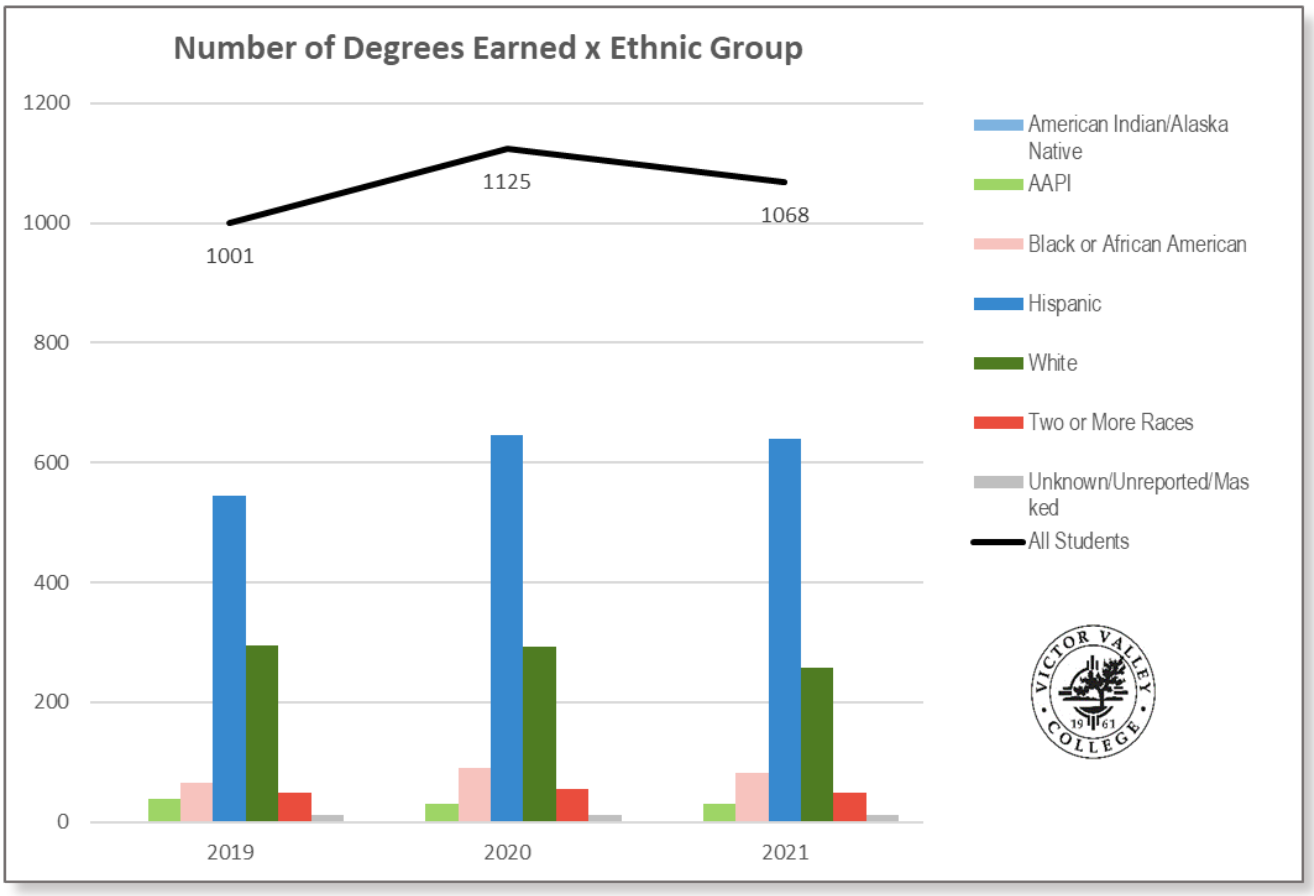


Certificate and Degree Completion

Certificate completion is represented by the number of Chancellor's approved certificates awarded with 16 or more units of credit in the year shown. There is an upward trend in certificates earned by Hispanic and Black/African American students with an average annual growth of 106 percent from 2018-19 to 2020-21.

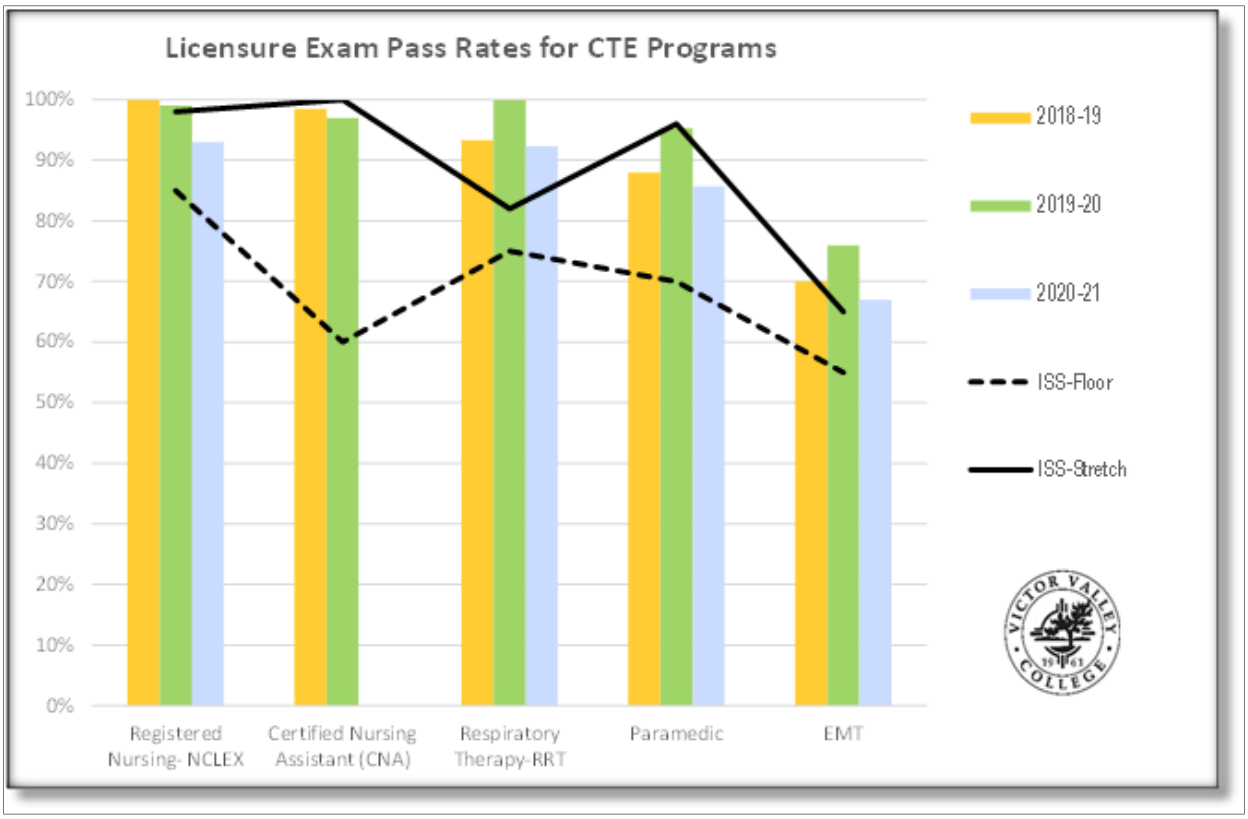


Completion is represented by the number of associate degrees awarded in the year shown. There is a mixed trend in degrees conferred across all ethnic groups for 2018-19 thru 2020-21, ostensibly due to the COVID-19 quarantine and its generalized effect on overall enrollment and attendance.



Licensing Examination Pass Rates

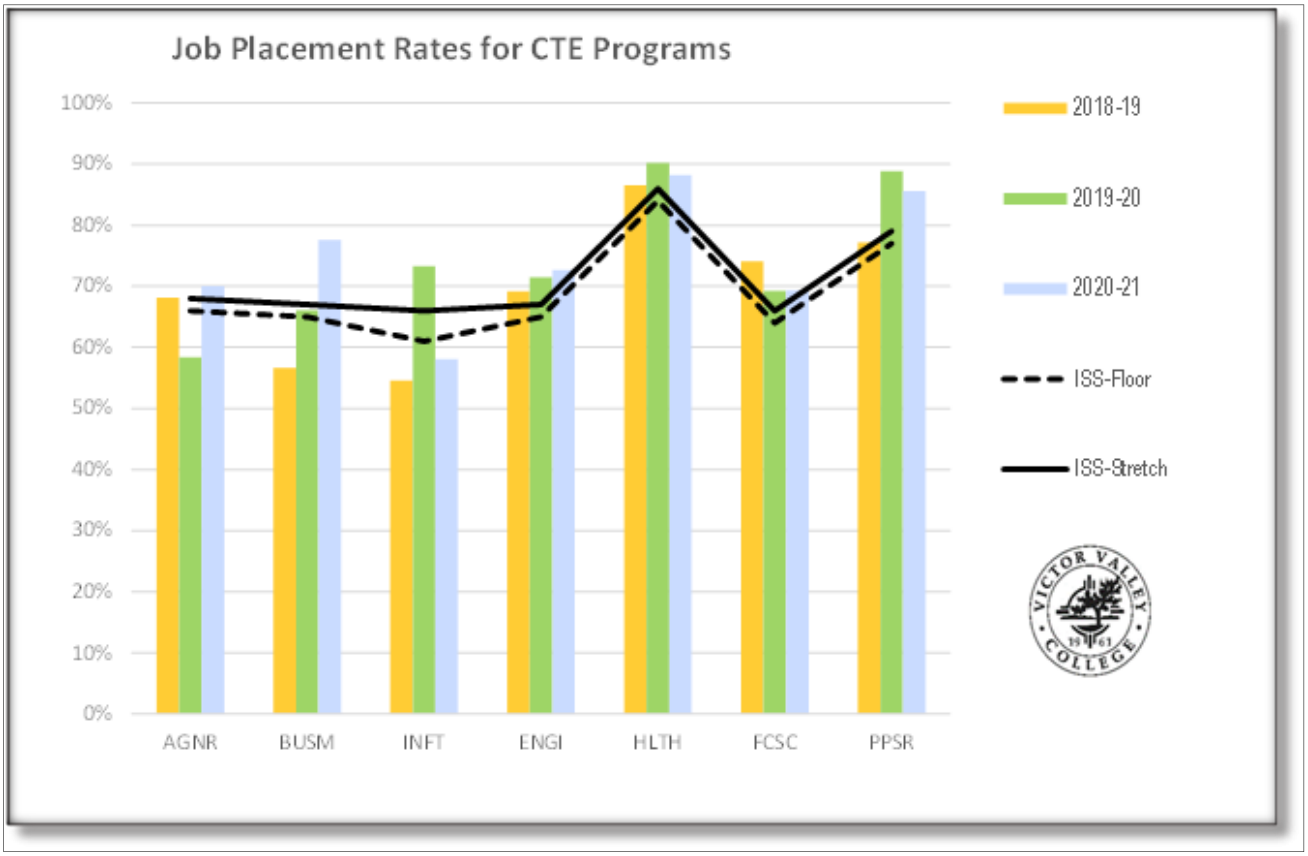
Examination pass rates for programs in which students are required to pass licensure or other similar examination in order to work in their field of study in the year shown are tracked annually.



Job Placement Rates for CTE Students

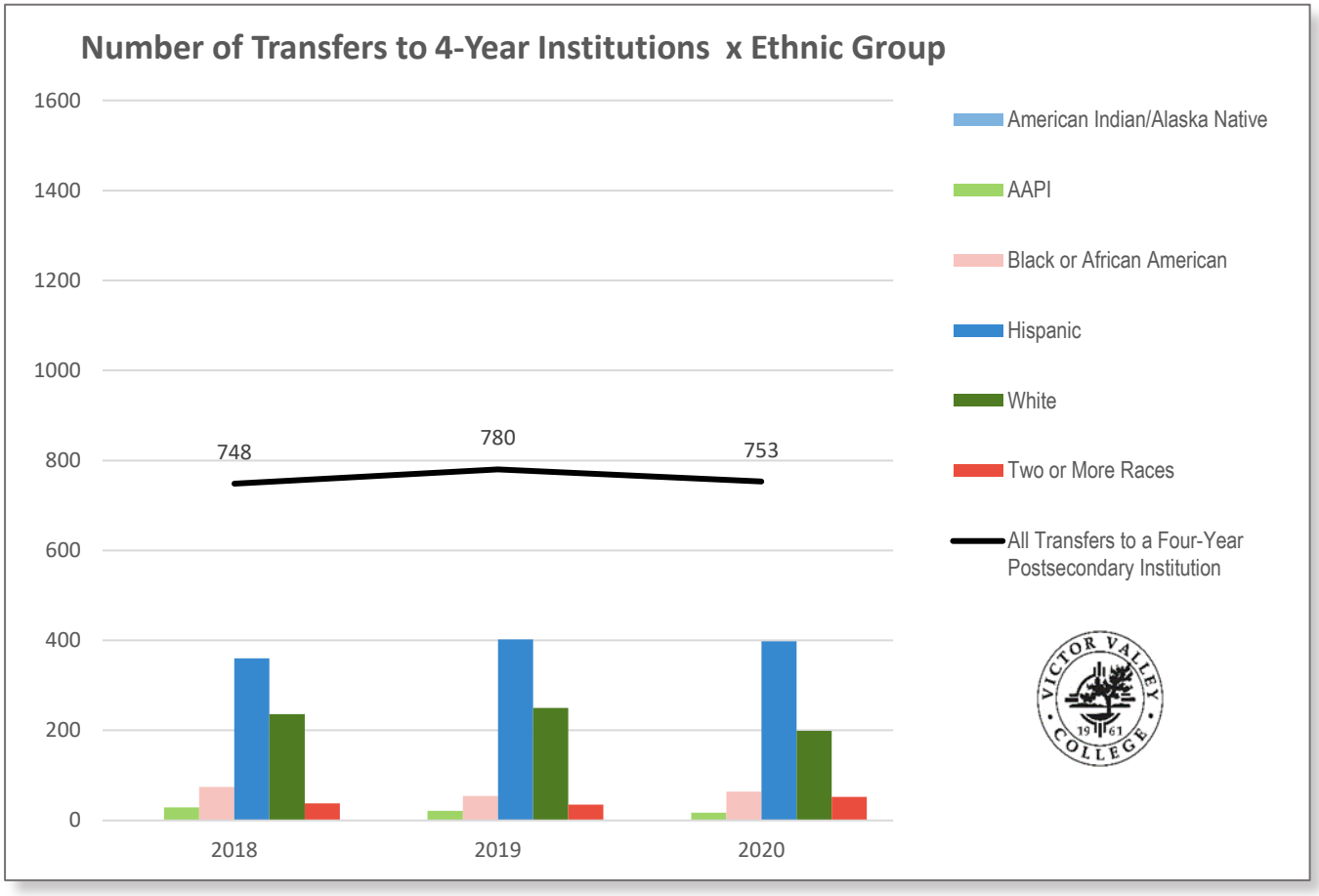
Employment rates are calculated for students in career technical education (CTE) programs who exited the college and did not transfer to any postsecondary institution; they represent the proportion of students who were unemployed and became employed after exiting the college in the year shown based on the state's Employment Development Department Unemployment Insurance Wage File. The CTE programs shown below are as follows:

AGNR	AGRICULTURE AND NATURAL RESOURCES
BUSM	BUSINESS AND MANAGEMENT
INFT	INFORMATION TECHNOLOGY
ENGI	ENGINEERING AND INDUSTRIAL TECHNOLOGIES
HLTH	HEALTH
FCSC	FAMILY AND CONSUMER SCIENCES
PPSR	PUBLIC AND PROTECTIVE SERVICES



Transfer to Four Year Institutions

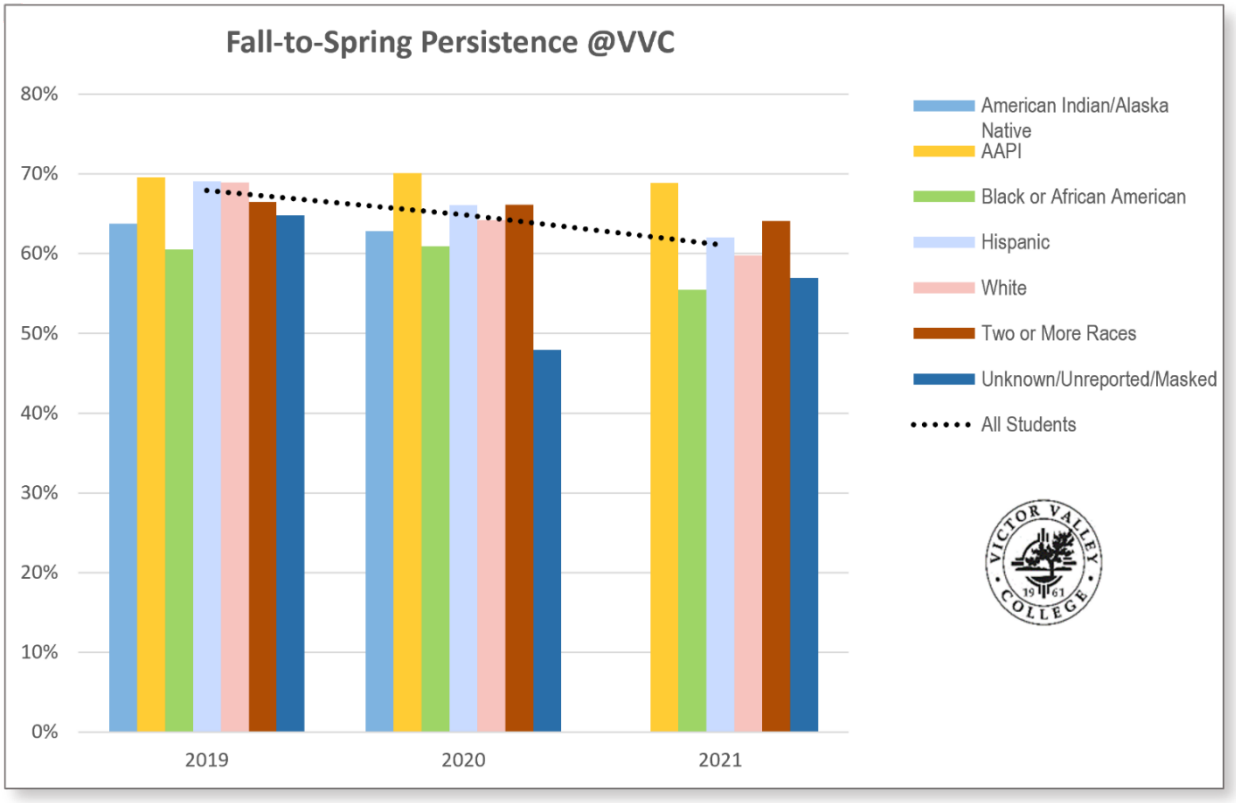
Transfer to four-year Institutions is monitored by reporting on the number of students earning 12 or more units who exited the college and enrolled in a four-year college or university in the year shown. There is a mixed trend over the period of 2018 through 2020, however the college has outperformed its aspirational or stretch ISS by 17 percent (on average over 100 transfers) for the period of 2018 through 2020.



Additional Measures with Institution-Set Standards

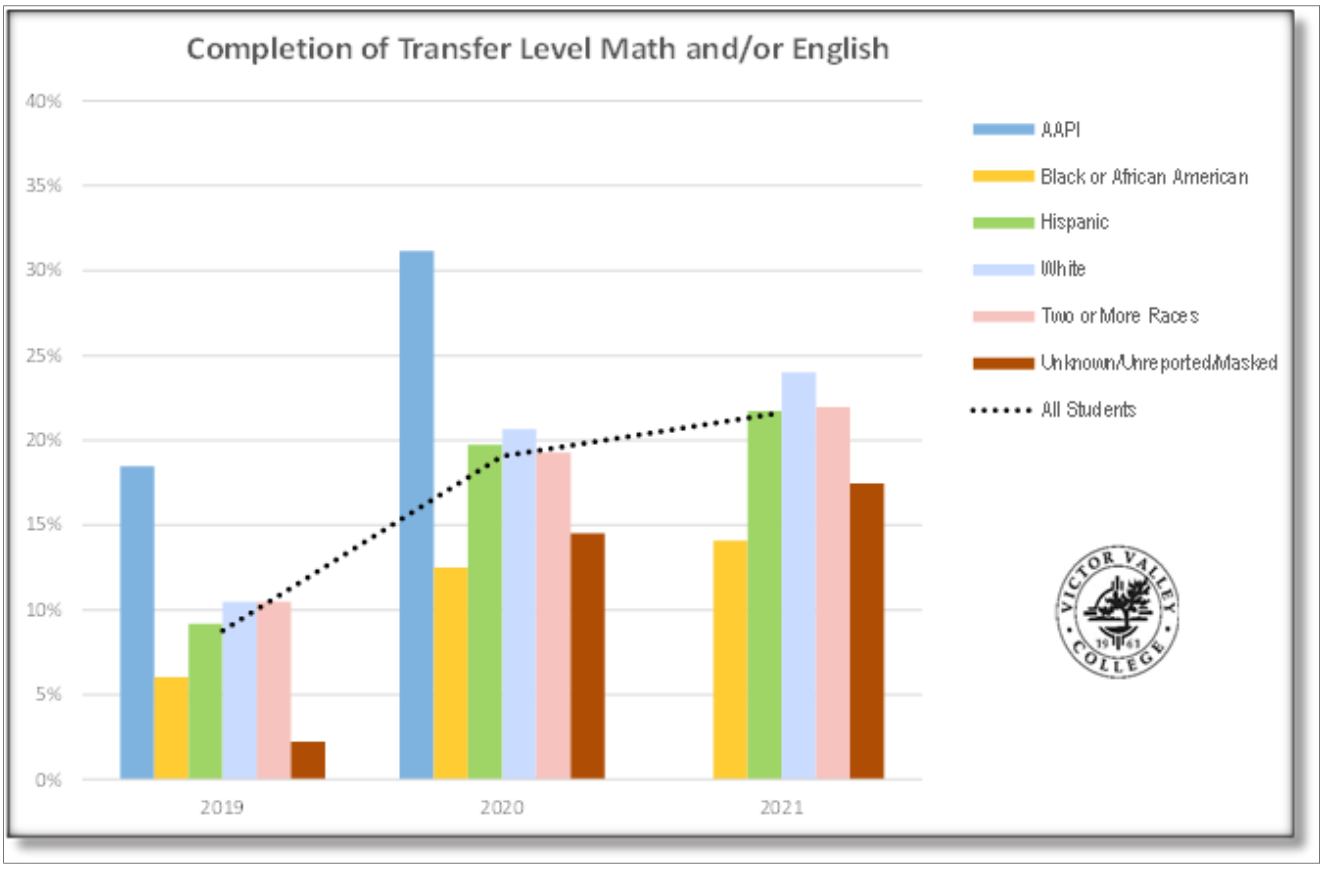
As of this writing, the college's academic senate will be considering whether to adopt institution-set standards for two additional measures, as they represent key leading indicators of progress toward the above lagging measure of outcomes of completion, thereby enabling earlier, focused intervention.

- Term to term persistence (The proportion of students who persisted from fall to spring at the college in the selected year, excluding students who completed an award or transferred to a postsecondary institution).



Persisted from Fall to Spring at the Same College	2019	2020	2021
American Indian/Alaska Native	64%	63%	
AAPI	70%	70%	69%
Black or African American	61%	61%	55%
Hispanic	69%	66%	62%
White	69%	64%	60%
Two or More Races	66%	66%	64%
Unknown/Unreported/Masked	65%	48%	57%
All Students	**68%**	**65%**	**61%**

Transfer level math and/or English course completion (The proportion of students in the year shown who completed either or both transfer-level math and English in their first academic year of credit enrollment at the college).



Completed Transfer-Level Math and English	2019	2020	2021
AAPI	18%	31%	
Black or African American	6%	13%	14%
Hispanic	9%	20%	22%
White	10%	21%	24%
Two or More Races	10%	19%	22%
Unknown/Unreported/Masked	2%	15%	17%
All Students	**9%**	**19%**	**22%**

Organization of the Self-Evaluation Process

On September 30, 2022, the college convened an Accreditation kick off meeting to mark the beginning of its institutional self-evaluation cycle. On November 8, 2022, Accreditation steering

committee and Standard writing teams (SWT) attended an ACCJC Advance ISER Training by ACCJC Vice President and college liaison Dr. Catherine Webb.

Team: Accreditation Steering Committee
Charge: Responsible for guiding the progress and the process related to accreditation as defined by the Accreditation Commission for Community and Junior Colleges (ACCJC). Members of the steering committee are expected to become experts on ACCJC Eligibility Policies, Accreditation Policies, and Standards. Members are also expected to serve as resources to the campus communities. Functional responsibilities are listed below.

- Be able and committed to learning all the necessary components of Accreditation to be a resource for the campus
- Be able and committed to guide the Accreditation process and progress
- Be able and committed to coordinate training sessions for faculty, staff, and administrators about Accreditation, Standards, Policies, and Procedures
- Help develop timelines and deliverables for Accreditation
- Help establish subgroups. For example, help establish working groups versus Standards groups
- Assist in setting up guidelines for effective participation and timely completion of group assigned tasks
- Review and provide general input on reports related to unit functions
- Assist in identifying and appointing Accreditation report editors

Member Titles	Member Names
College President	Dr. Daniel Walden
Executive Vice President of Instruction, Innovation, and Student Success (Accreditation Liaison Officer)	Dr. Todd Scott
Deputy Superintendent/Executive Vice President of Administrative Services	John Nahlen
Vice President of Human Resources	Monica Martinez
Vice President of Student Services	Art Lopez
Executive Dean of Research and Institutional Effectiveness	Virginia Moran
Chief information Officer	Steven Birmingham
Instructional Dean	Dr. Henry Young
Director of Facilities	Kevin Gee
Director Marketing & Public Information Officer / ASB Advisor, Public Relations / ASB	Robert Sewell
Assessment & Accreditation Coordinator	Jan Espinoza
Noninstructional Program Review Lead	Mason Blanche
Instructional Program Review Coordinator	Regina Brown
Student Learning Outcome Coordinator	Dr. Julia Wendt
Institutional Effectiveness Committee Chair	Virginia Moran
Academic Senate President	Lynne Glickstein
AFT President	April Allen
CTA President	Tracy Davis
CSEA President	Debbie Petersen
ASB President	DeAnn Fulton

Team: Standards and Writing Teams (SWT)
Charge: Each member of these teams will

- Organize meeting schedule that supports the Steering Committee timeline
- Become experts on the content of the Standard
- Research, collect and lodge evidence of meeting the Standard
- Identify performance gaps and needs relative to the Standard
- Collaborate with other Standard and writing teams
- Report findings and progress to the Accreditation Steering Committee
- Write and revise the report relative to the Standard

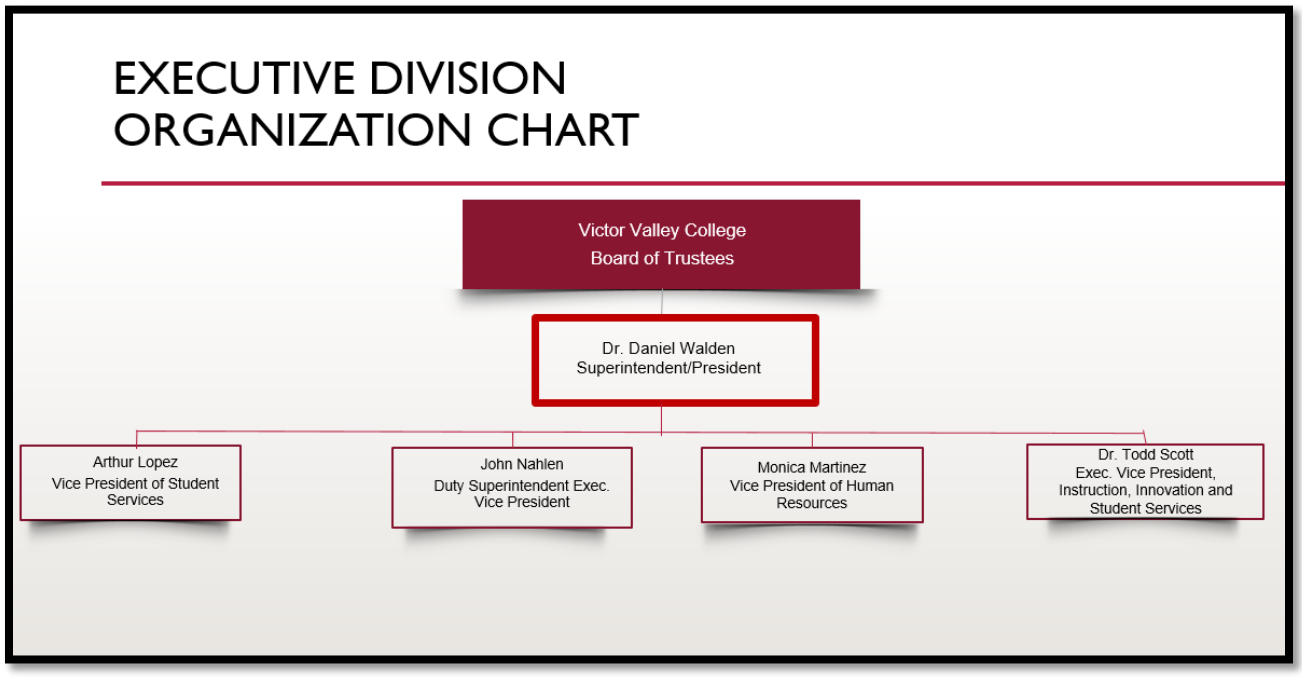
Members – Standard I
Art Lopez
Jan Espinoza
Julia Wendt
Lorena Dorn
Lorena Newson
Mason Blanche
McKenzie Tarango
Patty Golder
Regina Brown
Todd Scott
Virginia Moran

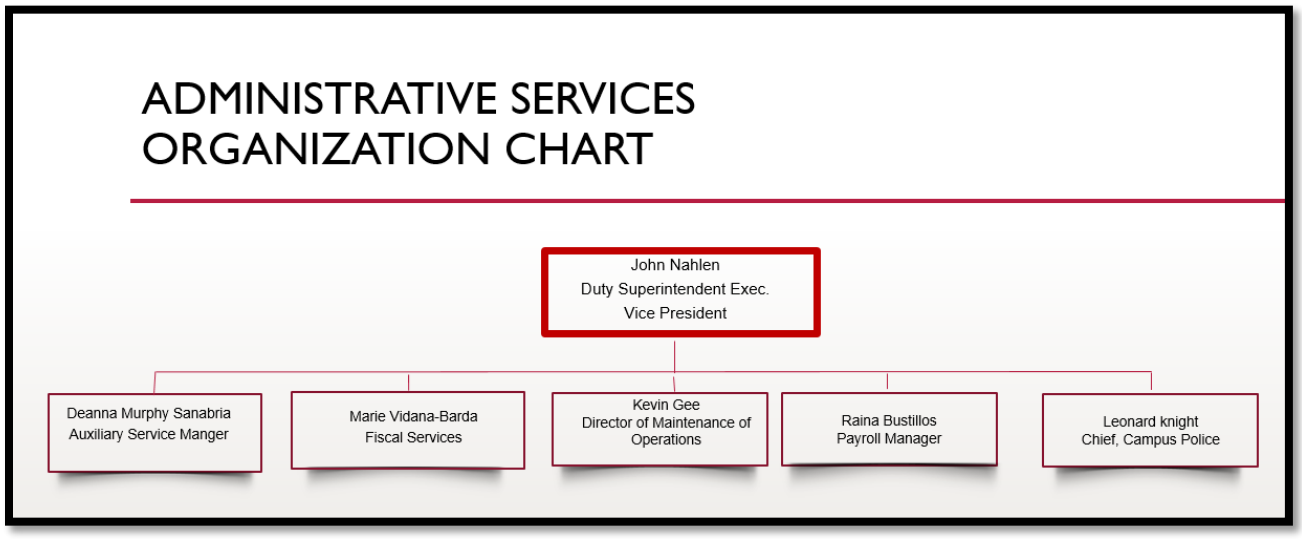
Members – Standard II
Amy Azul
Artie Allen
Debby Blanchard
Edward Alvarez
Elizabeth Duarte
Henry Young
Julia Wendt
Lyman Insley
Leslie Huiner
Mason Blanche
Wesley Wilson

Members – Standard III
Amy Espinoza
Brian Peters
JeriKay Falkowski
Kelly Murphy
Marie Vidana-Barda
Monica Martinez
Nonnie Compton
Patty Golder

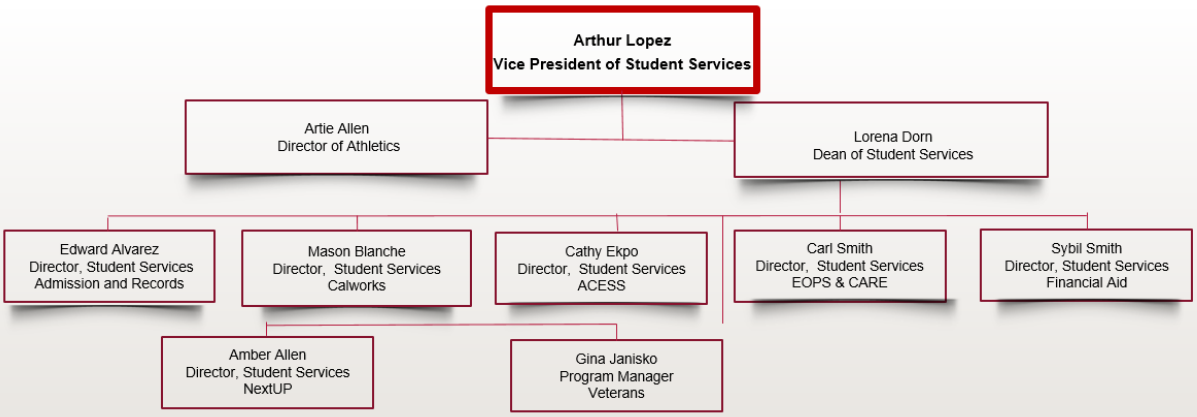
Members – Standard IV
Daniel Walden
Michelle Painter
Todd Scott

Organizational Information

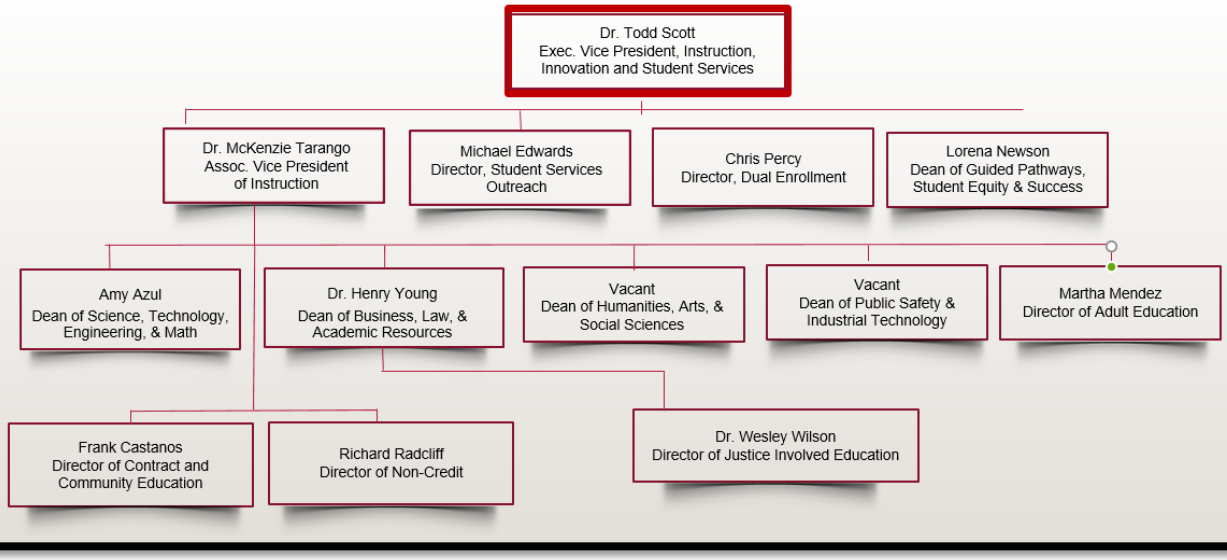


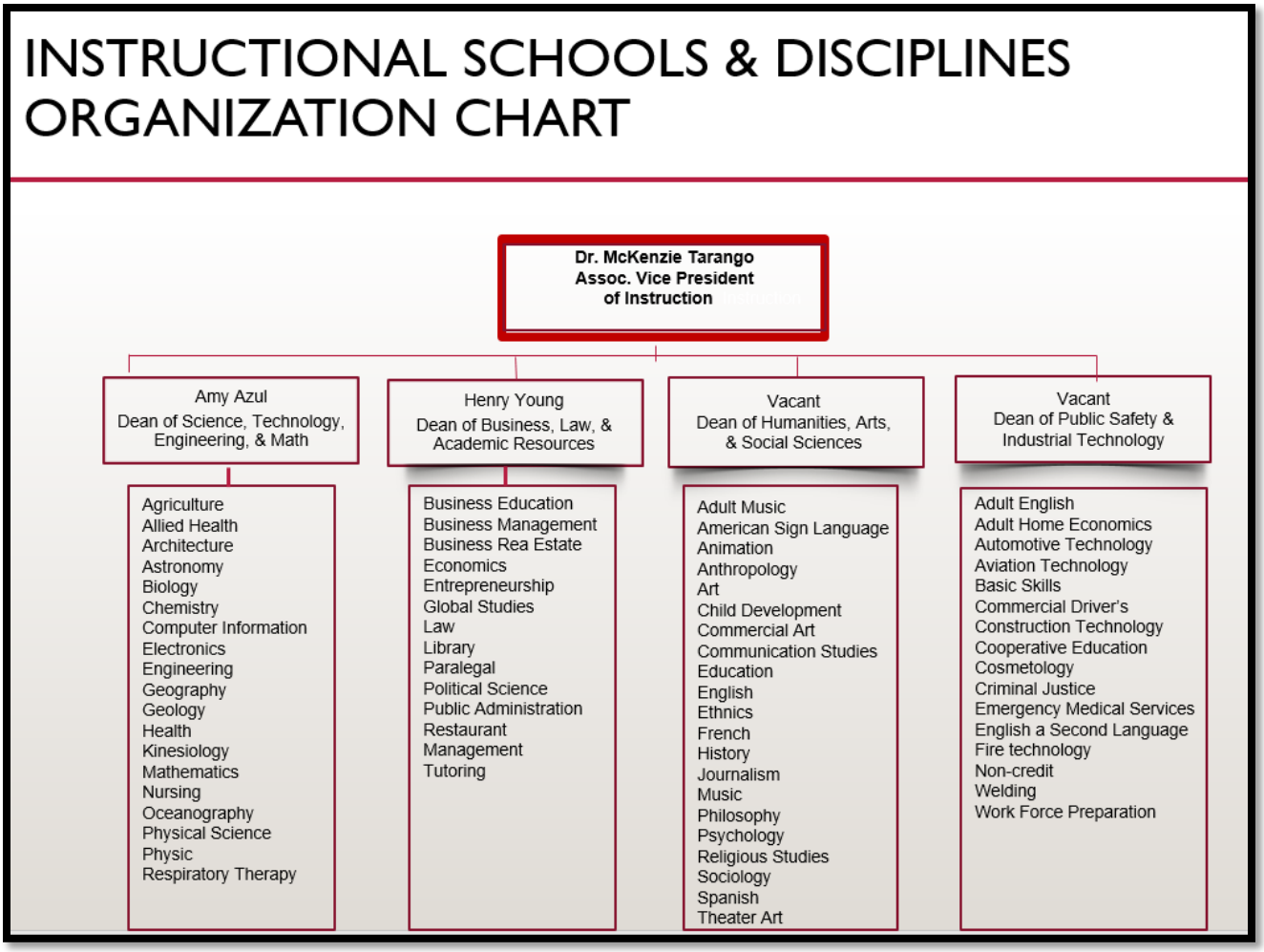


STUDENT SERVICES ORGANIZATION CHART



INSTRUCTIONAL DIVISION ORGANIZATION CHART





Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Victor Valley College has been authorized to operate as an accredited, public 2-year institution of higher education through the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges since 1963 [ER.1-01].

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

The institution has operated continuously and has been fully accredited since 1963. The three-year

enrollment data are:

- 2020 – 2021: 14,322
- 2021 – 2022: 14,364
- 2022 – 2023: 17,615

The three-year enrollment data shows the college continues to experience growth in enrollment. The current schedule of classes is shown on the courses and course sections webpage [ER.2-01]. The college offers a comprehensive variety of associate degrees, certificates, and career education programs.

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Victor Valley College offers 116 credit certificate programs, eight noncredit certificates, 33 associate degree programs, and 25 associate degree programs for transfer. All of the programs are active in the State Chancellor's Office Curriculum Inventory after receiving approval through the college's local approval process and approved by the college's governing board [ER.3-01].

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The current superintendent/president of Victor Valley College is Dr. Daniel Walden appointed by the governing board on January 2, 2019, after a nationwide search. Dr. Walden had 21 Years of various administrative roles in the California Community College system prior to the appointment to Victor Valley College. The superintendent/president serves as the chief executive officer of the college and is responsible for the development of all programs and services for the college. The superintendent/president is hired by the Victor Valley Community College District governing board. The superintendent/president is not a voting member of the governing board per board policy 2010 but attends and participates in all governing board meetings [ER.4-01].

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

An independent certified accounting firm conducts year end audits for the Victor Valley Community College District. These audits include a review of the previous year's recommendations, financial documents, expenditures, and internal audit processes. All audit reports are presented to the governing board [ER.5-01].

Certification of Continued Institutional Compliance with Commission Policies

Victor Valley College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

Information on the 2023 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is made available to the public through the Accreditation website [CP-01]. Instructions for submitting third-party comments to the Accrediting Commission for Community and Junior Colleges (ACCJC) online and in writing are available on the Accreditation website [CP-02]. Victor Valley College is committed to cooperating with the review team on items related to the third-party comment and in alignment with the Commission Policy on Rights, Responsibilities, and Good Practice with Member Institutions. Additional related information is located in Standard I.C.12.

The college complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions on third-party comments. Information on the 2023 Institutional Self-Evaluation Report (ISER), site visit, and visiting team is made available to the public through the Accreditation website [CP-02]. Instructions for submitting third-party comments to the Accrediting Commission for Community and Junior Colleges (ACCJC) online and in writing are available on the Accreditation website (Third Party comment). Victor Valley College is committed to cooperating with the review team on items related to the third-party comment and in alignment with the Commission Policy on Rights, Responsibilities, and Good Practice with Member Institutions. Additional related information can be found in Standard I.C.12.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The institution-set standards on degree, certificate, and transfer as well as course success rates, aligning with the college's mission. Programs with licensure pass rates are publicly posted on program webpages [CP-03]. Institution-set standards are also published on the college's website and embedded within the student success dashboards used by management, faculty, and staff [CP-04, CP-05]. Additional information related to Standards and performance is in Standard I.B.3.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit hour assignments are described in AP 4024 [CP-06] and degree program lengths are within the range of good practice in higher education and comply with California regulations, C-ID, and transfer degree agreements [CP-07], that align with four-year institutions. The college uses the Carnegie unit to define the credit hour. The appropriate formula for credit hour is defined within AP 4020 [CP-08] and contained in the college's CurriQunet META curriculum management system. The college ensures

accuracy and consistency in assigning credit hours. The college website, catalog, and curriculum documents comply with units, hours, rigor, and adherence to higher education practice [CP-09, CP-10]. Degrees and credits comply with the Commission's policies, Standards for institutions of higher education, and California Community Colleges Chancellor's Office (CCCCO) regulations. Tuition and fees are described in the college catalog [CP-11]. Additional information may be found in Standards II.A.5 and II.A.9.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The college discloses Transfer of Credit policies to students and to the public through the website, catalog [CP-12], and other college publications, including acceptance of incoming transfer units, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and other testing options. In the Spring of 2022, the Victor Valley Community College District governing board approved a credit for prior learning policy 4035 [CP-13]and the faculty academic senate approved administrative procedure 4235 [CP-14] (Credit for Prior Learning) in the spring of 2022 and the procedures for obtaining credit are detailed in the 2022-2023 catalog. Additional information related to the transfer of credit is located in Standard II.A.10.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Victor Valley College uses its distance education advisory committee (DEAC) and curriculum committee to ensure the application of consistent guidelines to courses taught virtually, and therefore considered as distance education (DE), to ensure DE courses provide the same level of instruction with a focus on quality, accountability, and student outcomes as classes taught face to face. These guidelines include best practices for regular and substantive interaction between the students and the instructor [CP-15]. The charge of the DEAC is to make collaborative decisions and recommendations for maintaining and improving the quality of all aspects of distance education offered at Victor Valley College. Its charge is also to review distance education courses and provide feedback to instructors on how to align their courses to quality design standards, in addition to legal and Accreditation requirements [CP-16]. The college uses multi factor authentication process that students must use to access the Canvas learning management system. Additionally, many faculty deploy the Respondus software which requires students, when taking online exams, to use a camera to ensure that in fact, the student who is taking the exam is the student of record.

Correspondence education courses are reviewed in a similar manner as distance education courses, ensuring that the method of instruction is appropriate, the interaction between the faculty member and the student is regular and substantive, and how learning is to be evaluated [CP-17]. The VVC justice-involved education program works cooperatively with the education supervisors at Federal Correctional Complex-Victorville to verify student identification [CP-18]. Additional information related to distance and correspondence education is located in Standard I.C.8, II.A.5, II.A.7, II.B.1, and II.C.1.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

Victor Valley College has clear policies and procedures for handling student complaints administrative procedure 5530 provides students a series of prompt and equitable means of resolving complaints and

grievances. The student complaint form and process are accessible to students in the college catalog and online [CP-19]. Victor Valley College posts on its Accreditation website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for those entities (Accreditation Program Specific). Information on student rights and responsibilities, including resolving violations, is available to students and the public through the college catalog [CP-20] and the college website [CP-21].

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

Victor Valley College provides clear and accurate information to students and the public in all college publications and through the website. The college uses the college website, the college catalog (printed and online), and the schedule of classes as primary outreach tools. These resources are focused primarily on course and education program information and student services along with regulatory and enrollment information related to educational programs. Additional information related to this regulation is located in Standard I.C.1, I.C.2, and I.C.12.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Victor Valley College complies with the requirements of Title IV of the Higher Education Act. The college provides evidence of compliance with US Department of Education Title IV regulations, including findings from any audits [CP-22], which are reported by the college annually and regularly presented at governing board meetings. The college follows federal regulations that require first time borrowers of direct loans to receive entrance counseling available at studentaid.gov. Title IV and State Student Eligibility Requirements and Policies are outlined on the college's financial aid website [CP-23]. The college follows standard practices with regard to financial responsibility requirements, program record keeping, and accountability. Additional information related to financial aid is located in Standard I.C.6 and II.C.3.

Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
The college's mission is core to its institutional identity and is described in the current Educational Master Plan (EMP) through its statements of vision, mission, and values, [I.A.1-01] and website [I.A.1-

02]. Evident in these formal statements, as well as other college publications, are critical components of its mission:

- The college's statement of vision [I.A.1-01] describes its broad educational purposes of equity and social justice, promoting civic engagement, and meeting community needs.
- Implicit in the college's statement of mission [I.A.1-01] is its intended student population, which is all community members seeking academic advancement, workforce development, and personal growth.
- Available degree and certificate programs are interactively provided on the website [I.A.1.-03] with detailed descriptions included in the catalogs [I.A.1-04].
- The college's commitment to student learning and achievement, in addition to being specifically mentioned in its statements of vision and mission, is best expressed in the strategic framework [I.A.1-05] used to guide its key priorities, strategy development, and allocation decisions. Details of how this is used to align and integrate college operations are detailed under Standard I.B and referenced in Standard I.A.2 below.

Analysis and Evaluation
The college meets this Standard and related eligibility requirement (ER6) by describing its broad educational purposes, intended student population, degree and certificate programs offered, and its commitment to student learning and achievement in its educational master plan. These components are also publicly communicated via the college website and catalog and are used as a guiding framework for institutional planning and decision making.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
The college's program review, planning, and allocation system [I.A.2-01] is an annual process incorporating the use of noninstructional program level outcomes and student achievement data. These are studied at the program level to monitor how effectively programs are making progress on their priorities and basic operations; this analysis is then applied to its PRAISE (Program Review, Allocations, and Institutional Strategies for Excellence) report to support any requests for allocation necessary to support planned improvements. Allocations stay focused through the application of a rubric based on the key priority areas of the EMP strategic framework [I.A.2-02].

Additionally, several governance committees also incorporate the use of data to evaluate whether students' educational needs are being met:

- The finance, planning, and budget committee (FBPC) uses data from a rubric used to evaluate PRAISE allocation requests, and any updates on the impact of past allocations. In this way, the college ensures any new or redistribution of resources is aligned with the key priority [I.A.2-03], a representation of its mission.
- The academic senate's student learning outcomes and assessment committee (SLOAC) evaluates and prepares an annual report of the college's institutional learning outcomes (ILO) assessments, providing a summary of findings and recommendations for improvement.

- One of the purposes of the institutional effectiveness committee (IEC) is to review and report "institutional performance measures, providing the feedback loop of objective data used to monitor and compel continuous improvement of the College's effectiveness." Updates on the EMP blueprints are collected and reported to monitor progress on implementation blueprints [I.A.2-04}. Where data indicate that progress is stalled or not started, senior leaders have made modifications to the education master plan blueprints that enable refinement of our strategies and/or adjustment to operations. In this way, the college remains focused on its mission.

Analysis and Evaluation
The college meets this Standard through its comprehensive program review, planning, and allocation system conducted annually across its instructional and noninstructional programs. Data use is inherent in the process at the program level, with each program determining its progress on mission and requesting any resources required to meet student and program needs. At the institution level, data use is evident in the operations of several governance committees. The FPBC uses and generates data necessary to determine new or reallocations supporting improvement plans. The academic senate SLOAC uses ILO assessment results to suggest recommendations for improvement. The IEC generates data on EMP progress to monitor the college's overall progress on mission.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
Central to the college's institutional identity, supportive planning systems, and determination of its effectiveness is its statement of mission. This is formalized in the following board policies and corresponding administrative procedures:

- Board policy 1200 (district vision) and administrative procedure 1200 (review of district vision, values, mission & goals) [I.A.3-01, I.A.3-02].
- Board policy 1202 (institutional effectiveness) and administrative Procedure 1202 (implementing institutional effectiveness) [I.A.3-03, I.A.3-04].

Alignment of programs and services to the mission is monitored annually through the college's program review, planning, and resource augmentation request process locally known as PRAISE [I.A.3-05, I.A.3-06, I.A.3-07, I.A.3.08].

Analysis and Evaluation
The college meets the Standard. Program alignment with the mission is embedded in work systems supporting program review, planning, and budget augmentation requests. This occurs at the unit level as programs are evaluating and planning their budget requests, as well as at the institutional level as those requests are evaluated in terms of contribution to the mission.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The process for periodic review of the mission has been formalized in administrative procedure 3250 since 2010 [I.A.4-01]. It was most recently reviewed and updated in 2019 and was the main driver of the most recent educational master plan of 2020. In addition to adopting statements of vision, mission, and values as board policy since 2001 [I.A.4-02], the college publishes these statements on its website, its educational master plan, and college catalog [I.A.4-03, I.A.4-04, I.A.4.05, I.A.4-06].

Analysis and Evaluation
The college meets the Standard, the college mission is widely published, formalized in an administrative procedure and has been reviewed by the governing board in 2019 and 2020.

Conclusions on Standard I.A: Mission
The college meets this Standard through the published and reviewed mission describing broad educational purposes, its comprehensive program review, planning, and allocation system conducted annually across its instructional and noninstructional programs using data. Also, programs are aligned with the mission which is embedded in program review, planning, and budget augmentation requests.

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. **The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard
The college engages in regular reflective dialogue and provides opportunities for its campus community to guide improvements in student outcomes, learning and achievement as well as student equity, academic quality, and institutional effectiveness. Dialogue and planning occurs at multiple levels within the college's decision-making framework, including the governing board, college council and its subcommittees, the academic senate and its subcommittees, and the associated student body, all of which are in alignment with board policies and the college's educational master plan [I.B.1-01, I.B.1-02 , I.B.1-03, I.B.1-04, I.B.1-05, I.B.1-06, I.B.1-07, I.B.1-08], applicable board policies: BP 2015 [I.B.1-09], BP 2200 [I.B.1-10], BP 2310 [I.B.1-11], BP2510 [I.B.1-12], BP 4000 [I.B.1-13], BP 7100 [I.B.1-14], EMP [I.B.1-15].

In pursuit of the college's commitment to continuous improvement, program reviews are compiled yearly for review by academic deans, the vice president of instruction, finance, budget and planning committee, the superintendent/president's cabinet, and the superintendent/president. This results in yearly reflections of how instructional and noninstructional areas are engaging in unit level discussions to improve learning outcomes as well as academic and support services quality [I.B.1-16, I.B.1-17]. The program review process is guided by the appointed instructional program review committee (IPRC), instructional and noninstructional coordinator to provide feedback and guidance on the process. The IPRC continually engages and seeks feedback from other key campus decision-making bodies including but not limited to the academic senate, the student learning outcomes and assessment committee (SLOAC), the finance, budget, and planning committee (FBPC), the institutional effectiveness

committee (IEC) and college council [I.B.1-18, I.B.1-19]. Collaborations within and between these decision-making bodies encourage continued dialogue and support of the college's commitment to academic excellence.

Each decision-making body demonstrates commitment to student equity initiatives through designated committees which regularly report to campus constituencies. The college has three participatory governance committees focusing on diversity, equity, and achievement; the diversity, equity, and inclusion committee, the employee professional development committee, and the student equity and achievement committee, which meet regularly and provide updates and planning recommendations to college council monthly [I.B.1-21]. Participatory governance committees have members from the associated student body, the academic senate, classified professionals, management, and administration [I.B.1-22]. Recommendations from these committees have been used to develop and provide high quality and diverse professional development opportunities focused on academic excellence and diversity, equity, inclusion, accessibility and antiracism initiatives for management, faculty, and staff [I.B.1-23, I.B.1-24, I.B.1-25]. In tandem with committee recommendations, the campus meets in Aspen congress to address innovative techniques to improve student learning and achievement outcomes from all campus perspectives [I.B.1-26].

Analysis and Evaluation
The college meets this Standard through its systematized process which promotes continuous and collegial dialogue between and among its decision-making bodies. The resulting dialogue prompts data driven and evidence-based recommendations to promote improvements in academic quality and institutional effectiveness. As a result of its commitment to its mission and all DEIC-AA initiatives, the college has a system dedicated to academic excellence through the lens of student equity.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
The college defines and assesses outcomes for all instructional programs, student and learning support services, and administrative services. Assessment takes place, as applicable, for student learning outcomes (SLOs), program learning outcomes (PLOs), institutional learning outcomes (ILOs) and service area outcomes (SAOs). Outcome assessments are embedded within the annual program review cycle and through unit level assessment calendars to ensure the completion of assessment activities [I.B.2-01]. Guidance, training, and support for assessment are available through the college's assessment and Accreditation coordinator (classified staff member), the assessment coordinator (faculty facilitator), and the student learning outcomes and assessment committee (SLOAC) [I.B.2-02].

Policies and procedures for assessment related activities originate with SLOAC, in collaboration with feedback from the curriculum committee and the instructional program review committee. Instructional programs build their SLO assessment plans on a six-year calendar, wherein each course is assessed twice in three years, or four times in six years. The six-year calendar shows when departments intend to assess (i.e., conduct an assessment), and then evaluate and plan based on the assessments conducted [I.B.2-03]. Department chairs usually schedule to evaluate and plan at least one semester following an assessment so there is time to process and aggregate all incoming assessments for a term. Faculty within each discipline are responsible for facilitating discussions based on SLO assessment outcomes in order to cultivate plans to further improve student learning and achievement. Programs which offer a degree or certificate also devise an assessment schedule for

assessing PLOs. Most programs at the college map SLOs to PLOs. In mapping SLOs to PLOs, departments can see if they are meeting their predesignated metrics for improving student learning. At regular intervals, department chairs provide follow up and narrative on PLOs within the college's assessment management system [I.B.2-04]. Finally, PLOs are mapped to ILOs, and in disciplines where no degree is offered, SLOs are mapped directly to ILOs [I.B.2-05, I.B.2-06].

Service area outcomes (SAOs) are assessed annually at VVC so data can be used for continual improvement and be in alignment with the college's program review process. Assessments are conducted during the spring term, enabling service areas to disseminate findings and decisions within their program reviews, which occur in fall terms. Service area outcome statements for student service and administrative services connect to their broader missions and reflect the concrete, assessable steps that the department will take to achieve the mission or goal. The college's service areas develop their service area outcomes by operationalizing their mission statements. By connecting directly to their mission statements and focusing on the key goals of their units, service areas develop their SAO statements to be assessed on an annual basis. Once SAOs are assessed, service areas use assessment results to evaluate and plan as well as to respond to areas for improvement in services [I.B.2-07].

Analysis and Evaluation
The college meets the Standard. The college has established practices for the defining and assessment of outcomes for all areas, including instructional, student and learning support services, and administrative services. All outcomes are assessed within regular intervals and cycles. Assessment results have led to evidence-based improvements for programs and services both in instructional and noninstructional areas.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
In alignment with its mission, the college has established, and assesses progress in relation to, institution-set standards for student achievement, including standards for student success, course completion, certificates completion, degree completion, transfer rates, licensure pass rates and job placement rates. For each of these metrics, floor and stretch goals are established and tracked [I.B.3-01, I.B.3-02]. The institution-set standards are published on the college's website and embedded within the student success dashboards used by management, faculty, and staff [I.B.3-03, I.B.3-04, I.B.3-05, I.B.3-06, I.B.3-07, I.B.3-08, I.B.3-09, I.B.3-10, I.B.3-11, I.B.3-12].

Institution-set standards are adopted and evaluated annually in tandem with the four-year program review cycle. Institution-set standards are proposed by the academic senate executive board with counsel from institutional research and the vice president of instruction and confirmed by the academic senate. Floor standards are determined based on rolling two, three, and five-year averages for performance outcomes in applicable areas. Members of the academic senate add their qualitative expertise to determine floor goals that match local, regional, and environmental factors which could further refine floor targets. Stretch goals are determined based on the combination of historical data provided by institutional research as well as the college's mission to meet and exceed goals contained within the college's new educational master plan and the California Community Colleges' Vision for Success goals. Institution-set standards relating to licensure rate and job placement rates are set with

direction and professional discretion of career and technical education departments [I.B.3-13, I.B.3-14].

Analysis and Evaluation
Victor Valley College meets this Standard. The college has established a process for developing and adopting institution-set standards appropriate to its mission and annually assesses its performance in relation to established targets.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
The college's institutional processes are organized and implemented to support student learning and student achievement. The assessment data drives college planning to improve student learning and student achievement. Program review at the program level ensures systematic use of data to assess student success challenges and inform improvement strategies. For example, career and technical education courses use advisory boards to align credentials with transfer pathways and program offerings to meet industry needs. As a result, three new certificates and courses have been written and developed. The new disciplines that now exist are cosmetology, commercial driving license and justice-involved education [I.B.4-01, I.B.4-02, I.B.4-03]. For example, during the COVID-19 pandemic, faculty and administrators observed lower student course completion, student surveys gave insight on how to better support students with online learning, [I.B.4-04]. Data and student success information is available on data dashboards like Data Mart offers disaggregation of data by student headcount, course enrollment, course success and retention, degrees and certificates, participation in student support programs, and course SLO completion rates. The tool allows disaggregation of data by student demographic groups (gender, ethnicity/race, enrollment status, low-income status) and online or day/evening courses, [I.B.4-05]. This information can be used for assessment, inquiry, evaluation, and goal setting.

Procedures that document institutional evaluation and planning processes can be found in the college's institutional planning handbook [I.B.4-06, I.B.4-07]. Documents that demonstrate how achievement data are used in planning and how planning is intended to support student learning and student achievement are in the program review reports [I.B.4-08, I.B.4-09, I.B.4-10, I.B.4-11, I.B.4-12, I.B.4-13]. Other documents, such as administrative procedures and board policies also demonstrate the institution is aligned with this Standard [I.B.4-14, I.B.4-15, I.B.4-16, I.B.4-17]

Analysis and Evaluation
The college meets this Standard by using varied assessment data for informed planning purposes to improve student learning, achievement, and experience. Data discussions drive, compile, and analyze institutional structures and processes.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Victor Valley College's program review process embraces the institution's mission statement promoting student learning and success. The program review process is a method to ensure the institution's compliance with Accreditation Standards and to evaluate the success of students in alignment with the Victor Valley College mission statement [I.B.5-01]. The program review cycle spans multiple years and in addition to serving the needs of programs, it also supports augmentation by offering programs the opportunity to request supplemental resources [I.B.5-02]. The outcome is a collaborative effort between faculty and staff serving students, and administrative offices supporting them. The program review process is encapsulated in the Nuventive platform with single sign on capability for participants in a process that can be tracked and updated [I.B.5-03].

Currently, the program reviews are administered annually as part of a four-year cycle: comprehensive review, update review (twice), and then a "close the loop" review as the last step of the cycle [I.B.5-04]. The annual program review process begins in the fall term with a multi-phase assessment questionnaire launched for each instructional and noninstructional program, including prompts regarding past academic year feedback, analyzation and assessment of student and course data, and request for future resources. Augmentation, the final phase, allows participants (department chairs, area directors, and program designees) the opportunity to request new faculty hires, new staff positions, tutoring assistance, and supplemental items including supplies, equipment, software, furniture, and fixtures. Once completed, the program reviews are forwarded to the deans or supervisors for their review and feedback, in which they meet with the participants and share feedback in a mutually productive conversation.

Every program (instructional and noninstructional) is represented in the annual review process. The first phase, known as the "Narrative" phase, prompts participants to discuss their programs' past goals and objectives, including how those goals were met. Other questions include relevant topics, including: alignment with district goals, educational master plan (EMP), strategic enrollment management (SEM), and guided pathways (GP), diversity, equity, and inclusion (DEI), accessibility for all students, student learning outcomes (SLO), program learning outcomes (PLO), institutional learning outcomes (ILO), technology, innovation, and any unique challenges faced (such as effects from COVID-19 [I.B.5-05]. The second phase, referred to as "Data Observation," allows participants to view, analyze, and explain the student and course data supplied by the office of institutional research in eight separate data points, each listed by modality (face to face, distance education, hybrid, and all modalities). Data employed for assessment and analysis is disaggregated to reflect factors of difference among students; for example, the "equity" data point demonstrates success rates by gender, age, and race so that gaps can be identified, and a plan of action can be implemented for future improvement [I.B.5-06]. The "Augmentation" phase allows participants to identify and create goals that arise throughout the review process and develop an action plan along with the resource and allocation requests to support the program's goals.

Program reviews follow a five-step review process beginning with the "Unit" completing their individual program review. Once completed, it is elevated to "Tier 1", in which budget requests are reviewed and approved to send forward [I.B.5-07]. The next step is "Tier 2" in which the approved budget requests are reviewed [I.B.5-08] and priority recommendations are developed to move forward through the budget process to the finance, budget, and planning committee (FBPC) for review [I.B.5-09]. After FBPC applies the rubric outlined as in the board approved administrative policy 6200 document, their recommended results are forwarded to the president/superintendent who approves budget and augmentation recommendations, [I.B.5-10].

Resources are provided for the participants to complete the process. The program review handbook [I.B.5-11] covers the purpose, objectives, and components of the program review process and includes instructions and expectations regarding the methods utilized to plan program improvements by applying both student learning data and student achievement data. The user manual describes the program review process for both instructional and noninstructional programs and includes instructions and directions with step-by-step screen shots to demonstrate how to submit responses. Templates, forms, worksheets, and instructions are provided for each phase of the prompts. Suggestions are available to guide participants through scheduling department meetings, if applicable, to gain maximum input from employees in their program or department. Timelines and deadlines are published on an online site [I.B.5-12], along with supplemental training presentations designed for additional research in completing the program review and covering topics such as curriculum, SLO, SEM, data observations, equity success rates, EMP, outreach, the writing process, and goal setting. Videos with SME (Subject Matter Expert) interviews provide insight and are designed to prepare for the review process while eliciting feedback to the program review committee. References and tools are made available, such as data graph display definitions, and resources such as documents and links to further research sources are also accessible online. Lastly, program review coordinators hold regularly scheduled office hours, in addition to conducting individual and group training sessions for participants.

Analysis and Evaluation
The college meets the Standard. The college assesses accomplishments of its mission through the process of program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Discipline specific quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery, as applicable. Furthermore, the program review process continually undergoes annual self-evaluation to ensure improvements are occurring in support of student learning and achievement.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
Learning outcomes and achievement data are disaggregated. Data reports and dashboards provide practitioners with the ability to disaggregate student learning and success metrics by student groups: race/ethnicity, gender, first-generation status, veteran status, and low-income status. The office of institutional research disaggregates data by student race/ethnicity that are requested. Program review provides program information for disaggregation of student learning outcomes and achievement data for course success and retention and achievement gaps for subpopulations of students. The following information is offered by program review:

- Procedures that document the program review process, such as a program review handbook, including instructions or expectations on how student learning data and student achievement data are used to plan program improvements [I.B.6-01];
- Program review template, including analysis of past goals and objectives, and analysis of student learning and student achievement data[I.B.6-02];
- The process of disaggregation of data by program type and mode of delivery, as appropriate to the college's practices;

- Program Review Reports:
    1. [I.B.6-03] Foreign Languages
    2. [I.B.6-04] History
    3. [I.B.6-05] Nursing
    4. [I.B.6-06] Philosophy- Religious Studies
    5. [I.B.6-07] Real Estate Escrow
    6. [I.B.6-08] Sociology

These tools are also utilized on specific projects, such as first year students and other cohorts like Puente and Umoja. Faculty piloting these groups of students assess, research, disaggregate, and disseminate outcomes that lead to course level changes. Future updates in Nuventive will help with faculty disaggregation. Faculty can develop and implement changes in teaching practices at the course level, particularly for the highest enrolled courses. The college's equity centered guided pathways help to disaggregate and serve minoritized students. This creates a community of practice and peer-to-peer support helping to redesign course outlines of record to form more equitable outcomes for students. Equity gaps can be mitigated by strategizing the planning process. For example, the college's performance on metrics related to successful course completion, degree/certificate completion, and transfer to a four-year institution, including gaps in outcomes for racial groups, are monitored each year by the institutional effectiveness committee to close equity gaps. Analysis is also done at committee level to survey minority students who are disproportionately and negatively impacted by policy. For example, Assembly Bill 705 and subsequently AB1705 intend to reduce equity gaps in terms of course, degree, and certificate completion by disallowing prerequisites for transfer classes. Reducing equity gaps is also done with cohort-based learning as in Puente and Umoja, peer mentoring and tutoring.

Analysis and Evaluation
The college meets this Standard by structuring student learning and achievement data that are disaggregated by student subpopulations and by institutionalizing structures to ensure student learning and gaps are identified and mitigated.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
Victor Valley College conducts ongoing and systematic evaluations of all policies and practices to ensure it is accomplishing its mission and strategic goals in accordance its board policies and the work of designated campus decision-making bodies including, but not limited to, college council and the academic senate [I.B.7-01, I.B.7-02, I.B.7-03, I.B.7-04, I.B.7-05]. The college's program review and assessment process are the primary mechanisms through which the campus continually reviews its alignment to district goals and key priority areas, as well as tracking resource allocation and progress on strategic planning [I.B.7-06, I.B.7-07, I.B.7-08]. The college adheres to a four-year program review cycle, which begins with a comprehensive program review narrative in year one, update years in years two and three, and a "Close the Loop" year in the fourth year. In the comprehensive year, instructional and noninstructional areas reflect on the previous cycle and build updated goals and plans to address areas for improvement and ensure continued alignment with the college's educational master plan. Instructional areas are prompted to revisit their six-year SLO assessment

calendars to confirm the timing of upcoming SLO assessment assignments, while noninstructional areas are prompted to reconfirm their service area outcomes and assessment plans. Following the end of each year within the program review cycle, constituents involved in the process are surveyed to yield feedback on the process and procedures to continue to enhance the overall process [I.B.7-09].

In conjunction with, and driven by its results, the college's program review process helps inform college strategic plans, which are regularly updated and tracked though the educational master plan, facilities master plan, equal employment opportunity plan, AP 3450, technology plan, strategic enrollment management plan, program review handbook, AP 6200, student equity plan, and associated student body plans [I.B.7-10, I.B.7-11, I.B.7-12, I.B.7-13, I.B.7-14, I.B.7-15, I.B.7-16, I.B.7-17, I.B.7-18, I.B.7-19].

Analysis and Evaluation
Victor Valley College meets this Standard. The college regularly evaluates its policies and practices in all areas to ensure effectiveness in supporting academic quality and the accomplishment of its mission. The college achieves this through reviewing its planning structures, resource allocation process, program review and assessment processes on a systematic and ongoing basis. The program review process, as well as the functions of its governance bodies such as college council, the academic senate, and the governing board, leads to the pursuit of improvement in student learning and achievement outcomes as well as service area outcomes.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The college has structured its program review and planning processes around a culture of assessment and evaluation which uses data to foster collaborative decision making. To this end, the college regularly communicates, and elicits feedback for improvements regarding, the results of its assessment and evaluation activities through its governance bodies, and governing board through its self-evaluation [I.B.8-01], governing board study session [I.B.8-02] and presentation to Aspen Congress which is a body of faculty, staff, and community members [I.B.8-03]. On the instructional side, the academic senate executive board, informed by institutional research, develops and discusses current progress on institutional set standards annually, engaging in conversations on how to improve student learning and achievement outcomes [I.B.8-04]. The student learning outcomes and assessment committee publishes a yearly parcel report which collates all annual assessment outcomes for institutional and unit level discussions to occur [I.B.8-05]. Finally, the college consistently publishes evaluation reports to the campus community via VVC Decision Support System (DSS) dashboards, and budget reports [I.B.8-06, I.B.8-07, I.B.8-08, I.B.8-09].

Analysis and Evaluation
The college meets the Standard by communicating to the campus community the results of its assessment and evaluation activities in both broad and directed ways and cultivating a shared understanding of strengths and weaknesses. Annual reviews and reports are published and easily accessible to campus constituents, with student learning outcomes and achievement data, as well as institutional set standards, tracked to understand trends in the college's strengths and weaknesses.

9. The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive

process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The college engages in continuous, broad-based, systematic evaluation and planning as evidenced by several plans and processes. The program review process supports the institution in accomplishing its goals related to student learning and success. Comprehensive institutional planning addresses both short- and long-range needs for educational programs and services, including financial, physical, human, and technological resources. Planning efforts occur at all phases of the college, as detailed in the following documents: Educational Master Plan (EMP), Strategic Enrollment Management (SEM), and Guided Pathways (GP), which is incorporated into the SEM.

The EMP reinforces the strategic components in alignment with the three district goals. Key priorities were determined by the academic program plans and their projected needs regarding administrative services, human resources, and student services connectedness. Several interrelated documents include the following for each academic program: blueprints for success, anticipated challenges, and progress indicators. Each was allotted a three-phase implementation time horizon, consisting of near, medium, and further dates in which to measure and achieve success [I.B.9-01].

The SEM plan outlines broad strategic priorities and establishes evidence of meeting institutional wide district goals. The district goals are an integral part of VVC's planning process (both the unit and program), program review process, and augmentation/resource allocation process. "With its attention to financial stewardship in service of students, SEM supports colleges by ensuring adequate resources to improve equitable access and student outcomes through the Student Focused Funding Formula."

The strategic enrollment management plan was developed to align with VVC's three district goals and with the CCC's "Vision for Success" goals. The report details 306 total strategies and activities that meet district goals, including 162 that meet district goal one (high quality practice/excellence), 159 that address district goal two (student experience and success), and 48 which supports with district goal three (institutional learning). The SEM plan consists of interconnected, mutually reinforcing components, beginning with an equity imperative, the pursuit of enrollment management excellence (including a roadmap/timeline), and loss/momentum framework to design students' path from connection, entry, and progress to completion [I.B.9-02].

The program review process [I.B.9-03] and various committees, including the finance, budget, and planning committee (FBPC) [I.B.9-04], instructional program review committee (IPRC) and institutional effectiveness committee (IEC) [I.B.9-05] serve to document VVC's systematic evaluation and planning. Other sources of evidence that demonstrate comprehensive planning which addresses short and long term needs of the institution include procedures that document systematic evaluation and planning cycles and who is responsible (by position or group), which are carried out in accordance with BP 6200 and AP 6200 [I.B.9-06, I.B.9-07].

Analysis and Evaluation

The college meets the Standard. The college has developed a robust system for evaluation and planning which addresses the short, medium and long-range needs for the educational programs and services

and for human, physical, technology, and financial resources. With the college's mission and dedication to the institutional effectiveness as the primary focus, the college has developed a well-integrated program review and resource allocation process to advance the mission, goals, and objectives of the college on a continual basis.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness
Victor Valley College meets the Standard on academic quality and institutional effectiveness through detailed and extensive discussions surrounding student learning and achievement. Victor Valley College is focused on student equity driven by the student equity plan, events and participatory governance committees focused on our commitments. Institution-set standards are continually exceeded and reevaluated annually. Through the program review process, student assessment data is utilized in developing program and institutional level plans. Both qualitative and quantitative level data are utilized in these processes. Victor Valley College's college council reviews administrative procedures and the governing board cyclically reviews and updates board policies. The college updates its progress on the education master plan monthly.

Improvement Plan(s)
None

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard
Victor Valley College publishes the mission statement, learning outcomes, educational programs, and student support services on the college website and in the college catalog. The website content is maintained by a distribution of personnel who keep it current on a regular basis, and update content as quickly as new information is available. The college catalog is published once per academic year, followed by two addendums, in regular intervals, per academic year. Through this regular attention to cyclical updates and revisions, the information is accurate. The mission statement is available on the website [I.C.1-01] and in the catalog [I.C.1-02]. The mission statement was last reconfirmed in 2019 and in the education master plan in 2020. It is vetted through participatory governance channels and approved by the governing board.

Educational programs and courses, including learning outcomes, are approved through the faculty led curriculum committee and then by the governing board. The curriculum committee meets twice per month during the academic year. Following this, educational programs and courses are submitted for state chancellor's office approval, before being published in the college catalog. This ensures the integrity of VVC's academic programs. The college catalog publishes the academic departments [I.C.1-03] which provides clear information regarding courses and programs of study offered by the institution. Each program of study listed in the catalog includes the courses required for completion and program learning outcomes. A database of course learning outcomes is found on the learning

outcomes page of the VVC website [I.C.1-04]. Student support services are noted on the college website and in the catalog. General information is found on the college website homepage [I.C.1-05] by selecting the "student services" link at the top of the page and selecting a service area. Individual service area pages offer detailed, up to date information. Examples include, ACCESS, counseling, tutoring, and basic needs [I.C.1-06, I.C.1-07, I.C.1-08, I.C.1-09]. Information is also published in the college catalog on the resources page [I.C.1-10]. Student support services also send email notices to students [I.C.1-11] as reminders regarding services and when special opportunities are available such as events, extended hours, etc. Services are also electronically displayed on monitors around campus and the campus marquis at the main entrance of the campus [I.C.1-12, I.C.1-13].

Victor Valley College lists institutional Accreditation status on the footer of the website [I.C.1-14] which is maintained when site visitors move to other pages. The college also lists an Accreditation page [I.C.1-15] providing additional details and reports regarding its Accreditation status. In addition, three academic programs at VVC have external programmatic accreditation [I.C.1-16]. When navigating to the academic department for each of the three programs in the catalog (nursing, paramedic, and respiratory therapy) additional programmatic accreditation information is provided. Nursing, paramedic, and respiratory therapy [I.C.1-17, I.C.1-18, I.C.1-19]. The website pages for each of these programs also provide programmatic accreditation information [I.C.1-20, I.C.1-21, I.C.1-22].

Analysis and Evaluation
The college meets this Standard through a process of cyclical updates and ensures that new content is published on the website, in the catalog, and in public notice spaces around campus on a regular basis.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard
The Victor Valley College catalog is available both in print and online. The college catalog is published per academic year [I.C.2-01]. During each academic year, two addendums [I.C.2-02] are published at regular intervals to announce updates. The Victor Valley College catalog includes the required components for accreditation.

1. General Information
    a. Official Name, address, telephone number, and website address [I.C.2-03].
    b. Educational Mission [I.C.2-04].
    c. Representation of accredited status with ACCJC, and with programmatic accreditors [I.C.2-05].
    d. Course, Program, and Degree Offerings [I.C.2-06, I.C.1-07].
    e. Student Learning Outcomes for Programs and Degrees [I.C.2-08]. (Every discipline that has programs of study).
    f. Academic Calendar [I.C.2-09].
    g. Academic Freedom Statement [I.C.2-10].
    h. Available Student Financial Aid [I.C.2-11].
    i. Available Learning Resources [I.C.2-12].
    j. Names and Degrees of Administrators [I.C.2-13] and Faculty [I.C.2-14].
    k. Names of Governing Board Members [I.C.2-15].
2. Requirements
    a. Admissions [I.C.2-16].

b. Student Tuition, Fees, and Other Financial Obligations [I.C.2-17] and course materials fees are posted on the Schedule of Classes [I.C.2-18]. (Example is to search for EMS 60. Section Details, Additional Course Fees).
c. Degrees, Certificates, Graduation and Transfer [I.C.2-19].

3. Major Policies and Procedures Affecting Students
   a. Academic Regulations, Including Academic Honesty [I.C.2-20].
   b. Nondiscrimination [I.C.2-21].
   c. Acceptance of Transfer Credits [I.C.2-22].
   d. Transcripts [I.C.2-23].
   e. Grievance and Complaint Procedures [I.C.2-24].
   f. Sexual Harassment [I.C.2-25].
   g. Refund of Fees [I.C.2-26].

The Victor Valley College catalog committee meets once per month during the academic year. Agenda topics include not only accuracy of content but also usability and presentation of this information to the public.

Analysis and Evaluation
The college meets the Standard by publishing an annual catalog plus two addendums that include all listed catalog requirements.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
The office of institutional research (IR) compiles data at the student, faculty, program, and institutional levels and presents the data through dashboards online and reports supporting program review. These reports highlight student success data, such as course retention and success rates, and awarded certificates and degrees. In addition, an annual report is developed by the student learning outcomes assessment committee (SLOAC) summarizing assessments of student learning outcomes at the course and institutional levels. Reports to the public or to stakeholders available on the college's website include the following:

- Student data [I.C.3-01]
- Instructional program data [I.C.3-02]
- Student Right-To-Know Disclosure Website [I.C.3-03]
- Enrollment and funding over five years [I.C.3-04]

These reports inform progress on the goals and mission by representing the college's performance on its key metrics, which are consistent with the California Community College's Vision for Success. As such, the college communicates to the public its institutional performance on matters of academic quality, specifically, how well the college is doing on student enrollment, equity, learning, and achievement.

In addition to reports on institutional performance, the college demonstrates to prospective and current students its academic quality through various publications: class schedule, catalog, and other marketing materials (both print and digital).

Analysis and Evaluation
The college meets this Standard. Matters of academic quality are communicated through a variety of modalities such as web pages, reports, and publications which inform the public of the college's performance on measures of student learning and achievement.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The college catalog describes all programs of study offered by the college on the programs A-Z page [I.C.4-01] and details for each program on the respective academic department section [I.C.4-02]. Each discipline that offers degrees and certificates includes a "degrees," "certificates," and program learning outcomes" tab where each program of study includes a description of the program, a listing of the course requirements, and the program learning outcomes for all programs within that discipline [I.C.4-03]. This information can also be found on the college home page [I.C.4-04] for easy discovery by site visitors, and links to the catalog website details.

Analysis and Evaluation
The college meets the Standard by enforcing the established program components during the curriculum development and revision process and through updating the catalog three times per academic year.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
The college regularly reviews the integrity of institutional policies, procedures, and publications through its governing board, participatory governance bodies, and operational units as applicable. The governing board reviews the college's policies. The procedures are reviewed and revised as necessary by the college's main participatory governance committee, college council [I.C.5-01]. As applicable administrative procedures are revised and reviewed by the academic senate and its subcommittees. [I.C.5-02]. Additional participatory governance bodies may also review procedures as it relates to their scope of operation and submitted to college council.

The college catalog is reviewed and updated annually by the catalog committee, an operational committee on campus which ensures the accuracy of information about the college's programs, policies and procedures [I.C.5-03]. The college also publishes catalog addendums biannually which provide updated information.

The college's marketing and public relations department continuously ensures that college publications as well as all web content, outreach materials, and social media posts are reviewed to ensure integrity of the content and accurately represent the college. Prior to publication of information, the marketing and public relations department works with applicable college constituencies to assure accuracy and integrity as well as alignment to the college's style guide [I.C.5-04].

Analysis and Evaluation

The college meets the Standard. Through the governing board, participatory governance bodies and operational units as applicable, the college regularly reviews and ensures the integrity of institutional policies, procedures, and publications.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The total cost of education at Victor Valley College is provided to students on the college website, [I.C.6-01] in the catalog, [I.C.6-02] and on the financial aid award letter (for those students eligible for financial aid) [I.C.6-03]. It is also highlighted in the online college orientation [I.C.6-04] where students are introduced to topics that include residency status and pay fees (Your First Steps section). When registering for courses, the schedule of classes [I.C.6-05] displays any materials fees for particular courses and/or sections [I.C.6-06]. On the schedule of classes each section indicates if the instructor will be utilizing zero cost textbooks [I.C.6-07] or there is a link to the bookstore [I.C.6-08] for required textbook purchase or rental information. For students receiving financial aid, a net price calculator is available in the college's student information system, self-service. For programs that include additional programmatic fees such as nursing [I.C.6-09], respiratory therapy, [I.C.6-10] paramedic, [I.C.6-11] and fire academy, [I.C.6-12] a listing of all program costs is available on each program's webpage.

Analysis and Evaluation

The college meets this Standard by clearly publishing all fees on the public website for prospective students and the community and within individual student resources such as the schedule of classes, registration statement, and financial aid award letters.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Victor Valley College believes academic freedom in relation to teaching duties is fundamental and essential to the teaching profession by fostering an environment in which all members of the campus community can ethically explore ideas without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. Board policy 4030 [I.C.7-01] makes clear that academic freedom for its faculty, within the law, of inquiry, teaching and research, and the pursuit of knowledge. The college board policy is aligned with Title 5, Section 51023 and with the college's student centered values as expressed through the mission and value statements: "Diversity - valuing different points of view and contributions of all" and "Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs" [I.C.7-02]. Faculty and students can easily locate and access the college's policies relating to academic freedom and responsibilities [I.C.7-03], [I.C.7-04].

Additionally, the college clearly reaffirms its commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies by pledging under administrative procedure 3720 [I.C.7-05].

Analysis and Evaluation
The college meets this Standard by assuring academic freedom and integrity through its board policies. These policies, cyclically reviewed, convey the college's commitment to academic freedom within the learning environment.

8. **The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard
Victor Valley College has an institutional code of ethics that applies to all employees. Administrative procedure 3050 (Institutional Code of Ethics) guides district employees in setting and practicing high standards of ethical conduct. Board policy 3050 and administrative procedure 3050 also identifies the guidelines and expectations for the ethical behavior standards district employees should uphold [I.C.8-01, I.C.8-02]. Board policy 2715 applies to the governing board to maintain the highest standards of conduct and ethical behavior and to adhere to the board's code of ethics [I.C.8-03]. Further, administrative procedure 5500 (Standards of Student Conduct) reinforces and clearly defines the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student [I.C.8-04].

The student handbook, catalog, and on every syllabus for all modalities [I.C.8-05, I.C.8-06, I.C.8-07] also articulates standards of student conduct that are codified in board policy and administrative procedure 5500 [I.C.8-08, I.C.8-09], while discipline procedures are detailed in administrative procedure 5520(a), [I.C.8-10]. Victor Valley College highlights that all policies and procedures are used in a fair and equitable manner.

The VVC justice-involved education program works cooperatively with the education supervisors at Federal Correctional Complex-Victorville to verify student identification, entrance requirements, and facility eligibility (e.g., motivation, ability to benefit, discipline/behavior) [I.C.8-11].

Analysis and Evaluation
Victor Valley College meets this Standard. The college is committed and dedicated to adhering to the integrity of academic honesty and following all administrative procedures as indicated.

9. **Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Evidence of Meeting the Standard
The college ensures that faculty present content and instructional materials to their students consistent with a rigorously reviewed course outline of record [I.C.9-01]. Faculty may discuss their subject or area of competence in the classroom, as well as other relevant matters, including controversial material, so long as they distinguish between personal opinions and what is

contemporarily regarded as factual information by leading academicians in the discipline [I.C.9-02, I.C.9-03].

Analysis and Evaluation
The college meets this Standard. The course outline of record and evaluation process ensures that faculty present material governed by professional norms. The college has a clear policy describing the definition and limits of Academic Freedom.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard
Victor Valley College publishes both board policy 3050 [I.C.10-01] and administrative procedure 3050 [I.C.10-02] (institutional code of ethics). The administrative procedure describes expectations of employee conduct. It also describes the college's responsibility when these standards are violated. The college has established training for new faculty in the Canvas learning management system [I.C.10-03].

Victor Valley College also publishes both board policy 5500 [I.C.10-04], and administrative procedure 5500 [I.C.10-05] (standards of conduct) which defines inappropriate student behavior on campus and the processes by which such behavior is addressed. The standards of student conduct are disseminated to students in the online new student orientation [I.C.10-06] and in the college catalog [I.C.10-07]. In addition, the student discipline officer sends a campus announcement at the beginning of each academic semester to remind staff and faculty how to address and report inappropriate behavior [I.C.10-08].

Analysis and Evaluation
The college meets this Standard. The college has specific codes of conduct in place for staff, faculty, administrators, and students which are published publicly. The process to inform and address student behavior is regularly disseminated.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
The college does not operate in any foreign locations.

Analysis and Evaluation
N/A

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
The executive vice president of instruction, innovation and student success serves as the college Accreditation Liaison Officer (ALO) and is responsible for oversight of the college accreditation and compliance processes. The college completes and submits annual, fiscal, [I.C.12-01, I.C.12-02] and midterm reports to ACCJC within required time periods [I.C.12-03]. The ALO works with the college's office of instruction to identify newly developed programs that need to go through the substantive change process and submits those programs to the Commission for approval [I.C.12-04]. The college posts information required by the Commission on the college website, to communicate the institution's accreditation status to the public [I.C.12-05]. The college recently submitted a substantive change request for correspondence education and received approval prior to the launch of the program [I.C.12-06].

Analysis and Evaluation
Victor Valley College agrees to comply with Eligibility Standards, Accreditation Standards, and Commission policies. The college follows requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The college responds appropriately and in a timely manner to requirements set by the Commission. The college discloses information about the institution's Accreditation status and activities to the public.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
Victor Valley College conducts itself with honesty and integrity in all reporting, documentation, public disclosure, and compliance activities. Data provided in annual and fiscal reports is reviewed and validated by the executive vice president of instruction and deputy superintendent/executive vice president of administration, with the final certification of the superintendent/president [I.C.13-01, I.C.13-02]. All information about the college's Accreditation status, including Accreditation of specific programs, is publicly available on the college website [I.C.13-03, I.C.13-04, I.C.13-05, I.C.13-06]. Information about the college's Accreditation status is communicated consistently to the governing board, faculty, staff, students, and the public in reports submitted to the Commission [I.C.13-07].

Analysis and Evaluation
The Victor Valley College Accreditation website provides evidence that the college is committed to honesty and integrity in its relationship with the Commission and with program specific accrediting agencies. The evidence provided in Standard I.C demonstrates the college's honesty and integrity in communicating with other agencies and the public.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
The college ensures its commitment to high quality education, student achievement, and student learning through its learning assessments, [I.C.14-01, I.C.14-02, I.C.14-03] program reviews, [I.C.14-04, I.C.14-05] and integrated planning processes [I.C.14-06, I.C.14-07]. The college is a non-profit, state-

funded teaching organization that does not generate financial returns for investors, contribute to a related or parent organization, or support external interests [I.C.14-08].

Analysis and Evaluation
Student learning, support, success, and achievement are at the heart of the college's efforts. The college is a publicly funded, open access community college that functions for the benefit of students. It does not generate financial return for investors or contribute to any related parent organization. The processes by which the college ensures its commitment to high-quality education, student achievement, and student learning are outlined in detail throughout the self-evaluation report.

Conclusions on Standard I.C: Institutional Integrity
Victor Valley College demonstrates integrity in all policies, actions, and communication. The catalog and website are easily navigated and are accurate and up to date. Data in regard to course completion, degree and certificate completion are easily accessible through the VVC dashboard on the college website. Degrees and certificates are clearly explained in the college catalog and on program websites. Available program maps are linked inside program websites which contain information on course sequence, units and credit hours, prerequisites, and employment related data. The college catalog and website clearly explain the total cost of education, tuition, fees, and instructional materials. Governing board policies and administrative procedures are also easily accessible and are reviewed cyclically or as needed. Academic freedom and academic integrity are clearly outlined and published. As noted previously the college complies with and meets Accreditation Standards, Policies, and Eligibility criteria.

Improvement Plan(s)
N/A

Evidence List
Evidence I.A.1
I.A.1-01 EMP Mission Statement
I.A.1-02 VVC Website Mission Statement
I.A.1-03 WEBSITE CAREER COACH
I.A.1-04 CATALOG PROGRAMS A-Z
I.A.1-05 EMP STRATEGIC FRAMEWORK
Evidence I.A.2
I.A.2-01 IE PRAISE WEBPAGE
I.A.2-02 EMP strategic framework
I.A.2-03 EMP Key Priority
I.A.2-04 EMP Status Dashboard Blue Prints
Evidence I.A.3
I.A.3-01 BP 1200
I.A.3-02 AP 1200
I.A.3-03 BP 1202
I.A.3-04 AP 1202
I.A.3-05 BP 3250
I.A.3-06 AP 3250
I.A.3-07 Sample PRAISE Reports
I.A.3-08 PRAISE allocation rubric access
Evidence I.A.4

I.A.4-01 AP 3250
I.A.4-02 Website Vision Values Mission
I.A.4-03 EMP
I.A.4-04 Catalog Vision Values Mission
I.A.4-05 BP 1200
I.A.4-06 AP 1200

Evidence I.B.1
I.B.1-01 BOT Agendas and Minutes
I.B.1-02 Academic Senate Minutes
I.B.1-03 College Council
I.B.1-04 BoardDocs Feb.2020- Present
I.B.1-05 College Council Webpage
I.B.1-06 IPRC Agenda/Minutes
I.B.1-07 SLOAC Agenda/Minutes
I.B.1-08 IE-Committee-Minutes-04-19-2022
I.B.1-09 BP 2015
I.B.1-10 BP 2200
I.B.1-11 BP 2310
I.B.1-12 BP 2510
I.B.1-13 BP 4000
I.B.1-14 BP 7100
I.B.1-15 EMP
I.B.1-16 Program Review Sample (instructional)
I.B.1-17 Program Review Sample (noninstructional)
I.B.1-18 IPRC Handbook & Manual
I.B.1-19 FBPC Meeting/Agendas Sample
I.B.1-20 College Council
I.B.1-21 AP 1201
I.B.1-22 Employee Professional Development ppt
I.B.1-23 All College Day afternoon training sessions/ panels
I.B.1-24 SLO Assessment Trainings
I.B.1-25 Aspen PPT
Evidence I.B.2
I.B.2-01 PLOs-Narrative-IPR CHDV
I.B.2-02 CFIE Learning Outcome Webpage
I.B.2-03 Sample 6 Year calendar
I.B.2-04 Sample PLO Assessment Report- PHIL/RLST
I.B.2-05 Nuventive Mapping SLO-PLO
I.B.2-06 Nuventive Mapping SLO-ILO
I.B.2-07 SAO Webpage
Evidence I. B.3
I.B.3-01 Academic Senate Institutional Set-Standards
I.B.3-02 Academic Senate Minutes
I.B.3-03 College website dashboards ISS
I.B.3-04 ACCJC Annual Report
I.B.3-05 FOREIGN LANGUAGES
I.B.3-06 HISTORY

I.B.3-07 NURSING
I.B.3-08 PHILOSOPHY-RELIGIOUS STUDIES
I.B.3-09 REAL ESTATE-ESCROW
I.B.3-10 SOCIOLOGY
I.B.3-11 Disproportionate Impact Reports
I.B.3-12 College Scorecard
I.B.3-13 Academic Senate Institutional Set-Standards
I.B.3-14 Academic Senate Minutes (05-04-2023)

Evidence I.B.4

I.B.4-01 Cosmetology
I.B.4-02 Commercial Driving License
I.B.4-03 Justice-Involved Education
I.B.4-04 Student Learning Survey
I.B.4-05 Data Mart CCCCO
I.B.4-06 Program Review Handbook-User Manual
I.B.4-07 Instructional Program Review Committee Handbook
I.B.4-08 FOREIGN LANGUAGES (See Narrative in Section 2)
I.B.4-09 HISTORY (See Narrative in Section 2)
I.B.4-10 NURSING (See Narrative in Section 2)
I.B.4-11 PHILOSOPHY-RELIGIOUS STUDIES
I.B.4-12 REAL ESTATE-ESCROW (See Narrative in Section 2)
I.B.4-13 SOCIOLOGY (See Narrative in Section 2)
I.B.4-14 BP 1202
I.B.4-15 AP 1202
I.B.4-16 BP 3250
I.B.4-17 AP 3250

Evidence I.B.5

I.B.5-01 VVC Webpage Mission
I.B.5-02 Program Review Webpage
I.B.5-03 Nuventive Log-in
I.B.5-04 Instructional Program Review Handbook
I.B.5-05 Narrative Sample
I.B.5-06 IR Data in Nuventive
I.B.5-07 Tier I
I.B.5-08 Tier II
I.B.5-09 Tier III
I.B.5-10 Tier IV
I.B.5-11 Program Review Handbook-Manual
I.B.5-12 Program Review Webpage-timeline

Evidence I.B.6

I.B.6-01 SLOAC-Handbook
I.B.6-02 Program-Review-Manual
I.B.6-03 FOREIGN LANGUAGES
I.B.6-04 HISTORY
I.B.6-05 NURSING
I.B.6-06 PHILOSOPHY-RELIGIOUS STUDIES
I.B.6-07 REAL ESTATE-ESCROW

I.B.6-08 SOCIOLOGY

Evidence I.B.7

I.B.7-01 BP 3250
I.B.7-02 AP 3250
I.B.7-03 BP 1202
I.B.7-04 AP 1202
I.B.7-05 AP 1201
I.B.7-06 Educational Master Plan
I.B.7-07 IPRC Handbook
I.B.7-08 Program Review Manual
I.B.7-09 IPRC surveys
I.B.7-10 Educational Master Plan
I.B.7-11 Facilities Master Plan
I.B.7-12 Equal Employment Opportunity Plan
I.B.7-13 Technology Plan
I.B.7-14 College Council Technology Plan
I.B.7-15 Strategic Enrollment Management Plan
I.B.7-16 Instructional Program Review Handbook
I.B.7-17 AP 6200
I.B.7-18 Student Equity Plan
I.B.7-19 ASB Goals and Objectives

Evidence I.B.8

I.B.8-01 20-23 self evaluation
I.B.8-02 Study Session ppt
I.B.8-03 Aspen Congress-8wk
I.B.8-04 ISS Academic Senate
I.B.8-05 SLOAC Assessment Report
I.B.8-06 Decision Support System (DSS) Dashboards
I.B.8-07 Budget Reports 2022-23
I.B.8-08 Instructional Program Review Sample
I.B.8-09 Noninstructional Program Review Sample

Evidence I.B.9

I.B.9-01 EMP
I.B.9-02 SEM
I.B.9-03 IPRC-Handbook
I.B.9-04 FPBC Minutes
I.B.9-05 Operating-Agreement-IEC
I.B.9-06 BP-6200
I.B.9-07 AP-6200

Evidence I.C.1

I.C.1-01 About VVC
I.C.1-02 VVC MISSION
I.C.1-03 Degrees Certificates
I.C.1-04 Learning Outcomes
I.C.1-05 VVC Homepage
I.C.1-06 ACCESS Resource-Center

I.C.1-07 VVC-Counseling
I.C.1-08 Tutoring an Academic Support
I.C.1-09 Thrive Resource Center
I.C.1-10 Services for Students
I.C.1-11 Email Notice for Students
I.C.1-12 Printed Notices
I.C.1-13 Marquis
I.C.1-14 Accreditation on Homepage
I.C.1-15 ACCJC Statement of Accreditation Status
I.C.1-16 Catalog Home
I.C.1-17 Nursing
I.C.1-18 Emergency Medical Services
I.C.1-19 Respiratory Therapy
I.C.1-20 Nursing Webpage Accreditation
I.C.1-21 EMS Webpage-Program Accreditation
I.C.1-22 RSPT Website-Accreditation

Evidence I.C.2

I.C.2-01 Catalog Home
I.C.2-02 Addendum
I.C.2-03 Name Address Number Website
I.C.2-04 VVC Mission
I.C.2-05 Accreditation Status
I.C.2-06 Course Descriptions
I.C.2-07 VVC Programs A-Z
I.C.2-08 Automotive Technology PLOs
I.C.2-09 Academic Calendar
I.C.2-10 Academic Freedom Statement
I.C.2-11 Financing Your Education
I.C.2-12 Services for Students
I.C.2-13 VVC Administration
I.C.2-14 Faculty Staff
I.C.2-15 Board of Trustees
I.C.2-16 Admissions and Registration
I.C.2-17 Financing Your Education
I.C.2-18 Material Fees
I.C.2-19 Graduation and Transfer
I.C.2-20 Academic Regulations
I.C.2-21 Nondiscrimination
I.C.2-22 Acceptance of Transfer Credits
I.C.2-23 Admissions and Registration
I.C.2-24 Grievance and Complaint Procedures
I.C.2-25 Sexual Harassment
I.C.2-26 Refund of Fees

Evidence I.C.3

I.C.3-01 Student Level Data
I.C.3-02 Instructional Program Data
I.C.3-03 Student Right to Know Disclosure Website
I.C.3-04 FTES Enrollment and Funding Over 5 Years

Evidence I.C.4
I.C.4-01 Programs A-Z
I.C.4-02 Degrees Certificates
I.C.4-03 Art-Design
I.C.4-04 Academic-Programs
Evidence I.C.5
I.C.5-01 College Council minutes 05-17-2023
I.C.5-02 Academic Senate minutes 05-16-2023
I.C.5-03 Catalog Committee minutes 05-24-2022
I.C.5-04 Style Guide
Evidence I.C.6
I.C.6-01 Cost of Attendance
I.C.6-02 Financing-Your-Education
I.C.6-03 Award Letter Fin-aid
I.C.6-04 New Student Orientation
I.C.6-05 Course Catalog
I.C.6-06 Material Fees-Self-Serve
I.C.6-07 Books- Self Serve
I.C.6-08 Rams Bookstore
I.C.6-09 Registered Nursing Estimated Program Cost
I.C.6-10 Respiratory Therapy
I.C.6-11 Program Schedule-Costs-Outcomes
I.C.6-12 FIRE-95 Basic Fire Academy
Evidence I.C.7
I.C.7-01 Board Policy 4030
I.C.7-02 VVC Value and Vision Statement
I.C.7-03 Board- Policies Website
I.C.7-04 2022-23 Electronic Catalog
I.C.7-05 AP 3720
Evidence I.C.8
I.C.8-01 BP 3050
I.C.8-02 AP 3050
I.C.8-03 BP 2715
I.C.8-04 AP 5500
I.C.8-05 Student Handbook
I.C.8-06 Code of Conduct
I.C.8-07 Syllabus Template
I.C.8-08 BP 5500
I.C.8-09 AP 5500
I.C.8-10 AP 5520(a)
I.C.8-11 JIE Handbook
Evidence I.C.9
I.C.9-01 Curriculum Handbook (META Approval Process)
I.C.9-02 BP 4030
I.C.9-03 AP 4030

Evidence I.C.10
I.C.10-01 BP 3050
I.C.10-02 AP 3050
I.C.10-03 Canvas Faculty Training
I.C.10-04 BP 5500
I.C.10-05 AP 5500
I.C.10-06 Student Orientation
I.C.10-07 Policies and Regulations
I.C.10-08 Student Discipline-Information
Evidence I.C.11
The college does not operate in any foreign locations.
Evidence I.C.12
I.C.12-01 ACCJC 2023 Annual Report
I.C.12-02 ACCJC 2023 Annual Fiscal Report
I.C.12-03 ACCJC Midterm Report
I.C.12-04 Accreditation Substantive Change Proposals
I.C.12-05 Statement of Accreditation
I.C.12-06 Correspondence Education Approval
Evidence I.C.13
I.C.13-01 BP 3200
I.C.13-02 AP 3200
I.C.13-03 Accreditation Webpage
I.C.13-04 Nursing Webpage
I.C.13-05 Respiratory Therapy Webpage
I.C.13-06 Paramedic Webpage
I.C.13-07 Catalog Overview Page
Evidence I.C.14
I.C.14-01 Sample SAO Report
I.C.14-02 Sample SLO Report
I.C.14-03 Sample PLO Report
I.C.14-04 2022-23 Adopted Budget Book
I.C.14-05 AP 6200
I.C.14-06 SEM
I.C.14-07 EMP
I.C.14-08 AP 2710

Standard II: Student Learning Programs and Support Services
The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The college offers academic programs that meet the needs of its diverse students from across the vast service area that the college represents. The mission of the college is the foundation of all institutional goals, including the education master plan and instructional programs. The mission forms the basis for all instructional programs and in turn, instructional programs reflect and are offered in accordance with the principles of the college's mission. The college offers an extensive array of basic skills, transfer courses, noncredit and career and transfer courses, degrees, and certificates. The principles of the mission are also reflected in other fields of study, including career technical education (CTE), basic skills, noncredit courses, English as a second language (ESL), lower division (first two years of college level courses), contract education, and justice-involved correspondence education; these are consistent with the college's mission. The mission of the college is "Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth" [II.A.1-01]. For example, one of the program learning outcomes for the health program is to, "Integrate concepts of self-care to build resiliency [II.A.1-02], as stated in Board Policy 1200 provides the direction for all new and established instructional programs [II.A.1-03].

The college offers the majority of instructional programs at its main campus in Victorville and at the regional public safety center in Apple Valley. These programs are designed to be appropriate to higher education and uphold a high standard of educational excellence as stated in board policy 4000 [II.A.1-04] regardless of location or means of delivery. All programs conferring awards have defined student learning outcomes [II.A.1-05] and the college's institutional effectiveness is in part determined by its performance on institutional-set standards of achievement on student success [II.A.1-06]. All fields of study, including noninstructional areas, have well defined student learning outcomes (SLOs). Student learning outcomes, program learning outcomes (PLOs), and service area outcomes (SAOs) are systematically embedded into every course and program of study. These learning outcomes culminate in successful completion of courses, achievement of degrees and certificates, and attainment of employment. To sustain continuous improvement, all courses and programs go through systemic evaluation. They are evaluated for quality, need for resources, student needs, and relevance to curricula in general to ensure consistency. Student learning outcomes are included in course syllabi and the course outline of record in the curriculum management system, CurriQunet META [II.A.1-07]. Wherever and by whatever means or location, all instructional courses and programs carrying the college's name are developed following the same curricular rigor and processes. The appropriateness of the courses and instructional programs is assured on many levels of institutional policies and processes. Irrespective of location, mode of delivery, the college requires all its courses and instructional programs to go through the same detailed, planning, and review processes.

All courses must have a course outline of record (COR). In addition, courses are required to have course title, description, units of the course, student learning outcomes, instructional methods, and textbook

examples. Determining the appropriateness of the courses and programs begins at the curriculum approval level where discipline faculty follow the procedures outlined in the college's curriculum development and approval policies as outlined in the Victor Valley College curriculum handbook [II.A.1-08]. To ensure quality, the process incorporates many levels of institutional stakeholders involved in ascertaining the appropriateness of the programs offered. The assurance process is comprised of faculty members proposing the course, department chairs, division deans, and finally, the governing board, who approves courses and degree programs. New programs are required to meet rigorous standards set by the California Community Colleges Chancellor's Office program and course approval handbook, 8th edition [II.A.1-09] congruent to administrative procedure 4025 [II.A.1-10]. General education and degree programs must facilitate student attainment of the knowledge and skills in five categories: natural sciences, social and behavioral sciences, humanities, language and rationality, mathematics, and information competency. In addition, the college's instructional programs provide students with essential skills necessary to transfer to baccalaureate institutions of higher education. Specifically, the justice-involved correspondence education program coursework is designed and offered such that all courses are transferable under the IGETC and CSU general education breadth certificates [II.A.1-11]. The college's course and program review process are how it insures the achievement of degrees, course completions, and certificates. Assessment of programs for currency and performance on achievement and student learning outcomes occurs annually through program review [II.A.1-12]. Program review data are segmented by instructional modality (face-to-face, hybrid, or online) to enable analysis of performance across all means of delivery.

Analysis and Evaluation

The college meets this Standard. The college has established systems to ensure on a regular basis that all instructional programs continue to be offered in fields of study consistent with the mission and with the rigor expected of higher education. The college's effectiveness on institution set standards of student success is regularly assessed, published, and discussed to establish achievable targets. There is clear and consistent evidence showing that all programs of study are based on the college's mission. All goals and objectives are aligned with the college's mission and educational master plan. The college ensures the high quality and appropriateness of its educational programs through a rigorous course, certificate, and degree review system. Ongoing assessment in all course and program aspects and continuous improvement based on assessment results clearly demonstrate appropriateness. Ongoing dialogue, which is based on assessment results, distinctly shows the systemic process by which the college ensures the alignment of all the goals with its mission. Instructional programs, regardless of location or mode of delivery, meet a rigorous test to determine their suitability to higher education. Most importantly, the college offers quality programs and provides comprehensive, appropriate facilities, and resources to ensure that students receive sufficient academic support they need to accomplish their goals. Specifically, as an example, the VVC justice-involved correspondence education program has selected the majors of sociology and business, which are the most common to be offered for incarcerated students based on their interest in starting their own business after release or wanting to help others avoid similar mistakes.

2. **Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

The college's faculty regularly ensure that content and instruction meet accepted academic and professional standards in accordance with its board policy (BP) and administrative procedure (AP) 4000 as well as the college's curriculum handbook, student learning outcomes and assessment handbook, and program review handbook [II.A.2-01, II.A.2-02, II.A.2-03, II.A.2-04]. Under the direction of the academic senate, the curriculum committee, the student learning outcomes and assessment committee, and the program review committee work to develop and uphold all campus processes related to course content, design, and quality to improve student learning, achievement, and success. Each committee has distinct roles in this process wherein curriculum and academic quality are continually reviewed:achievement, and success. Each committee has distinct roles in this process wherein curriculum and academic quality are continually reviewed:

- **The Curriculum Committee:** The curriculum committee reviews all new and revised course and program proposals submitted by faculty to ensure its alignment with the California Community Colleges Chancellor's Office (CCCCO) Program, Title V, the Program Course Approval Handbook (PCAH), C-ID requirements and all local campus polices. Within this process, the curriculum committee reviews learning outcomes, methods of instruction, methods of evaluation, textbooks, content and, as applicable, distance education methods [II.A.2-05, II.A.2-06, II.A.2-07]. Course standards for distance education courses are also outline in the VVC distance education plan [II.A.2-08] Course outlines of record (COR) are carefully vetted by the curriculum committee, and faculty utilize the COR to ensure they are using accurate and up to date SLOs, content, and methods for a given course. Further, curriculum updates for disciplines occur as directed, with CTE programs updating their curriculum every two years and all other programs updating curriculum every five years.
- **Student Learning Outcomes and Assessment Committee:** The student learning outcomes and assessment committee develops the college's policies and practices in relation to SLO, PLO and ILO assessment, and serves as a resource for information and guidance for all faculty in conducting their assessments [IIA.2-09].
- **Program Review Committee:** As described in I.B.5, the college conducts ongoing and systematic program review, which provides instructional programs with annual opportunities to reflect on their curriculum, pedagogy, professional development needs, student achievement data and assessment outcomes. To this end, the program review committee develops all policies, procedures and practices relating to the college's program review process, which includes setting program review timelines and deadlines, maintaining professional development materials, and developing yearly templates which align with campus initiatives and requirements and capture unit-specific developments in curriculum, pedagogy, professional development activities as well as SLO, PLO and ILO assessment outcome discussions [II.A.2-10]. The program review committee provides training materials and guidance to department chairs and/or designated faculty to facilitate department discussions of assessment outcomes [II.A.2-11]. Although the campus operates on a four-year program review cycle, departments are asked to provide insights on their assessment outcomes every year, and their student achievement data in the first and fourth years. The program review committee also continuously assesses its progress with yearly surveys to program review participants [II.A.2-12]. A key component of the program review process is that, through the process of reflection on key performance indicators, faculty develop plans for improvement which include best practices to continually improve student learning and success.

To assist in professional development training and in accomplishing new or emergent operational tasks, each of the above committees has a corresponding faculty facilitator. The curriculum facilitator, the program review facilitator, and the assessment facilitator hold office hours, set training schedules, and update faculty on new and existing policies, processes, and procedures to educate faculty in the areas of curriculum, program review, and assessment.

Analysis and Evaluation
The college meets the Standard. All faculty bear responsibility for curriculum development and modification processes, which are outlined in the college's board and administrative policies, and further explained in the faculty handbooks for curriculum, student learning outcomes and assessment, and program review. These practices affirm that faculty regularly ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard
The college has established policies and procedures to develop and regularly assess student learning outcomes (SLOs), program learning outcomes (PLOs) and institutional learning outcomes (ILOs), as well as ensure compliance of SLO inclusion on course outlines and every course syllabus [II.A.3-01, II.A.3-02, II.A.3-03, II.A.3-04]. All courses have SLOs, which are included on all course outlines which are vetted and approved by the curriculum committee and published on the college's website [II.A.2-05]The college's assessment process aligns with, and has embedded components within its program review process, which runs on a four-year cycle [II.A.3-06, II.A.3-07]. Student learning outcome assessments operate on a six-year calendar wherein every SLO is assessed twice in three years and four times in six years [II.A.3-08]. Robust training on assessment is available through the college's center for institutional excellence (CFIE) website, where faculty can access SLO assessment forms, confirm their active SLOs, access tutorials and training videos, and schedule face-to-face training with the SLO Coordinator and/or the assessment and accreditation coordinator [II.A.3-09, II.A.3-10]. Division dean's offices also assist faculty in notifying them of assignments to assess within the confines of their applicable contracts and where to find assessment training and resources [II.A.3-11, II.A.3-12, II.A.3-13].

Assessment results are used for department-level evaluation and planning and can be used as the basis for changing curriculum, requesting resources through the program review process, refining, or changing SLOs, realigning SLOs to PLOs and ILOs, changing pedagogy, and adapting to additional needs of students. Department chairs retrieve SLO assessment submissions based on term to lead evaluation and planning based on SLO assessment findings and data [II.A.3-14]. Program learning outcome assessment discussion also occurs within departmental meetings and is discussed within program reviews [II.A.3-15, II.A.3-16].

Analysis and Evaluation
The college meets this Standard. The college has a robust and clearly defined process for assessing student learning outcomes that are approved by the curriculum committee and has evidence that every class syllabus is checked for student learning outcome consistency with the approved course outline of record.

4. **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

The college offers high-quality precollegiate courses and instructional programs within departments and through the noncredit, basic skills, and English as a second language programs. Precollegiate level curriculum is designed to prepare students for college level courses. The college's precollegiate curriculum is composed of basic English, basic math, both of which provide academic readiness and access skills for students into college-level courses. For example, basic skills 3 provides essential skills in reading and writing; the content of this course prepares students to begin their academic or vocational college careers. Basic skills 9 provides students with essential skills in mathematics; the content of basic skills 9 includes fractions, decimals, percentages, ratios, proportions [IIA.4-01] and word problems and high school equivalency test preparation, which reviews test-taking, math, reading, writing, science, and social studies skills to prepare students to pass a California approved high school equivalency test. In all instructional areas, there is a program review process. In addition, there is ongoing dialogue that focuses on assessment results of the student learning outcomes. The dialogue is focused on continuous analysis.

In addition to basic skills courses, the English department regularly offers a corequisite course with English 101, English 81 (academic reading and study skills), [IIA.4-02] for students who want to focus on developing vocabulary, study skills, reading comprehension, and critical thinking skills while taking English 101.

The math department offers multiple noncredit courses including MATH 047 fresh start academy statistics, MATH 048 fresh start academy algebra, and MATH 049 fresh start academy mathematics [IIA.4-03], which all concentrate on offering a study or review of the fundamental concepts of the transfer level math coursework. In addition to the noncredit courses the math department offers corequisite support courses for statistics, algebra, geometry, and calculus [IIA.4-04].

Analysis and Evaluation

Victor Valley College meets this Standard. The college offers high quality precollegiate courses and instructional programs. The college's precollegiate curriculum prepares students for college level courses. The curriculum is composed of basic English and basic math, both of which provide academic readiness and access skills for students into college level courses. These courses undergo a regular cycle of assessment of student learning outcomes to assess their effectiveness. In 2023, Victor Valley College received the Dr. John W. Rice Award for student success in transfer level math and English course completion within the first year. Over the previous three years, the college improved first year transfer level math completion by 45.2 percent and improved in first year transfer level English completion by 29 percent [IIA.4-05].

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

The college offers programs that follow practices common to American higher education. The programs and curricula are of high quality, relevant to community and student needs, and are evaluated regularly to ensure quality and currency as mandated by the college's board policy 4020 [IIA.5-01] and guided by procedures set in place by the administration as indicated on the administrative procedure 4000 [IIA.5-02]. These procedures include guidelines for reviewing, updating, and approving all curricula and certificate programs at least once every five years (two years for career technical education courses/programs). The five-year curriculum cycle also includes a review of student learning outcomes and their methods of assessment. To decide the breadth, depth, rigor, sequencing, time to completion and synthesis of learning of each of the programs available to the students, the Victor Valley College governing board relies primarily on the subject matter expertise of discipline faculty to make these decisions. Curricula submitted to the curriculum committee by faculty developers undergo a rigorous process of review to ensure that courses include the appropriate depth, breadth, rigor, and sequencing, time to completion, and synthesis of learning for each course and program [IIA.5-03] before any additions or changes can be made to the college's curriculum. All course outlines of records are housed on the college's CurriQunet META site, and all faculty and administrators have access to all courses and programs. Faculty and administrators can review, and faculty can edit as necessary course content, instructional objectives, methods of instruction, and methods of evaluation to maintain courses and programs [IIA.5-04].

The curriculum committee uses the requirements of Title 5, section 55002 when reviewing degree applicable courses (i.e., grading, units, intensity, prerequisites and corequisites, basic skills requirements, difficulty, level, conduct of course, and repetition) and nondegree applicable courses (i.e., grading policy, units, intensity, prerequisites, and corequisites, conduct of course, and repetition) as guidelines. In addition, distance education courses require separate review and approval, which considers factors such as course suitability for distance education, regular and effective student-instructor contact, instructor-initiated content, and distance evaluation integrity [IIA.5-05].

In addition, assessment of student learning outcomes (SLOs) for all courses/programs can be used to evaluate quality, rigor, and synthesis of learning. Student learning outcomes are proposed by the faculty and reviewed by the curriculum committee upon initiation of all new courses/programs and any proposed changes. Student learning outcome assessments are completed based on a plan of assessment [IIA.5-06] by faculty from each program. Results of these SLO assessments are reported on an annual basis through each program's program review, allocation, and institutional strategies for excellence (PRAISE) report [IIA.5-07] and are used to drive curricular changes. To meet the standards and minimum requirements of the associate degrees offered at the college. Baccalaureate degrees are not currently offered. The college utilizes the faculty counselors available in the counseling department, the transfer center, ACCESS resource center, extended opportunity programs and services (EOPS), veterans resource center, and CalWORKs to assist all students, including the distance education students (more detailing information about this service is available in Standard IIC), with course sequencing through the preparation of their detailed educational plan that meets the state regulations. The justice-involved education program (JIE) has worked with counselors who understand the value of intentional course selection and a course offering pathway that will not impede students with prerequisites and unnecessary coursework. All the JIE correspondence courses meet the requirements for a VVC associate degree and are all selected for their transferability under the IGETC and CSU general education breadth certificate. External stakeholders such as California State Universities, University of California, and private universities are consulted to ensure courses and

programs offered are coordinated with their programs through the Assist.org website [IIA.5-08] so they can complete their program in a timely manner.

Degree programs consist of 60 semester credits made up of at least 21 credits of general education courses, 18 or more credits of major courses, and the remainder of the units in elective courses [IIA.5-09]. Department chairs have developed two-year program course cycles that are used by counselors and are posted on the website listed as program sequence [IIA.5-10]. These program maps assist counselors in helping students set up their education plans by knowing what courses are going to be offered by each department in the upcoming two years. The transfer center works with public and private universities across the nation in establishing transfer opportunities and to ensure that course offerings at the college are transferable and current [IIA.5-11]. Counselors also disseminate this information to students through college fairs, workshops, college tours, classroom presentations, and transfer kick-off events [IIA.5-12]. The justice-involved education program has degree program student advising progress sheets that are provided each semester after a student has completed at least three, but no more than five courses. Justice-involved education program students are also provided with the academic course offering schedule so that they can also plan on which courses will be offered for them to complete their VVC associate degree.

To demonstrate the rigor commonly accepted among like degrees in higher education and to meet the students' expectations, each sample assignment on the official course outline of record is matched to the corresponding instructional objective(s). In addition, each instructional objective is matched with the corresponding methods of evaluation. This linkage ensures that faculty employs the rigor necessary for students to be successful at the transfer level.

Analysis and Evaluation
The college meets this Standard. The college has established procedures through curriculum development and assessment to ensure that degrees and programs conform to accepted practices common to American higher education. Participation of faculty through submission of course and program additions and changes to the curriculum committee and the committee's oversight based on Title 5 requirements ensure that the college's curriculum is comparable to other institutions. Through faculty's regular assessment of student learning outcomes, the faculty ensures that courses and programs maintain their currency. Through coordination with counseling and transfer services, the college ensures that time to completion and transfer requirements are met and that students have workable educational plans that help them to achieve their goals.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
The college offers year-round courses during fall, winter, spring, and summer with various times, ranging from six weeks to 16 weeks, and with face-to-face, online, hybrid, distance, and justice-involved correspondence education modalities [IIA.6-01, IIA.6-02]. The college has set standards for course completion and for degree, certificate, and transfer outcomes within its strategic enrollment management plans [IIA.6-03, IIA.6-04, IIA.6-05]. Through the collaboration of counselors and faculty, the college has made a coordinated effort to provide students with roadmaps, showing them how to complete their degrees or certificates in a timely manner. Specifically, the justice-involved education program has intentionally selected and is offering courses so that students are offered courses in a

manner that will meet: 1) prerequisite requirements, 2) associate degree completion, and 3) transferability based on the IGETC and CSU General Education Breadth certificates [II.A.6-06]. Transferability of coursework has been emphasized by the Federal Bureau of Prisons leadership at the Federal Correctional Center-Victorville to facilitate the acquisition of associate degree(s).

The college regularly evaluates its performance against standards set in the strategic enrollment management plan, which are updated and reviewed annually [IIA.6-07]. When the college reviews standards it uses student achievement and completion data reports which drive the discussion and decision-making process.

Analysis and Evaluation
The college meets the Standard. The college employs a collaborative model which engages counselors, department chairs and student success managers to ensure course offerings are available, accessible, and diverse to meet the needs of students seeking degrees and certificates.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard
The college offers a wide range of classes delivered in multiple formats (traditional lecture, online, hybrid, web-enhanced, and correspondence education for justice-involved students) [IIA.7-01] to meet diverse and changing needs of students in the service area. These options give students the opportunity to find a delivery mode or teaching methodology that best meets their needs or based on restrictions they might have. The college also offers a wide breadth of course types including academic (for those looking to transfer to a university), vocational (for those who want to enter the work force and are not interested in transfer), and public safety (for students looking to enter the career field in the public safety area). There are courses that range from remedial subject matter (e.g., basic skills 3) [IIA.7-02] to 100 and 200 level courses, which are transferable to a university. Regarding CTE programs, both credit and noncredit, many programs are designed to take individuals with no experience and train them to be employable job candidates [IIA.7-03]. The college also offers noncredit classes that individuals take for other purposes such as personal growth (e.g., English as a second language), work or fun (e.g., adult education home economics), or work or fitness (e.g., kinesiology). Many courses and programs at the college require labs with their classes. This need is determined based on established curriculum requirements. For example, many physical science courses (CHEM 100) [IIA.7-04], some social sciences courses (PSYC 217) [IIA.7-05], and several arts courses (PHOT 101) [IIA.7-06] require laboratory time if hands on experience is needed. Likewise, most career technical education classes also require labs (WELD 51) [IIA.7-07] as do the health sciences (NURS 223) [IIA.7-08] and public safety (FIRE 140A) [IIA.7-09] courses. Many of these courses are offered in a face-to-face format although sometimes these can be offered in a hybrid format. Additionally, based on the Federal Bureau of Prisons (BOP) restrictions on internet access, all prison correspondence courses are done with extremely limited instructor access with instructional materials and student assignments submitted and completed as paper based. Augmentations of instructional materials are also offered, such as supplemental movies.

Department chairs and administrators strive to provide successful access to all students by scheduling classes to meet student needs including Distance Education (DE) students. They attempt to combine a mix of delivery modes and teaching methodologies so that, for example, students who prefer onsite classes and those who prefer online classes can be accommodated. However, in some areas (such as

career and technical education), delivery methods can be dictated by curriculum. That is, some skill sets require either theoretical knowledge or practical hands-on knowledge. Other areas are governed by outside certification or accreditation bodies that dictate how they deliver their programs (e.g., Automotive Service Excellence [ASE] for Automotive, American Welding Society [AWS] for Welding). In both department meetings and PRAISE (Program Review, Allocations, and Institutional Strategies for Excellence) reports, discussion of DE courses ranges from brief mention of offering DE courses to analysis of retention and success rates, including student learning outcomes (SLOs) and assessment. Discussion of improving instruction via new methodologies is also discussed in relation to student performance. In addition, faculty who teach DE courses assess student learning via SLO (student learning outcomes) reporting. Learning support services, such as tutoring and library services, are readily available on campus as well as online.

The college has recently completed all phases of centralizing most tutoring services to a common location as proposed to the facilities committee [IIA.7-10]. As part of centralization, the math success center was moved to the advanced technology center so that math tutoring services and the writing center are housed in the same building. Currently the writing center [IIA.7-11] provides in person tutoring as well as online tutoring services to all students. The writing center is open on Monday through Thursday from 8:30 a.m. to 7:00 p.m. and on Friday from 8:30 a.m. to 4:00 p.m. The center also offers workshops that cover theory, examples, and practice. Most students in writing classes are required, or at least encouraged, to utilize the writing center and the available tutors. All students can request an online tutor through the use of a form on the Canvas website and receive immediate tutoring on the online NetTutor system [IIA.7-12]. The tutoring and academic support center is open Monday through Thursday from 8:30 a.m. to 7:00 p.m., Friday from 8:30 a.m. to 7:00 p.m. and Saturdays from 8:30 a.m. to 5:00 p.m. The math success center has tutoring, workshops, and other resources available for both STEM (Science, Technology, Engineering, and Mathematics) and nonSTEM students Monday through Thursday from 8:30 a.m. to 7:00 p.m., Fridays 8:00 a.m. to 4:00 p.m., and Saturdays and Sundays virtually from 8:00 a.m. to 4:00 p.m. [IIA.7-13]. Hour long math workshops are taught by a mathematics professor designed to help students develop confidence and strength in their problem areas and help them to fill in gaps that they may need to be successful in a math class. Students can quickly visit a one-on-one math tutoring session.

The communication center and English as a second language lab, and library services are available to all students, either through drop in at the physical library or through accessing their databases online [IIA.7-14]. The library is open Monday through Thursday from 8:00 a.m. to 9:00 p.m., on Fridays and Saturdays from 8:00 a.m. to 4:00 p.m. The library has a wide collection of databases that are accessible, along with the catalog, both on and off campus. The library also hosts a collection of textbooks placed on reserve by instructors available for a limited check-out period determined by the instructor. Counseling services [IIA.7-15] are available on campus on Monday through Friday from 8:00 a.m. to 5:00 p.m. Students need to meet with counselors after they have completed their admissions application, new student orientation, and assessment test. Appointments may be scheduled online, and appointments are available virtually or in person from 8:30 a.m. to 6:30 p.m. Monday through Thursday and from 8:30 a.m. to 4:30 p.m. on Friday. Counselors are also available that specialize in student support programs such as first year experience, veterans, NextUp, CalWorks, athletics, accessibility coordination center and educational support services (ACCESS), extended opportunity program and services (EOPS), and cooperative agencies resources for education (CARE) [IIA.7-16]. The ACCESS resource center office on campus is open Monday through Thursday from 8:00 a.m. to 7:00 p.m., and Fridays 8:00 a.m. to 4:30 p.m. and by appointment. The goal of ACCESS is to promote equal access for students with disabilities in the college setting and accessibility is accomplished through support

services and academic accommodations based on the individual's educational functional limitations of their documented disability. Information about ACCESS students are available to faculty. In addition, students have access to the communication center and the ESL lab Monday through Friday from 8:30 a.m. to 5:00 p.m. The new addition of the achievement center which supports students preparing for transfer level courses in math and English is available Monday through Friday from 10:00 a.m. to 7:00 p.m.

Justice-involved education (JIE) correspondence education faculty accepts written student questions and feedback. Student's questions are forwarded to the appropriate resource on campus (e.g., the writing center or counseling) or to the instructor. Victor Valley College staff work integrally with Federal Correction Complex-Victorville education supervisors to provide inside facility support for students who may be suspected of learning difficulties. Also, a justice-involved education staff member was approved by the BOP to enter the facility to offer in-person tutoring, academic support, and academic advising.

Analysis and Evaluation
The college meets this Standard. The college provides multiple modes of delivery and teaching methodologies for both online and onsite students. The attempts to schedule courses, when possible, that can meet the needs of all students are based on discussions and evaluations in forums such as department meetings, PRAISE reports, and faculty self-evaluation in which face –to-face and DE courses are included.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard
The college does not have department wide course or program examinations. In courses or programs requiring industry accreditation or licensure such as nursing, standardized tests are proctored by third parties, including relevant accreditation or credentialing bodies, to monitor and assess outcomes.

The college offers students the opportunity to earn credit for prior learning through the approved alternative methods described in administrative procedure 4235 [II.A.8-01]. The approved alternative methods to receive credit for prior learning include: achievement of a satisfactory score on an advanced placement (AP) examination, achievement of a satisfactory score on a high level international baccalaureate (IB) examination, achievement of a satisfactory score on the college level examination program (CLEP), evaluation of joint service transcripts (JST), achievement of an examination administered by other agencies approved by the college, evaluation of industry recognized credential documentation, evaluation of student created portfolios, and satisfactory completion of an institutional examination, known as credit by examination, administered by the college in lieu of completion of an active course listed in the current college catalog. In the case of earning credit for prior learning through an institutional examination, responsibility for reducing test bias and enhancing reliability belongs to the faculty member designated with proctoring the examination in question.

Analysis and Evaluation
The college meets the Standard. The college does not use departmental course or program exams. Any future adoption of department wide course or program examinations will begin with department level agreement and review by curriculum committee and evaluation to ensure examinations have processes

which reduce test bias and enhance reliability. The college's AP4235 sets forth its policy for awarding credit for prior learning, which includes the process of credit by examination.

9. **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard
At the attainment of the basis for awarding course credits, degrees, and certificates, units of credit are based on the accepted postsecondary credit systems. The college operates on an academic year divided into two equal semesters of 16-weeks. All courses have student learning outcomes (SLOs) that are statements regarding course content that is critical to student success in the course [IIA.9-01]. Programs have program learning outcomes (PLOs). Noninstructional areas have service area outcomes (SAOs) [IIA.9-02]. For every course, SLOs are recorded on the official course outline of record (COR) and assessed using various assessments methods, both embedded and nonembedded. Instructional programs are engaged in regular assessment, and each discipline has a three-year and a six-year plan.

All new courses and degrees must have learning outcomes at the course and program levels. These are statements stipulating what graduates will know and can do at the completion of an entire course of study. Programs are assessed by examining SLO results that students must achieve to demonstrate mastery of the PLOs. Course assessment tasks are graded and are a factor in the awarding of course credit toward degrees and certificates. Thus, the achievement of the PLOs is the basis for awarding degrees and certificates.

Regardless of the means of instructional delivery, units of credit for all courses and degrees are consistent with college policies and higher education norms. The curriculum committee ensures that the units awarded for degrees and certificates are consistent with college policies and procedures. The curriculum committee has developed guidelines that reflect statewide protocols regarding units [IIA.9-03]. In addition, the college follows Title 5 and the California Education Code. The college also follows the chancellor's office program and course approval handbook [IIA.9-04]. Victor Valley College does not offer clock hour courses.

Analysis and Evaluation
The college meets this Standard. Degrees and certificates are awarded after a review of transcripts to ensure that students have passed all the required classes indicated in the catalog during their enrollment. Petitions for degrees are reviewed in the admissions and records office by a graduation evaluator, who confirms course completion from the student transcript. All courses have SLOs. Student learning outcomes are assessed with clearly embedded tasks. All degrees and certificates have PLOs, and PLOs are assessed using data from SLOs mapped to PLOs. Units of credit are identified in the course outline of record and follow the Carnegie Rule, Title 5 regulations, California intersegmental articulation council policies, C-ID, and/or CSU/UC norms.

10. **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate**

to its mission. (ER 10)

Evidence of Meeting the Standard
The college has clearly defined policies regarding transfer of credit which are publicly available in the college catalog and on the website [IIA.10-01, IIA.10-02]. The college awards transfer of credit after evaluating transcripts from regionally accredited colleges and universities and through its policy as outlined in AP 5115 [IIA.10-03]. Transcript evaluations are performed by the office of admissions and records and academic counselors. Those evaluating transcripts review course descriptions and course outlines to determine equivalency and consult with faculty as needed.

Regarding the transfer of credits from Victor Valley College to other colleges and universities, the college has clear policies and procedures about transfer credits and articulation [IIA.10-04, IIA.10-05]. The college's articulation officer is a member of the curriculum committee and works to develop, implement, and evaluate articulation agreements. All articulation agreements are available online [IIA.10-06].

The justice-involved education office has developed or is in the process of developing cooperation agreements with four-year institutions (e.g., UCLA, UC-Riverside) who are interested in accepting VVC's general education credits with application to their respective prison education programs, which will allow students to transfer all classes to the appropriate bachelor's degree [IIA.10-07]. This is a priority for the Federal Bureau of Prisons in offering correspondence classes within the Federal Correctional Complex-Victorville facility.

The college uses its catalog, class schedule, and website as a platform for communicating transferability of courses and the college's policies and procedures in relation to transferring.

Analysis and Evaluation
The college meets this Standard. The college has clearly defined and publicly available transfer of credit policies. Academic counselors are available to regularly provide guidance to students about credit for prior learning and/or transfer options and requirements which align with their current path of study. Students can have their CSU GE or IGETC units certified by counselors to confirm their lower division courses will transfer. The college also offers 25 associate degrees for transfer.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard
The college has institutional learning outcomes (ILOs) which are applied to all courses, certificates, degrees, and programs in: communication, computation, creative, critical and analytical thinking, social and personal responsibility, information competency, and health and human flourishing. Victor Valley College has adopted institutional outcomes to define the learning that all students are intended to achieve because of their experience with the college's instructional, student support, and campus support programs [II.A.11-01]. The college's ILOs reflect the skills, abilities, and knowledge that students will attain upon completing a course, degree, certificate, or program.

In fall 2020, the college adopted a new ILO: health and human flourishing which is described as:

> Synthesize educational aims into a comprehensive approach to the many facets of human flourishing; apply principles of physical, psychological, and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for lifelong learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself [II.A.11-02].

All course level SLOs are mapped to high level learning outcomes. At Victor Valley College, only academic disciplines offering a degree or certificate develop program learning outcomes, which are uniform across all pathways within a given discipline of study. Program learning outcomes are statements of the kind of learning a program intends a student will achieve. The PLOs describe the knowledge, skills, problem solving, communication and values that apply to all certificates and/or degrees within that program [II.A.11-03, II.A.11-04, II.A.11-05, IIA.11-06, IIA.11-07, IIA.11-08, IIA.11-09, IIA.11-10]. If a course is not a part of a program, course level student learning outcomes are mapped directly to institutional learning outcomes. Institutional learning outcomes are assessed on a rolling basis per the six-year calendars developed by the department chair per the student learning outcomes and assessment committee (SLOAC).

Analysis and Evaluation
The college meets the Standard. The college has adopted institutional learning outcomes to define the learning that all students are intended to achieve as a result of their experience with the college's instructional, student support, and campus support programs. These learning outcomes are regularly assessed and used to drive program improvements.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard
The college requires that all degree programs be clearly stated in its catalog. Degree seeking students complete 21 units of general education requirements. The philosophy on which this requirement is based is:

> The awarding of an associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

This philosophy is also articulated in board policy 4025 [IIA.12-01] and administrative procedure 4025 [IIA.12-02].

General education courses are developed by faculty like all curriculum at the college, and faculty who develop those courses work closely with the department chair in their area of expertise to develop the curriculum. Several degree applicable courses fulfill more than one area of general education. Additionally, the articulation officer verifies the appropriate general education category assignment(s) based on the college, CSU, and IGETC requirements [IIA.12- 03, IIA.12-04]. General education courses, as with all other courses at the college, each have student learning outcomes that are assessed over a six-year cycle. General education requirements are categorized according to the expected development of some of the competencies listed after them [IIA.12-05]. Those categories are Natural Sciences Social and Behavioral Sciences (minimum of 3 units), American Institutions (minimum of 3 units), Humanities (minimum of 3 units), Language & Rationality – Communication & Analytical Thinking (minimum of 3 units), Mathematics (minimum of 3 units) and Language & Rationality–English composition (minimum 6 units).

Students must fulfill a requirement that addresses competency in Global Citizenship. Examples of courses that fulfill this competency are anthropology 102 [IIA.12-06], history 155 [IIA.12-07] or Spanish 101 [IIA.12-08]. Students who complete the general education requirements for this competency will be able to explore, identify, and evaluate the factors that have shaped the global community to gain an understanding of the individual's roles in relationship to other individuals and systems on a global level. Students are also required to fulfill a requirement that addresses information competency. Examples of courses that fulfill this competency are English 116, PHIL 114, and Political Science 114 [IIA.12-09, IIA.12-10, IIA.12-11]. Students who complete the general education requirements for this competency will be able to determine the nature and extent of information needed and identify a variety of types of formats of potential sources of information, utilize research tools and/or the Internet to effectively locate and retrieve information resources, analyze and evaluate information using the criteria of credibility, relevance, authority, currency, and point of view or bias, and organize and communicate information for a specific purpose and in accordance with legal and academic standards. The college recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the college's growing and diverse student population [IIA.12-12]. By offering distance education (DE), the college enables students to access a quality education, anytime, anywhere. The college includes courses offered fully online and partially online (hybrid). Students can choose in person classes, online, or hybrid classes through the online class schedule posted online at the college website. When appropriate, traditional in person course use of technology and use of broadcast technology (virtual site to site courses) are also considered in the distance education plan [IIA.12-13]. To ensure that the required skill level of students in DE courses and all instructional programs meet the collegiate standard and rigors, the college follows standards of quality defined in the distance education plan to support the development and delivery of effective DE courses that serve students' needs and effectively promote learning and success. Such standards are general standards, course media and material standards, accessibility standards, and privacy and protection standards. Students seeking associate degrees for transfer (AD-Ts) must also satisfy a general education requirement; however, these requirements are based on the California State University general education breadth pattern (CSU GE Breadth) or the intersegmental general education transfer curriculum (IGETC) pattern depending on where the student plans to transfer to [IIA.12-14]. Students meet with counselors to develop their educational plans to ensure all general education requirements are fulfilled. The counseling office has several forms available that students can use to keep track of their general education requirements. Victor Valley College students are awarded degrees upon

completion of general education college credits in addition to program requirements in their major or area of emphasis [IIA.12-15].

Analysis and Evaluation
The college meets this Standard. The college has a well-established general education plan based on a thoughtful philosophy clearly articulated in the catalog. This general education plan meets the criteria of preparing students for and accepting the responsibility of participation in civil society by requiring fulfillment of the global citizenship competency; providing students with skills for lifelong learning and application of learning by requiring fulfillment of the information competency and the social sciences requirement; and enabling students to have a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences by requiring fulfillment of courses in those areas.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
The college offers degree programs which include focused study in at least one area of inquiry or in an established interdisciplinary core in accordance with its policies and procedures [IIA.13-01]. Associate degrees at the college require at least 18 units of study within a single discipline or within a set of related disciplines [IIA.13-02]. Upon successful completion of degree requirements through required core courses and elective courses, students will have a level of proficiency, and potentially mastery, of theories, practices, and terminology appropriate to the degree and degree level.

Through the curriculum committee, the college ensures that there is a focused area of inquiry or set of related areas within every degree. The curriculum committee conducts regular curriculum reviews to ensure all courses have appropriate student learning outcomes (SLOs) and all programs have aligned program learning outcomes (PLOs) in the course outline of record for each course in a degree pathway [IIA.13-03, IIA.13-04]. To ensure alignment of SLOs, PLOs and ILOs, the college regularly maps SLOs to PLOs to ILOs. Programs are prompted at regular intervals to ensure mapping is well aligned and still applicable. The assessment and accreditation coordinator ensures all PLOs are mapped to one or more SLOs for a given course.

Analysis and Evaluation
The college meets the Standard. All degree programs include focused study in at least one area of inquiry or an established interdisciplinary core, with aligned and applicable SLOs and PLOs, through the combined efforts of the curriculum committee, SLOAC and the assessment and accreditation coordinator.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard
To ensure students who complete career technical education (CTE) certificates and degrees are prepared with the technical and professional competencies required to enter high wage, high skill, in

demand careers. The college is a member of four interrelated regional consortia. These consortia are focused on preparing students for high skill and high wage careers in emerging and growing industry sectors in the regional economy. The first is the Inland Empire Desert Regional Consortium [IIA.14-01]made up of nine community college districts comprised of 12 community colleges. It serves as a regional framework to communicate, coordinate, collaborate, promote, and plan career and technical education and workforce and economic development in the Inland Empire/Desert Region. All the college's credit CTE certificates and degrees are reviewed and approved by the regional consortium before sent to the chancellor's office for approval. In addition, the college partners with IEDRC and the centers of excellence for customized data on high growth, emerging, and economically critical industries and occupations, and their related workforce needs. This data ensures VVC is utilizing the same workforce data pools as the region at large. The second consortium is the Mountain Desert Career Pathways (MDCP) which is made up of nine local k12 school districts who partner with VVC for a region wide collaborative approach to career pathway alignment including CTE advisories, articulations, student competitions, and outreach events for both students and employers focused on preparing local students for local careers. Together MDCP and VVC work with local employers to build and update CTE curriculum to meet employer standards and incorporate external licensure. The third consortium is the Mountain Desert Economic Partnership (MDEP) a collaborative, collective impact approach aiming to transform the economic landscape of the high desert. The MDEP consists of industry, government, education, and community representatives, focusing on building a sustainable culture of high quality, local employees. The fourth consortium is the Victor Valley Adult Education Regional Consortium (VVAERC) is made up of VVC and five local school districts focused on collaborative approach to providing adult education with a special emphasis short term career technical educational programs with high employment potential and apprenticeship programs.

Through a collaborative effort with the consortia listed above, CTE degrees and certificate programs are identified and developed at the college. All career technical education degrees and certificates are subject to the same rigorous curriculum approval, program review and assessment processes as other programs at VVC [IIA.14-02, IIA.14-03, IIA.14-04]. Graduates of CTE certificates and degrees are prepared to meet industry standards and pass external licensure and certifications, as evidenced through various indicators including licensure pass rates, advisory board input, and employment surveys and analysis. Victor Valley College utilizes core indicator data [IIA.14-05], as one of the measures to determine program success and assess improvement needs. The 2022-23 core indicators are:

1. Postsecondary retention and placement data demonstrates the college is performing higher than both the state and district negotiated level across CTE programs and within each individual special population subgroup.
2. Earned Postsecondary Credential data indicates the college has room to improve in meeting the State and District negotiated levels for the CTE cohort at large, however, it does indicate college performance is surpassing negotiated rates for special population subgroups.
3. Nontraditional Program Enrollment demonstrates the college is performing higher than both the state and district negotiated level across CTE programs and within each individual special population subgroup except for Youth in Foster Care which is 5.2 points below the negotiated level.
4. Cohort Year 2019-20 Employment exceeds the negotiated state and district rate [IIA.14-06, IIA.14-07].

All CTE programs undergo curriculum review every two years through the curriculum committee and present updated labor market information as applicable to ensure continued alignment of curriculum

and program outcomes [II.A14-08]. To ensure continued scrutiny and analysis of labor market trends and industry standards, each CTE program has its own advisory board comprised of representatives from local and regional industries, businesses, and stakeholders. These advisory boards meet regularly to provide input on curriculum and ensure program requirements and learning outcomes are current and relevant to the applicable industry [IIA.14-09, IIA.14-10, IIA.14-11]. In addition to following the college's policies and procedures to ensure curriculum aligned to professional competencies and industry standards, CTE programs are further required to provide compelling labor market standards when proposing new degree or certificate programs [IIA.14-12].

The college has 184 degree and certificate programs. Ninety-two of these are career technical education programs [IIA.14-13, IIA.14-14, IIA.14-15, IIA.14-16, IIA.14-17, II.A.14-18, II.A.14-19, II.A.14-20, II.A.14-21]. All CTE degrees and certificates are designed to prepare students for employment and the ability to meet industry certifications. For example, the nursing program uses its nurse practicum courses to prepare nursing students to take the NCLEX, simulating test content and conditions. The robust preparation for the NCLEX exam is one of many factors that contribute to the college's 96.8 percent NCLEX pass rate upon completion of the program [IIA.14-22].

All CTE programs participate in program review and assessment processes and are prompted within these processes to align their curriculum, program short-and long-term planning, as well as course level student learning outcomes and program level outcomes to prepare students for certifications and employment. Career and technical education programs are prompted to provide documentation from advisory board meetings within their program reviews to document ongoing discussions and strategy. Assessment is also an integral part of CTE program operations to show students are learning and achieving desired outcomes. As with all instructional programs at the college, CTE programs develop student learning outcomes and program learning outcomes with consultation from the student learning outcomes assessment committee, the curriculum committee and with the help of the college's assessment and accreditation coordinator and student learning outcomes coordinator. Career technical and education programs are also required to map their SLOs to PLOs to ILOs if offering a degree or certificate, or if not offering a degree or certificate, their SLOs directly to ILOs. Mapping processes are initiated every time curriculum is updated and/or new programs are added.

Recent programs developed in response to the college's regional labor market indicators and industry feedback include commercial driver license certificate, and forklift while others are undergoing the development process. Programs in development include cosmetology, barbering, emergency telecommunications, pharmacy technician, phlebotomy, public notary, and court reporter.

Analysis and Evaluation

The college meets the Standard by offering labor market relevant CTE degrees and certificates, and ensuring students complete programs prepared for labor market, industrial and professional standards, and certifications. Standards are continuously upheld through the college's rigorous curriculum, program review and assessment policies and procedures.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The college has established procedures for determining program discontinuance or the need for significant changes of programs in alignment with criteria from AP 4021 [IIA.15-01]. The process for determining program discontinuance takes into consideration several factors including negative effects on students, college curriculum balance, educational and budget planning, regional economic and training issues, and collective bargaining issues.

If a program is discontinued or significant changes occur, affected faculty, academic counselors, and staff are provided with updated information about timelines and changes.

Program of study updates and deactivations are published in the catalog and addendums [IIA.15-02]. The financial aid office is also apprised. If a program is updated, students are allowed to graduate under the previous requirements or the new requirements. If a program is deactivated, students maintain catalog rights and can still be awarded the program if the courses are still available. The college does allow for course substitutions on certificates. When students meet with counselors regarding a program that has been deactivated, the counselor will help the student plan the remaining requirements efficiently so that the program of study can be awarded.

Catalog Rights
Students completing the requirements for the associate degree (local), the associate degree for transfer, certificate of achievement, or certificate of proficiency have catalog rights. Catalog rights are defined as maintaining enrollment in at least one semester per academic year, excluding winter and summer intersessions at Victor Valley College [IIA.15-03]. Catalog rights include the following:

1. The regulations in effect at the time you entered the college, provided you have been in continuing enrollment until you have completed the requirements for the degree/ certificate;
2. The regulations current at the time you re-enter the major program and remain in continuing enrollment until you complete the requirements of the degree/certificate;
   OR
3. The regulations current at the time you file and receive the degree/certificate.

Analysis and Evaluation
The college meets the Standard. The college adheres to administrative procedure AP4021 to determine whether program elimination or significant changes to programs occur and follows a process to ensure enrolled students can complete their educational goals in a timely manner with minimum disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard
The college regularly evaluates and practices continuous improvement in the quality and currency of all instructional programs through its program review, assessment and curriculum policies, procedures, and practices, regardless of delivery mode or location [IIA.16-01, IIA.16-02, IIA.16-03]. The college's use of its program review cycle, which integrates planning and discussion of assessment and curriculum, is systemic, ongoing, transparent, and consistent to ensure all courses and programs work to enhance learning outcomes, improve student achievement, and ensure academic quality and relevance.

As described in II.A.1, all instructional programs, including collegiate, career technical, continuing and community education programs, are required to participate in the college's four-year program review cycle. The first year of the cycle is the comprehensive review. Depending on the type of program, there may be specific questions within program review templates to ensure programs address specific concerns [IIA.16-04]. The second and third years of the program review cycle are update years where programs provide any relevant updates and can review department and programmatic data. The fourth year is known as a close the loop year, in which programs reflect on the past cycle and develop goals and strategies for the upcoming program review cycle. The program review handbook and manual, and all supplemental training materials, prompt faculty to seek continuous improvement. Continuous improvement is also prompted using program dashboards with key performance indicators so faculty can review progress of indicators over time [IIA.16-05].

Embedded within the program review framework are discussions of assessment and curriculum. Assessment of student learning outcomes is planned through department use of six-year calendars, showing every course being assessed twice in three years and four times in six years. The evaluation and planning phase of assessment occurs in department meetings and faculty led discussions, which are commonly included within program review reports for historical tracking and future planning. Training materials for SLO assessment encourage faculty to be equity minded in their assessments, as well as to identify strengths and weaknesses which may require added resources or institutional support [IIA.16-06]. Program review also necessitates that programs continually assess their curriculum, discussing plans for future curriculum or the need for changes to occur. At a minimum, program reviews ask units to confirm they follow validation that curriculum is updated per Title 5 regulations.

Using program review, assessment, and curriculum policies, practices and procedures, the college has a well-established and systematic process for ensuring the continuous evaluation and improvement of outcomes to enhance instruction regardless of modality or program type and ensure its levels of quality and rigor remain appropriate for higher education.

Analysis and Evaluation
The college meets this Standard by regularly and systematically evaluating and improving the quality and currency of all instructional programs and courses through robust program review, assessment and curriculum policies, practices, and procedures.

Conclusions on Standard II.A: Instructional Programs
Victor Valley College determines its instructional programs through assessing community need and ensuring consistency with the mission. The college has a well-established process for continuous improvement through program review in which faculty complete using student achievement data, and student learning outcome assessment. The college uses a process to ensure that all courses include the up-to-date learning outcomes from the course outline of record. The college uses a variety of teaching methodologies and learning support services to meet the diverse population of students. Through various modalities the college is transparent in its available instructional programs and support services to students.

Improvement Plan(s)
None

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Library

Victor Valley College supports student learning and achievement by providing library and learning support services that are sufficient in quantity, currency, depth, and variety to support all students, including off site, distance and correspondence education students.

Library Facility & Collections

The library's two-story lakeside facility is a welcoming, student-centered learning environment and features a unique art collection. The upper level offers research and information literacy guidance from librarians, circulation services, library instruction room, computers, printers/scanner/copier, cell phone charging lockers, large group tables and individual study seating (some with power outlets), reference collection and exhibit display cases to support outreach and resources sharing. The library lower level is a designated quiet area with individual study carrels (43 with power outlets), study rooms with collaborative learning technology, four library catalog computer stations and circulating collection book stacks. The local history room special collection offers books, maps, photographs, oral histories and other resources about the Victor Valley and surrounding Mojave Desert [IIB.1-01].

The library mission is to support student learning and success by providing access to a diverse collection of print and electronic resources that promote diversity, equity, inclusion, and accessibility, while sustaining an integrated program of services, resource management, assessment, and information literacy instruction.

The library collects diverse, equity-supportive resources in multiple formats to support learning and provide depth of coverage aligned with the college's curriculum. Resources are available in print and digital formats to support learning needs for on-campus and distance education students. Collections include print and eBooks, course reserve textbooks, periodical, newspaper, scholarly journal and streaming media databases and DVDs. Many library databases feature accessibility tools and options for reading articles aloud, translating into different languages, or changing fonts and backgrounds. Currency is maintained with annual purchases of print and eBooks, and periodical, newspaper, scholarly, peer reviewed journal and streaming media database subscriptions. The library contributed printed books and periodicals to the justice-involved education (JIE) program for development of prison site libraries which include more than 9,000 items to support JIE correspondence education students. Librarians are working with the JIE director and discipline faculty to develop a system of research, resource identification and delivery for the JIE program [IIB.1-02, IIB.1-03].

Students have access to the library facility, resources, and research help 68 hours per week: Monday through Thursday 8:00 a.m. to 9:00 p.m., Friday and Saturday 8:00 a.m. to 4:00 p.m. Distance education and off campus students connect with college reference librarians online through virtual chat with an option to meet virtually or telephone. The library web site provides 24/7 access to databases, eBooks, and learning support tools including off-campus support for students, research and subject guides, anti-plagiarism, and citation tools. Overdue fines were eliminated to reduce economic barriers for students in accessing library materials in support of student equity.

Evaluation processes to ensure adequate resources include circulation usage reports, student and faculty feedback, and annual external reports that show collection growth [IIB.1-04, IIB.1-05, IIB.1-06]. Regular collection review with a focus on campus curriculum and diversity, equity, accessibility and inclusion, and deselection to remove outdated, damaged materials contribute to the currency and relevancy of the collection. Thirty three percent of the physical library collection was published 2000 to present, and 67 percent of the print collection was published prior to 2000.

Library Instruction & Research Help

The library provides ongoing instruction to diverse students through its information competency program, course integrated bibliographic instruction sessions, individualized on campus and online reference interactions, recorded library lectures and instruction embedded and accessible in Canvas LMS courses, and the 3-unit course "LIBR 110 - Information Literacy in the Digital Age." Information competency is a local graduation requirement and an institutional learning outcome taught in conjunction with all English 101 classes. Librarians teach effective research strategies for finding and evaluating credible information resources, then students complete a skill based online tutorial that covers searching the library catalog and online databases, finding, and evaluating internet resources, recognizing plagiarism, and citing sources. Librarians are developing a paper-based information competency tutorial for JIE correspondence students to comply with institutional regulations and limitations to online resources, which will also meet the SLO in English 101 for information literacy [IIB.1-07, IIB.1-08, IIB.1-09, IIB.1-10].

Librarians offer engaged research guidance in the library and online to support diverse off campus students and distance education. Students develop effective research and information competency skills through active reference interactions offered in person, via online chat, virtually and telephone. These services are available all hours the library is open. Librarians teach course-integrated instruction sessions across the curriculum in person, virtually to off campus locations, and asynchronously through recorded lectures embedded in Canvas. The LIBR 110 course is offered on campus and in distance education formats to teach students information competency and digital literacy skills. Active library outreach to faculty takes place through committee work, the online library newsletter, in person and email interactions, new faculty orientation course in Canvas, and on campus and recorded workshops sponsored by faculty professional development [IIB.1-11, IIB.1-12]. Quantitative evidence of library collections, facilities, services and instruction is provided in data about usage of library materials, number of items added and expenditures by format type, visitors, instruction and reference statistics in annual reports to the chancellor's office, Association of College and Research Libraries, and IPEDS report [IIB.1-13, IIB.1-14, IIB.1-15, IIB.1-16].

Learning Support Services – Tutoring and Academic Support

In 2015 a tutor task force was created and convened to discuss the campus tutoring needs. A student survey was administered, and three phases were identified and initially implemented:

1. Relocate the math center into the advanced technology center (completed in 2017);

2. Establish a Language Lab for ASL, ESL, and foreign language (completed in 2018); and
3. Establish a multi-disciplinary tutoring center for other curriculum support (completed in 2019).

The college established a tutoring and academic support director and with the establishment of a centralized tutoring program in September 2019, several projects were developed to align with the campus needs and centered around two general areas: program improvement and integrity and student success.

In addition to supporting all of Victor Valley College's tutoring needs in and outside of the classroom and online, tutoring and academic support has now expanded support in six centers: the writing center, communication center and ESL lab, achievement center, technology center lab, math success center, and tutoring and academic support center.

Tutoring is equitable in terms of location, times, and means of delivery. Except the communication center and ESL Lab, all tutoring centers are in one building. In fall 2019, the writing center square footage doubled in size along with a redesign of the space to better accommodate students. The math center was renovated, and the tutoring and academic support center (multidisciplinary center) was created to support students. All centers include space for individual peer tutoring, a computer lab, and workshops. The mission of tutoring and academic support is to provide students, faculty, and other student support services with tutoring, resources and support needed for academic success. Tutoring and academic support (TAS) accelerates student learning and achievement through physical and online resources for students, faculty, and staff. Through institutional funding allocations, the college partnered with NetTutor to supplement subject offerings and provide further accessibility to working and distance education students by providing 365 days a year, 24 hours a day tutoring support in 55 subjects. Additionally, all center content is accessible through the tutoring and academic support Canvas shell. A helpful video is distributed to students to assist them in accessing tutoring support and content. In addition to in person services, several centers provide tutoring virtually. Justice-involved correspondence education has developed a relationship with the tutoring center to address written student academic support requests. Additionally, the Federal Bureau of Prisons has approved the college request for training and background clearance for a member of the justice- involved education office to provide inside facility tutoring to enrolled VVC students.

The writing Center [IIB.1-17], is open Monday through Thursday 8:30 a.m. to 7:00 p.m., Friday 8:30 a.m. to 4:00 p.m. and offers individualized and online tutoring in writing in English classes and across the curriculum, computer resources, directed learning activities, handouts, and workshops to support students' rhetorical and grammatical skills.

The math Success Center [IIB.1-18] is open Monday through Thursday 8:30 a.m. to 7:00 p.m., Friday 8:00 a.m. to 4:00 p.m., Saturday and Sunday (virtual): 8:00 a.m. to 4:00 p.m. and offers math tutoring, workshops, directed learning activities, and handouts for all courses with a mathematics component. Additionally, many faculty voluntarily conduct their office hours in the math success center.

The communication center and ESL lab [IIB.1-19, IIB.1-20] offers support for students in Spanish, ESL, and public speaking. Tutoring, workshops, textbook loans, and handouts for all courses with public speaking, Spanish, or ESL are supported. Additionally, many faculty provide extra credit and other instructional incentives for students enrolled in their courses. In 2019, 46 percent of students enrolled in public speaking courses utilized the communication center. Operational hours for Spring 2023:

- Monday: 8:30 a.m. to 5:00 p.m.

- Tuesday: 8:30 a.m. to 6:00 p.m.
- Wednesday: 8:30 a.m. to 5:00 p.m.
- Thursday: 8:30 a.m. to 5:00 p.m.
- Friday: 8:30 a.m. to 4:00 p.m. (Closed 12:30 to 1:30 p.m.)

The tutoring and academic support center [IIB.1-21] is open Monday 8:30 a.m. to 5:00 p.m., Tuesday through Friday 8:30am to 7:00 p.m. and Saturday 8:30 am to 5:00 p.m. and offers individualized tutoring in areas such as accounting, political science, chemistry, physics, NetTutor support, computer resources, handouts, and workshops to support students.

The achievement center [IIB.1-22] was designed to support students preparing for transfer-level coursework in English and mathematics. The center is operational Monday through Thursday 10:00 a.m. to 7:00 p.m. and Friday 10:00 a.m. to 4:00 p.m.

The technology center is an open computer lab located in the advanced technology center with the largest accessible lab on campus with over 100 computers and space for study groups. It is open Monday through Thursday from 7:45 a.m. to 9:00 p.m. and Fridays from 7:45 a.m. to 7:00 p.m.

Furthermore, various instructional labs are located within departments and programs such as business education technology, computer science, student services, associated student body center, allied health, child development, and agriculture and natural sciences.

Tutoring and academic Support provides learning support services to personnel responsible for student learning. Training is required for all tutors which is formalized and compensated. Training topics include curriculum on the following: strengths-based tutoring, active listening, active learning, growth mindset, cultural competency, learning resources, summarizing, feedback, Socratic method, metacognition, Bloom's taxonomy, communication strategies, annotating, stereotype threat, scaffolding, note taking, time management, resource navigation, and peer observations.

Tutoring and academic support participates in noninstructional program review yearly. The program assesses its operations through student surveys distributed periodically throughout the term. All centers track student attendance and usage. In the 2021-2022 academic year the below table documents student usage:

Location	Unduplicated Students	Hours	Visits
Writing Center	1,148	4,858	4,108
Math Success Center	1,471	25,965	13,442
Communication Center and ESL Lab	474	3,772	2,190
Achievement Center	162	3,218	1,325
Technology Center Computer Lab	1,283	5,328	6,604
Tutoring and Academic Support Center	345	2,351	1,243

Furthermore, student data is assessed to understand racial disparities in success, retention, and persistence. A wide range of tutoring services, writing assistance, library instruction (including research

help, orientations, and more), library materials (physical materials and online resources), myriad computer labs, and student technology serve to bolster student achievement in all majors at the college.

Analysis and Evaluation
The college meets this Standard by supporting student learning and achievement for on campus, remote and distance learners through diverse physical and digital collections of learning resources and online research tools and providing reference services and instruction in person and online to teach information literacy skills. The college's tutoring and academic support meets the standard with learning support services that are of sufficient quantity, currency, breadth, depth, and variety to support students.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard
Library
Victor Valley College relies on the collaboration and expertise of discipline faculty, librarian faculty and learning support services professionals to provide educational equipment and materials that promote learning, diversity, equity, inclusion, accessibility (DEIA) and success, while enhancing the college's mission.

The library facility offers students a range of educational technology to support academic success, including computers, Wi-Fi, laptops, print kiosks, book scanner, copier, white boards, instruction room and study rooms equipped with collaborative learning technology. Current projects include renovation of a former classroom into an innovative collaboration lab to provide students with an educational technology-enhanced, flexible learning space for group projects, and the addition of audio/videoconference capabilities to existing study rooms. Librarians collaborate with the campus information services department for technology maintenance, and the library is on the campus wide equipment replacement schedule for computers and instructional technology.

The library acquires diverse learning resources in accordance with the collection development policy, along with input from discipline faculty, requests from students, course assignments, and program needs [IIB.2-01]. Resources are recommended through the curriculum committee approval process to support new and updated course assignments [IIB.2-02]. Faculty are informed by email of added resources in their disciplines. Resource selection is based on reviews in professional trade journals and includes works by diverse authors and topics that support equity, diversity, inclusion, accessibility, and social justice. Monthly displays feature DEIA and cultural recognition such as Black history, Hispanic heritage, Native American heritage, Asian American and Pacific Islander heritage, women's history, disability awareness and LGBTQIA+ pride. Established evaluation processes to determine sufficient depth and variety include annual student and faculty surveys, and library system reports of usage and collections growth by subject. Librarians regularly review the collection to remove outdated, worn items, and periodic inventory facilitates maintenance of the physical collection [IIB.2-03].

Learning Support Services – Tutoring and Academic Support
Victor Valley College supports student learning and achievement by providing tutoring, workshops, directed learning activities, handouts, and other learning support services to students and to personnel responsible for student learning and support. The college offers learning support services in sufficient quantity, currency, depth, and variety, including remote delivery, to support the college's educational

programs. Also, users of the library and other learning support services receive instruction and guidance on accessing these resources.

Tutoring and academic support, with a staff of seven classified professionals, three faculty facilitators, three part time faculty, and 35 hourly tutors, provides free tutoring to students in a variety of subjects: math, physics, chemistry, biology, political science, accounting, economics, computer science, psychology, communication studies, Spanish, and English. Instructional assistants assist in monitoring the proper use of the learning center equipment and software. Instructional assistants respond to questions and assist students as needed with subject matter, software programs, and equipment operation. Instructional assistants maintain various student records and files and prepare learning center for student use. Justice-involved correspondence education students submit academic questions in writing distributed to the appropriate support office or center.

Important tutoring materials include calculators, whiteboards, directed learning activities, handouts, and office supplies are part of inventory as needed every term. Instructional assistants, faculty facilitators, tutors, and their student feedback inform materials needed to support learning.

In fall 2019, the college redesigned the writing and math success centers. The centers now have new tables with whiteboard surfaces, new chairs, Chromebooks to support students without their own technology, study rooms, and new touchscreen displays. NetTutor has been provided since 2018 to supplement tutoring support and expand the subjects. Furthermore, student access to the tutoring and academic support Canvas shell has increased student access. Distance education demand has increased in recent years and the repurposing of tutoring spaces has expanded student access to online tutoring. There are three learning centers that provide in-person tutoring and online tutoring. All tutoring sessions and workshops were conducted remotely during the pandemic.

Analysis and Evaluation
The college meets this Standard by collaborating with faculty and other learning support services specialists to select and maintain learning resources and educational technology to support student learning and enhance the college mission. Victor Valley College's tutoring and academic support evaluates its services to ensure the services are adequate to meet the campus needs. Qualitative and quantitative assessments are conducted throughout the academic year. Service area outcomes are assessed yearly. Students who utilize services provided in tutoring and academic support consistently show higher success, retention, and persistence rates.

3. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard
Library
Library and learning support services regularly evaluate programs and services to ensure effectiveness and adequacy in meeting diverse student needs and contributions toward student learning outcomes and use this information to improve and enhance services for students. The library completes an annual program review (PRAISE) which incorporates survey feedback from students and faculty, and student learning and service area outcomes data. This evaluation and assessment data is used for planning and to improve library instruction and resources to support student success [IIB.3-01, IIB.3-02, II.B.3-03].

Student learning and service area outcomes are assessed annually and used for program planning and improvements as part of the program review process. The library evaluates student learning outcomes (SLOs) for its instructional program through the information competency online tutorial completed by students in all English 101 classes. The SLOs are:

1. Determine the nature and extent of information needed and identify a variety of types of formats of potential sources of information.
2. Utilize research tools and/or the Internet to effectively locate and retrieve information resources.
3. Analyze and evaluate information using the criteria of credibility, relevance, authority, currency and point of view or bias.
4. Organize and communicate information for a specific purpose and in accordance with legal and academic standards.

These SLOs are mapped to questions in the tutorial and results are used to improve instruction and the tutorial content. Qualitative questions at the end of the tutorial ask students to rate how useful the tutorial will be in helping them to complete future research projects and what areas of research they need more help with after completing the assignment. The SLOs, assessment methods, summary of data collected, and use of results are compiled on the instructional SLOs Assessment Form [IIB.3-04].

The library evaluates its service area outcomes (SAOs) for resources, services, and facilities through annual surveys to students and faculty. The SAOs are:

1. The VVC Library promotes effective access and use of library resources by providing excellent customer service.
2. The VVC Library contributes to the maintenance of a welcoming environment by ensuring the facility is organized, safe, student-centered, user-friendly, accessible, inclusive, and conducive to student learning.

Feedback is acquired through annual student and faculty surveys that ask for qualitative and quantitative input on the library's public services, reference services, DEIA informed resources, facilities, website, and educational technology equipment. An open question asks how the library and staff can improve and enhance library resources, their experiences in the library, or using library resources. Results are compiled in the SAO assessments report and used to evaluate the impact the library has on student learning and to improve library services, resources, and technology that support learning and success [IIB.3-05].

Learning Support Services–Tutoring and Academic Support

Tutoring and academic support participates in noninstructional program review yearly. In addition to a campus wide survey distributed periodically, the program assesses its operations through student surveys distributed periodically throughout the terms. All centers track student attendance and usage [II.B.3-06].

Furthermore, student data is assessed to understand racial disparities in success, retention, and persistence. In the tutoring and academic support satisfaction survey conducted in spring 2019, 94 percent of respondents indicated they were satisfied with their experience in the tutoring and academic support service areas. The tutors also contribute to student success. Eighty three percent of respondents believe that the tutor they worked with contributed to their success in their course. Students who utilize tutoring resources and log more hours consistently persist to the next major term and complete higher proportions of their attempted units. The college's tutoring and academic support department annually

evaluates its services with student surveys and review of course success data provided by the research office [II.B.3-07]. This data is used to make improvements at the center.

Analysis and Evaluation
The college meets this Standard through regular self-evaluation including program review, student and faculty surveys, student learning outcomes assessment and service area outcomes assessments. Victor Valley College's tutoring and academic support uses a variety of methods to evaluate and improve its learning services including the program plan process, program review, surveys, evaluations, course success data, and feedback from students and various committees. As a result, the college has made improvements in student success rates and achievement of student learning outcomes.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard
Library
When VVC collaborates with other organizations for services, formal agreements exist and resources are easily accessible, utilized, and evaluated for effectiveness. The library collaborates with the Community College Library Consortium, (CCLC) a partnership between the Council of Chief Librarians and the Community College League of California, for contract negotiation and management for subscriptions to online databases; Springshare CMS for the library's website and Ex Libris Library Services Platform for the integrated library system. Victor Valley College benefits from statewide access to databases funded by CCLC (for CountryWatch) and the California Community Colleges Chancellor's Office (for EBSCO). The college subscribes to OCLC's Cataloging and Metadata Services for cataloging records and EZproxy Hosted services to enable reliable remote access to library databases. California Community Colleges Chancellor's Office state library service platform funds managed by CCLC will assume the ongoing subscription costs for OCLC services beginning July 2023 [IIB.4-01, IIB.4-02, IIB.4-03, IIB.4-04, IIB.4-05, IIB.4-06]. The college benefits from statewide funding for the LSP and LibKey, which ensure equitable library services throughout the community college system.

The library subscribes to OCLC's WorldShare interlibrary loan services to access articles, borrow and lend books from other libraries when needed. The library participates in the inland empire academic libraries cooperative, which provides VVC students with reciprocal borrowing privileges at 12 academic libraries at community colleges, state universities and private colleges in the region, including California State University at San Bernardino [IIB.4-07]. These programs are meant to enhance student access to materials, they do not replace VVC Library's responsibility to meet students' curricular resource needs.

Faculty librarians evaluate the adequacy and effectiveness of databases through usage statistics, reviews, and relevancy to curriculum [IIB.4-08, IIB.4-09]. Databases provided through CCLC must meet accessibility standards recommended by the CCC Accessibility Center: U.S. CFR Standard 508, Web Content Accessibility Guidelines (WCAG) 2.0 at Level AA Success Criteria.

The college works collaboratively with the Federal Bureau of Prisons at the Federal Correctional Complex-Victorville to identify appropriate needs and supports for the education of students incarcerated at the

facility. The college does not offer direct instruction or support other than on a volunteer basis, thus, formal agreements are not required. As student demand increases, the college leadership and the correctional facility are aware that signed agreements to offer these services more intentionally will need to be developed. Justice-involved correspondence education students are surveyed regarding the adequacy of the library resources and support offered through the facility and if there are additional supports that the college should be offering to support student learning and success.

Learning Support Services – Tutoring and Academic Support

Tutoring and academic support relies on NetTutor to provide supplemental online drop in and by appointment tutoring for distance education students and to support students outside of in person center hours of operation. Furthermore, students can access tutoring for subjects like sociology and philosophy, which are not specialties provided on campus. Student surveys are periodically analyzed to ensure VVC students receive optimal service and support. All tutoring interactions within NetTutor are recorded; thus, the director of tutoring and academic support can access all tutoring interactions to ensure quality.

Currently, tutoring and academic support is accomplished via written correspondence for the justice-involved correspondence education program. The Federal Bureau of Prisons approved and cleared volunteers are used to offer in person tutoring and academic support. Thus, a formal agreement is not required at this time. As student demand increases, the college leadership and the correctional facility are aware that signed agreements to offer these services more intentionally will need to be developed. Justice-involved correspondence education students are surveyed regarding the adequacy of the library resources and support offered through the facility and if there are additional supports that the college should be offering to support student learning and success.

Analysis and Evaluation

The college meets this Standard by ensuring that formal agreements exist for contracted services and collaborative resource sharing to support access to learning resources, and that those services are effective, reliable, accessible, and utilized. The college tutoring and academic support meets this Standard. The college documents its agreements and regularly evaluates the contracted services for effectiveness.

Conclusions on Standard II.B: Library and Learning Support Services

Relying on the expertise of faculty and results of student feedback, the library and learning support services at the college are robust and adequately funded to support students in all instructional modalities the college delivers. Library faculty and staff update available material consistently for currency to meet the needs of the student population. Formal agreements are in place to ensure the resources are utilized for their intended purpose.

Improvement Plan(s)

None

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and

correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Victor Valley College regularly evaluates the quality of student support services from all locations and instructional modalities, including distance education and justice-involved correspondence education. Victor Valley College's student equity and achievement committee (SEAC) and the annual surveys [II.C.1-01] focus on implementing new initiatives and mandates from the California Community Colleges Chancellor's Office. This tool is used regularly to evaluate the needs of students when developing enrollment planning processes and identifying opportunities for improvement with existing student support services and programs. The college regularly evaluates the quality of student support services programs and demonstrates that these services, regardless of location or means of delivery, support learning and enhance the accomplishment of the college's mission [II.C.1-02]. All student support services programs are subject to an annual program review process in which service area outcomes (SAOs) and student learning outcomes (SLOs) are measured [II.C.1-03]. Each student support service program can identify SAOs and SLOs that are appropriate for the program or services offered [II.C.1-04]. The justice-involved correspondence education program is a new and developing service at VVC and while SAOs have been written, they are under revision as the program develops in conjunction with the local federal prison facility. This process is supported by VVC's instructional program review committee (IPRC). The IPRC supports program review teams through orientation, training, guidance, and direction [II.C.1-05]. The measurements of SAOs and SLOs are used to determine the quality of services offered and the effectiveness of implemented strategies [II.C.1-06]. The program review process is structured to ensure that all resource requests, programmatic goals, and objectives align with the educational master plan and the college's mission Program review provides a supportive configuration for assessing and understanding the needs of a program. Annual program reviews are part of a four-year cycle. The four-year cycle allows comprehensive planning for short-term and long-term goals [II.C.1-07]. The college regularly assesses the quality of student support services, regardless of the mode of delivery, such as in person, distance education, or justice-involved correspondence education. The JIE program collects feedback and solicits input from both VVC correspondence faculty, Federal Correctional Complex (FCC)-Victorville education supervisors, and Federal Correctional Complex-Victorville students, in addition to regular stakeholder advisory meetings. This evaluation aims to ensure that the support services offered by the institution effectively promote student learning and help achieve the institution's mission.

Analysis and Evaluation

Victor Valley College meets this Standard. Through the annual program review process which directly connects to the college's educational master plan and robust student learning outcome assessments the college ensures that outcomes and student achievement are comprehensively evaluated.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Victor Valley College offers a variety of student support services programs to support at risk student populations, mitigate issues with equity and help students achieve their educational goals. All student support services programs are subject to an annual program review process in which service area outcomes (SAOs) and student learning outcomes (SLOs) are measured [II.C.2-01]. Each student support service program has the opportunity to identify SAOs and SLOs that are appropriate for the program or

services offered. This process is supported by VVC's instructional program review committee (IPRC). The IPRC provides program review teams orientation, training, guidance, and direction [II.C.2-02]. The measurements of SAOs are used to determine the quality of services offered and the effectiveness of implemented strategies [II.C.2-03]. Annual program reviews are part of a larger four-year cycle to allow comprehensive planning for short-term and long-term goals. Year one is comprehensive program planning, a thorough analysis of the program, its student enrollment and outcomes assessment data, its climate/environment, and its new program plans, goals, and resource needs based on the previous performance cycle. Years two and three are annual program updates that allow program review teams to give any relevant updates on the program direction, key performance indicators, program plans, enrollment and outcomes assessment data, and resource allocations and needs. Year four is closing the loop, which entails a self-study and update year where departments can follow up and reflect on the past cycle's program plans, resource requests, and strategies. Victor Valley College is committed to continuously improving service and operates under the idea of "getting better at getting better".

In addition to systematic program review, the college's research department provides learning support programs with tools to monitor and track the retention, completion, and persistence of students and special interest populations [II.C.2-04]. These tools help illustrate how programmatic efforts of student support services support key priority areas (KPA) listed in the educational master plan [II.C.2-05]. The research office also provides a tool that illustrates the performance of students by various demographics in the various educational programs offered and the enrollment process. This tool supports developing and implementing plans to address equity issues and weaknesses in the enrollment process [II.C.2-06].

Analysis and Evaluation
The college meets this Standard. Learning support services departments participate in the annual systematic program review process. Learning support services have service area outcomes that are directly connected to the college's educational master plan, use data and evaluation for continuous improvement.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
Victor Valley College ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The college offers in-person and online comprehensive student support services to all students. The college's student services building [II.C.3-01] allows students to easily access in person primary student support services all in one location. The student services "one stop" building is open Monday through Friday from 8:00 a.m. to 7:00 p.m. to meet the needs of most students. These services include admissions and records, financial aid, bursars' office, outreach, transfer center, general counseling, and categorical counseling programs such as EOPS, CalWorks, and disabled student program services department known locally as ACCESS. Additionally, VVC offers a virtual one stop, Monday through Friday from 8:00 a.m. to 6:00 p.m., for students to remotely connect to an admissions and records representative, financial aid representative, and an academic counselor [II.C.3-02].

The college understands the importance of equitable access to these primary student services, regardless of the mode of delivery or service location. Therefore, these primary support services are also offered through departmental websites [II.C.3-03, II.C.3-04, II.C.3-05, II.C.3-06, II.C.3-07, II.C.3-08, II.C.3-09]. Departmental websites are updated regularly and offer clear and concise information on how to submit a

variety of student records [II.C.3-10] as well as other college transcripts and how to request official VVC college transcripts [II.C.3-11]. The college utilizes an automated online admissions application [II.C.3-12], however, students still have the option to get assistance in person if needed.

The college uses Ellucian self-service that allows students to have access to their financial information 24 hours a day. Through self-service, students can access their financial aid award letters, make online tuition payments, and set up flexible payment plan options [II.C.3-13]. Students can also find and reserve their textbooks online through the VVC college bookstore website [II.C.3-14]. Through the Canvas learning management system students can remotely complete VVC college classes fully online in a virtual class environment where they have frequent and regular contact with their professors [II.C.3-15]. The college also offers compressive in person and remote tutoring services for a variety of academic subjects as explained in II.B.3.

The college also recognizes the importance of offering student support services in person and remotely that support students' physical and mental health. These supports include personal support centers and programs for student that are experience food insecurities services to support mental health [II.C.3-16, II.C.3-17, II.C.3-18], and academic support for student that formally or may be currently experiencing housing insecurity and other personal hardships [II.C.3-19].

Finally, Victor Valley College provides access to all academic counseling services for all student populations regardless of mode or location through in person and virtual counseling appointments. Students can make these appointments in person or through departmental websites [II.C.3-20] Appointments can be in person, virtual conferencing, telephone, or by email.

Analysis and Evaluation
Victor Valley College meets this Standard. The college assures equitable access to all its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. These services include in person and virtual access to admissions and records, financial aid, bursars' office, outreach, counseling for all student population, virtual classrooms, tutoring, and personal support centers. Delivery modes include websites, Canvas learning management system, and virtual conferencing. The college offers all these services during a variety of day and evening hours.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
Victor Valley College identifies cocurricular programs in the college catalog as athletics [II.C.4-01, II.A.C-02], clubs and the performing arts center [II.C.4-03].

Athletics
Victor Valley College encourages students to participate in athletic activities to further their physical, emotional, and mental development as individuals. The intercollegiate sports offered are football, softball, baseball, men's/women's tennis, men's/women's soccer, women's volleyball, men's/women's basketball, wrestling, men's golf, and men's/women's cross country [II.C.4-04]. Victor Valley College students compete against other teams within the Inland Empire Athletic Conference and teams from other colleges

and universities under the California Community College Athletics Association. To be eligible for competition, student athletes must be enrolled in at least 12 units during the sport season (nine of those units must be degree/certificate applicable). Between seasons, student athletes are required to complete 24 units and maintain a minimum 2.00 GPA [II.C.4-05, II.C.4-06]. The mission of Victor Valley College athletics is to integrate athletics and higher education to lead student athletes to personal growth in all areas of life. Through strong relationships, mentorship, education, and motivation, we will help student athletes to achieve personal excellence in both academics and athletics. It is our mission to make sure the student athlete experience is "elite" [II.C.4-07].

The athletics department is committed to competitive programs that prioritize equity, serve the interest of the student body, and encompasses the ethical values and educational philosophy of the institution. The athletics department demonstrates responsibility by complying with standards set by the California Community College Athletic Association (CCCAA), the Inland Empire Athletic Conference (IEAC), the Southern California Football Association (SCFA), and other governing associations. Additionally, the actions of the athletic department will support the expressed mission, values, and overall goals of Victor Valley College.

In the VVC athletics department diversity statement, the department:

> seeks to provide a safe, equitable and inclusive environment for all, regardless of race, gender identity, sexual orientation, spirituality, socioeconomic background, disability, or any other defining characteristic. We believe a diverse, welcoming community is core to our identity and creates better ideas, policy, and actions. Furthermore, we seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and staff from diverse backgrounds. Discrimination of any kind or intolerance of any level has no place within VVC Athletics, whether on the field, in the classroom, in the locker room, or in the stands.

Clubs for students with a variety of special interests are an ongoing part of campus life. A complete listing of clubs is available from the office of the associated student body (ASB) [II.C.4-08]. Students interested in a particular activity find that campus clubs are a good way to meet other students and share ideas and information. Interested students may join a club of their choice by contacting the club's president or advisor. Among the clubs on campus are the esport club, agriculture environmental club, geography club, model united nations, California nursing students association, psychology club, robotics club, ready rams, art club, biology club, Christian club, Phi Theta Kappa Honor Society, physics club, math club, American sign language club, Umoja club, respiratory therapy club, gender and sexuality alliance (GSA) and off Broadway performing arts club. All guidelines regarding student club code conduct, duties of advisor and officers, and establishing a club are outlined in VVC club registration packet [II.C.4-09].

The performing arts center is the venue on campus where students can engage in additional activities in the 493-seat proscenium theatre that supports professional dance, ballet, symphony, musical and dramatic stage productions, choral concerts, and a wide variety of community events [II.C.4-10, II.C.4-11].

Analysis and Evaluation

Victor Valley College meets this Standard. Aligned with its mission, administrative procedures and California Athletics governing bodies, the college provides an array of leadership, cultural, social, and athletic programs to provide opportunities for a broad educational experience for its students.

5. **The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Victor Valley College recognizes the importance of providing support services for students. Counseling and academic advising programs are an important part of this support system, as they help students navigate the academic and personal challenges they may face while pursuing their education. By providing access to trained and experienced professionals, these programs help students set achievable goals, make informed decisions, and develop the skills and strategies necessary for success. The college provides counseling support for all student populations regardless of mode or location.

At Victor Valley College, a vital component of counseling and academic advising is providing a compressive counseling website [II.C.5-01], where students receive information about academic requirements, policies, and procedures. This helps each student make informed decisions about their academic paths and understand the steps they need to take to reach their goals. Victor Valley College's counseling department is also committed to offering guidance classes taught by counselors that encourage regular and frequent contact with college counselors as well as helps students learn study and college success strategies necessary for college success [II.C.5-02]. In addition, VVC's counseling department created a library of tutorial videos [II.C.5-03] intended to help students understand how to add, drop, search, register, and waitlist for classes.

Students are provided easy access to information that includes details about major program requirements [II.C.5-04], graduation requirements [II.C.5-05], transfer policies [II.C.5-06], and other relevant academic policies. By providing timely and accurate information, Victor Valley College can ensure students stay on track and avoid any unexpected roadblocks or delays on their educational journeys.

All counseling services at Victor Valley College are comprehensive and thorough in all campus programs and departments. This includes graduation and transfer policies and counseling in specialized areas. For example, VVC offers comprehensive counseling services in ACCESS, CalWorks, veterans, athletics, first year students, CTE, foster youth, AB 540 Students, dual enrollment, as well as all transfer students [II.C.5-07, II.C.4-08, II.C.5-09, II.C.5-10, II.C.5-11, II.C.5-12, II.C.5-13, II.C.5-14, II.C.5-15]. For all students at Victory Valley College, counseling services have now reorganized [II.C.5-16], where general counselors have now become specialized in working with specific majors rather than general counseling with all majors.

Additionally, by preparing counseling faculty for the advising role, VVC can ensure that students receive consistent and accurate information, which is critical for their academic and personal growth. Counselors remain current in their field by attending intersegmental workshops and conferences and disseminating that information to all counselors during monthly department meetings as well as in training modules [II.C.5-17].

Analysis and Evaluation

Victor Valley College meets this Standard. The college provides a variety of counseling services, both in person and virtually, to support the development and success of the entire student body. Counselors remain current in their fields and connected to intersegmental partners to impart to students accurate,

timely, and useful information related to their program of study. The college provides students with information about academic and degree requirements and transfer policies in multiple locations and formats using tools to help them track their progress.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Victor Valley College's open admissions policy is consistent with its mission to provide a student-centered learning environment committed to "providing a caring campus to empower a diverse student population and the surrounding community to achieve their academic and career goals." The Victor Valley College board policy 5010 [II.C.6.-01] establishes admissions criteria for Victor Valley College. This open admissions policy supports the mission of the college and is consistent with Title 5 and the statewide mission for California Community Colleges. The college is open to anyone possessing a high school diploma or who is 18 years of age or older and can benefit from the programs and services offered at the college.

Board policy 5010 also provides for the admission of special admit students as special full time or part time students as long as specific criteria are followed. This provision is highly embraced at Victor Valley College, as the college has a robust partnership with 32 local high schools. Students are encouraged to take college courses while attending high school via the college and career access program (CCAP) and/or dual enrollment program. Due to the high school partnerships, dual enrollment programs including high school concurrent enrollment have separate admissions policies to ensure seamless transition to college courses. Information about admissions is available in the college catalog, the college website, and in the college orientation.

To facilitate admissions of a diverse population, administrative procedure 5015 [II.C.6.-02] was revised in 2022 to allow special resident exemptions for AB 540 and DACA students. These students are not granted resident status but are exempted from nonresident fees, which carry expenses prohibitive for most members of this population. Special consideration is also granted to applicants with special immigration visas and to military veterans.

The enrolled population within the qualification parameters is diverse. Enrollment data for fall 2022 shows that 22 percent of VVC students were first time students, six percent first time transfer students, 16 percent returning students, 42 percent continuing students, and 13 percent special admit students. The college continues to be a Hispanic-serving institution, with 64 percent of students identifying as Hispanic.

The college defines and advises students on clear pathways to completing degrees, certificates, and transfer goals:

- The campus transfer center advises students on requirements for admissions to universities and regularly has university admissions workshops and events on campus to support students [II.C.6.-03].

- International students are assisted with clear guidelines for obtaining student visas and meeting all requirements for maintaining their F-1 Visa [II.C.6.-04].

- With the college's implementation of the guided pathways framework, the model which created a structured approach to student success, support services were integrated to make it easier for students to access assistance during every step of their community college experience. The guided pathways framework also created a set of clear course taking patterns that promote informed enrollment decisions to prepare students for future success.

To keep students focused on clear pathways to completion, the college utilizes academic and career counselors aligned with career and academic pathways. The counseling faculty assists students with the identification of potential career goals and completion of student educational plans.

Analysis and Evaluation
The college meets the Standard. The college adheres to admission policies aligned with its mission to specify the qualifications of students appropriate to each program. The college clearly defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. Counseling programs are integral to supporting and encouraging academic, social, personal, and career development and success for all students. Victor Valley College provides counseling services, including orientation, to students from admission and enrollment through completion of the students' educational and/or personal goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
The college follows the admissions policies and practices consistent with its mission. The college utilizes the "CCCApply Admissions Application" system, to facilitate the admissions process. CCCApply is a secure system created by the California Community Colleges Chancellor's Office (CCCCO), which collects and provides data to satisfy state and federal regulations and compliance obligations. The college admissions webpage [II.C.7-01] provides information and steps that guide students through the admissions process. The admissions and records department works collaboratively to enforce practices and policies to ensure that there is no bias or complicity to the admissions process. Additionally, the admissions and records department participate in the campus' noninstructional program review process to evaluate its effectiveness [II.C.7-02].

Since the passing of California Assembly Bill 705 and Assembly Bill 1705 the college no longer relies on assessment instruments as part of the matriculation process. In response to California Assembly Bill 705, VVC eliminated math and English assessment instruments and began using the CCCO approved Multiple Measures Assessment Project (MMAP) placement criteria to maximize the probability students enter and complete transfer level English and math coursework within the first year. With multiple measures assessment, students self-report information about their high school experience (GPA, courses, grades, etc.). They are then informed of support course offerings. Based on the data collected, students will either be cleared to take their transfer level math and English courses alone (without need to be enrolled in a support course), or they will be informed that they should take a support course along with their transfer level math and English course. Through this process students are also apprised of the correct level of math to take based on the program of study they are pursuing. The college recently submitted the required AB705 improvement plan data [II.C.7-03] to the State Chancellor's Office showing placement and success in student transfer level English and Math courses. In 2023 Victor Valley College was awarded the John W. Rice award [II.C.7-04] for student success through a 45.2 percent increase in students completing transfer level math within the first year and a 29 percent increase in students completing transfer level English within the first year. The college also received an award for Excellence in Placement [II.C.7-05].

Analysis and Evaluation
The college meets the Standard as evidence by the AB705 Improvement plan and having one of the highest overall success improvement rates in English and math attainment within the first year of all California community colleges.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard
It is the collective responsibility of all users to ensure confidentiality of information, which the college must protect from unauthorized access per administrative procedure 3720 [II.C.8-01]. The integrity of all student and employee files are processed through district information systems and are consistent with applicable laws, regulations, and district policies governing information security and privacy protection.

The college maintains student records permanently, securely, and confidentially. Student academic and registration records for all VVC sites are maintained within the VVC student information system by college staff pursuant to established procedures for records management that comply with the requirements for the California Public Records Act and Title 5 as outlined in administrative procedure 3310 [II.C.8-02]. Students access their own information by entering their student identification number and personal identification number through the "MYVCC" portal which requires a multi factor authentication.

Admissions and records staff members are trained to ensure accuracy of registration transactions and are trained by VVC legal counsel on policies and procedures to maintain confidentiality, security, and maintenance of student records in compliance with the Family Educational Rights and Privacy Act (FERPA) and Title 5 of the California Education Code.

The college releases student records in accordance with FERPA and district guidelines. The faculty, administration, and clerical staff members can access these files if such access is necessary for their official duties. Other than directory information, VVC does not release student records without a student's consent unless it is a request from an exception group such as federal or state education officials, judicial or court orders, or subpoenas issued by a judge as outlined in board policy 5040 [II.C.8-03], and Administrative Procedure 5040 Student Records, Directory Information, and Privacy [II.C.8-04]. Students may notify the college, in writing, that directory information should not be released. The office of admissions and records maintains documentation of individuals or organizations that request or receive student record information. Information on the release of student records is published in the VVC Catalog [II.C.8-05].

Analysis and Evaluation
Victor Valley College meets the Standard. The college follows accepted practices for maintaining student records permanently, securely, and confidentially. The college follows State and district regulations and publishes policies and procedures regarding the release of student records.

Conclusions on Standard II.C: Student Support Services
Victor Valley College has robust and complete student support services for all students including students learning on-campus, distance education, and correspondence education. The student services are

evaluated annually through an extensive program review process. The college has a strong athletics program with the staffing necessary to serve student athletes. The college has many qualified counselors to serve students in a variety of capacities. Admissions and records at Victor Valley College adhere to federal, state, and local regulations regarding student records. The college regularly evaluates its placement instruments and has shown incredible success in students completing transfer level English and math within their first year.

Improvement Plan(s)
None

Evidence List
Evidence II.A.1
II.A.1-01 College Mission Website
II.A.1-02 Health PLOs
II.A.1-03 BP 1200
II.A.1-04 BP 4000
II.A.1-05 Learning Outcomes webpage
II.A.1-06 Institutional Set Standards
II.A.1-07 Meta Webpage
II.A.1-08 Curriculum Handbook
II.A.1-09 PCAH
II.A.1-10 AP 4025
II.A.1-11 Justice Involved Catalog
II.A.1-12 Learning Outcomes Narrative in Program Review (Sample)
Evidence II.A.2
II.A.2-01 BP 4000
II.A.2-02 AP 4000
II.A.2-03 Curriculum Handbook
II.A.2-04 SLOAC Handbook
II.A.2-05 Program Review Handbook
II.A.2-06 CurriQunet META
II.A.2-07 Curriculum Handbook
II.A.2-08 DE Plan (page 10-11)
II.A.2-09 SLOAC Handbook
II.A.2-10 Program Review Handbook
II.A.2-11 CFIE SLO Tutorial Webpage
II.A.2-12 PR End-of-Year surveys
Evidence II.A.3
II.A.3-01 Curriculum Handbook
II.A.3-02 SLOAC Handbook
II.A.3-03 Program Review Handbook
II.A.3-04 META COR Teams folder
II.A.3-05 CurriQunet META
II.A.3-06 Program Review Manual page 8
II.A.3-07 SLOAC Handbook
II.A.3-08 6 Year SLO Calendars
II.A.3-09 SLO Assessment form

II.A.3-10 CFIE website
II.A.3-11 Assessment Form Template
II.A.3-12 CTA Contract
II.A.3-13 AFT Contract
II.A.3-14 SLO Calendar-CJ
II.A.3-15 PHIL Program Reviews
II.A.3-16 MATH Program Reviews

II.A.4 Evidence

II.A.4-01 META ENGL 020 Fresh Start Academy English
II.A.4-02 META ENGL 81 Co Requisite for English 101
II.A.4-03 MATH 048 Fresh Start Academy
II.A.4-04 Co-requisites support courses
II.A.4-05 John W. Rice Award

II.A.5 Evidence

II.A.5-01 BP 4020
II.A.5-02 AP 4000
II.A.5-03 VVC CurriQunet website
II.A.5-04 Course Outline of Record
II.A.5-05 Title 5 Section 55002
II.A.5-06 Distance Education Plan
II.A.5-07 SLO Assessment Calendar-CJ
II.A.5-08 Program Review Sample
II.A.5-09 A&R Steps to Enrollment
II.A.5-10 VVC Catalog
II.A.5-11 Two-Year Program Course Cycles Webpage
II.A.5-12 Transfer Center website
II.A.5-13 Transfer Workshops

Evidence II.A.6

II.A.6-01 Programs A-Z
II.A.6-02 Correspondence education (Sample Schedule)
II.A.6-03 SEM 2 Year Calendars
II.A.6-04 Catalog Programs A Z
II.A.6-05 Sample Course Mapping
II.A.6-06 FCCV Course Mapping
II.A.6-07 Student Data

Evidence II.A.7

II.A.7-01 Schedule Section Search
II.A.7-02 Catalog Description
II.A.7-03 WELD Certificate
II.A.7-04 Catalog Description CHEM 100
II.A.7-05 Catalog Description PSYC 101
II.A.7-06 Catalog Description PHOT 101
II.A.7-07 Catalog Description WELD 51
II.A.7-08 Catalog Description NURS 223
II.A.7-09 Catalog Description FIRE 140A
II.A.7-10 Facilities Committee Minutes
II.A.7-11 Writing Center
II.A.7-12 NetTutor

II.A.7-13 Math Success Center
II.A.7-14 Mathematics Tutor Request Webpage
II.A.7-15 Library Webpage
II.A.7-16 Counseling Webpage
II.A.7-17 ACCESS Resource Center

Evidence II.A.8

II.A.8-01 AP 4235

Evidence IIA.9

II.A.9-01 Sample Course Outline of Record
II.A.9-02 SAO Handbook
II.A.9-03 Curriculum Handbook
II.A.9-04 Standards and Criteria for Courses
II.A.9-05 Program and Course Approval Handbook

Evidence IIA.10

II.A.10-01 Transfer of Credit Catalog
II.A.10-02 Transfer Webpage
II.A.10-03 AP 5115
II.A.10-04 AP 4050
II.A.10-05 Articulation Sample
II.A.10-06 Articulation Webpage
II.A.10-07 UCLA Agreement

Evidence IIA.11

II.A.11-01 VVC Institutional Learning Outcomes
II.A.11-02 Adopted ILO
II.A.11-03 3D Animation
II.A.11-04 Adult Education Home Economics
II.A.11-05 American Sign Language
II.A.11-06 Agriculture Natural Resources
II.A.11-07 Allied Health
II.A.11-08 Architecture
II.A.11-09 Automotive Technology
II.A.11-10 Aviation

Evidence IIA.12

II.A.12-01 BP 4025
II.A.12-02 AP 4025
II.A.12-03 Catalog IGETC
II.A.12-04 CSU GE and VVC GE
II.A.12-05 General Requirements-Catalog
II.A.12-06 Anthropology 102
II.A.12-07 History 155
II.A.12-08 Spanish 101
II.A.12-09 English 116
II.A.12-10 PHIL 114
II.A.12-11 Political Science 114
II.A.12-12 What we offer-Distance Education
II.A.12-13 Distance Education Plan 2012
II.A.12-14 Distance Education
II.A.12-15 General Education Patterns

II.A.12-16 Program Requirements

Evidence IIA.13

II.A.13-01 Degree Requirements
II.A.13-02 Catalog Programs A Z
II.A.13-03 Curriculum Handbook
II.A.13-04 Mapping SLOs in Nuventive

Evidence IIA.14

II.A.14-01 Inland Empire Desert Regional Consortium
II.A.14-02 Curriculum Handbook
II.A.14-03 SLOAC Handbook
II.A.14-04 IPR Handbook & Manual, page.24-29
II.A.14-05 CCCCO-CTE-Dashboard
II.A.14-06 ACCJC Annual Report Licensure pass rates
II.A.14-07 CCCCO-CTE-Dashboard 2019-20
II.A.14-08 PLO Policy Page 10-11
II.A.14-09 Auto Minutes-Membership
II.A.14-10 Welding Minutes-Membership
II.A.14-11 CT Minutes-Membership
II.A.14-12 Market Standards
II.A.14-13 Programs A-Z
II.A.14-14 Welding Website
II.A.14-15 Auto Website
II.A.14-16 CT Website
II.A.14-17 EMS Website
II.A.14-18 Fire Website
II.A.14-19 CJ Website
II.A.14-20 Child Development Website
II.A.14-21 Nursing Website
II.A.14-22 NURS NCLEX

Evidence IIA.15

II.A.15-01 AP 4021
II.A.15-02 Catalog-Addendum
II.A.15-03 AP 4027

Evidence IIA.16

IIA.16-01 Program Review Handbook
IIA.16-02 SLOAC Handbook
IIA.16-03 Curriculum Handbook
II.A.16-04 Narrative Templates-worksheets
II.A.16-05 IPR Dashboards
II.A.16-06 Training videos

Evidence IIB.1

II.B.1-01 Library Catalog Information
II.B.1-02 Library Website
II.B.1-03 Library Databases
II.B.1-04 Fall 2022 Student Survey
II.B.1-05 Fall 2022 Faculty Survey
II.B.1-06 Circulation Usage Report

II.B.1-07 Information Competency Library Web Site
II.B.1-08 Information Competency GE Graduation Requirement
II.B.1-09 Information Competency English 101 Library Tutorial
II.B.1-10 LIBR 110 COR
II.B.1-11 Library Web Site Research Tools
II.B.1-12 Course Research Guide for Ocean and Geology
II.B.1-13 Chancellor's Office Annual Data Survey 2021-2022
II.B.1-14 Association of College and Research Libraries Survey 2022
II.B.1-15 IPEDS Data Collection System 2022
II.B.1-16 Library Facility Usage Study Rooms
II.B.1-17 Writing Center Webpage
II.B.1-18 Math Success Center Webpage
II.B.1-19 Communication Center
II.B.1-20 ESL Lab Webpage
II.B.1-21 Tutoring and Academic Support Center Webpage
II.B.1-22 Achievement Center Webpage
II.B.1-23 Event Flyer 1
II.B.1-24 Event Flyer 2
II.B.1-25 Event Flyer 3
II.B.1-26 Event Flyer 4

Evidence IIB.2

II.B.2-01 Library Collection Development Policy
II.B.2-02 Course Outline of Record Library Resources
II.B.2-03 Library System Report for Usage and Collection

Evidence IIB.3

II.B.3-01 Library PRAISE Report 2022
II.B.3-02 Student Surveys 2022
II.B.3-03 Faculty Surveys 2022
II.B.3-04 Information Competency SLOs Assessment Form
II.B.3-05 Library SAO Assessments Report
II.B.3-06 Center Usage
II.B.3-07 Tutoring and Academic Support SAO

Evidence IIB.4

IIB.4-01 Community College Library Consortium
IIB.4-02 Council of Chief Librarians
II.B.4-03 CCLC Subscriptions 2022-23
II.B.4-04 Board of Trustees Approval of Ex Libris LSP
II.B.4-05 OCLC Agreement 2022-2023 Cataloging
II.B.4-06 OCLC Agreement 2022 EZproxy
II.B.4-07 IEALC Agreement
II.B.4-08 Library Database Usage Statistics
II.B.4-09 CCLC Database Reviews

Evidence II.C.1

II.C.1-01 SSSP Committee
II.C.1-02 District Vision Values Mission Goals
II.C.1-03 Student-Learning-Outcomes-(SLO's)
II.C.1-04 SLO Assessment Tutorials

II.C.1-05 IPRC WEBSITE
II.C.1-06 Service Area Outcomes Webpage
II.C.1-07 Educational Master Plan
II.C.1-08 Program-Review-Cycle

Evidence II.C.2

II.C.2-01 Sample NIPR
II.C.2-02 Program Review Webpage
II.C.2-03 SAO Webpage
II.C.2-04 Program Review Handbook
II.C.2-05 VVCT cohort CalWORKs data
II.C.2-06 EMP
II.C.2-07 Student Equity Plan

Evidence II.C.3

II.C.3-01 Student Services 23
II.C.3-02 Virtual One Stop
II.C.3-03 VVC Counseling
II.C.3-04 Transfer Center
II.C.3-05 E.O.P.S. and C.A.R.E.
II.C.3-06 ACCESS Resource Center
II.C.3-07 CalWorks
II.C.3-08 Financial-Aid
II.C.3-09 Admissions and Records
II.C.3-10 Student Forms
II.C.3-11 Transcripts
II.C.3-12 CCCAPPLY
II.C.3-13 WebAdvisor
II.C.3-14 VVC Rams
II.C.3-15 VVC Canvas
II.C.3-16 Distance Education Department
II.C.3-17 Tutoring and Academic Support
II.C.3-18 THRIVE Basic Needs and Wellness
II.C.3-19 Thrive Mental Health Resources
II.C.3-20 CCC Health and Wellness
II.C.3-21 Timely Care
II.C.3-22 NextUp

Evidence II.C.4

II.C.4-01 BP 5700
II.C.4-02 AP 5700
II.C.4-03 Performing Art Center
II.C.4-04 Athletic Program Website
II.C.4-05 Athletic Program Review
II.C.4-06 Athletic SAOs Assessment
II.C.4-07 Athletic Mission Statement
II.C.4-08 Campus Clubs Website
II.C.4-09 Club Charter Packet
II.C.4-10 Performing Art Center Events
II.C.4-11 PAC Program Review
II.C.4-12 PAC Event Webpage

Evidence II.C.5
II.C.5-01 VVC Counseling
II.C.5-02 GUID class schedule
II.C.5-03 Tutorial videos
II.C.5-04 Programs A-Z
II.C.5-05 AS Degree Graduation Requirements
II.C.5-06 Transfer Center
II.C.5-07 EOPS and CARE
II.C.5-08 ACCESS Resource Center
II.C.5-09 CalWorks
II.C.5-10 Veterans Resource Center
II.C.5-11 Athletics
II.C.5-12 First Year Students
II.C.5-13 Foster-Care
II.C.5-14 AB 540 students
II.C.5-15 Dual Enrolled
II.C.5-16 Ram pathway
II.C.5 -17 Canvas Training for Counselors
Evidence II.C.6
II.C.6-01 BP 5010
II.C.6-02 AP 5015
II.C.6-03 Transfer Center Webpage
II.C.6-04 International Students
Evidence II.C.7
II.C.7-01 Admissions Webpage
II.C.7-02 A&R Praise Report
II.C.7-03 AB705 Improvement Plan Data
II.C.7-04 John W. Rice award
II.C.7-05 Excellence in Placement
Evidence II.C.8
II.C.8-01 AP 3720
II.C.8-02 AP-3310
II.C.8-03 BP-5040
II.C.8-04 AP 5040
II.C.8-05 VVC Catalog-Transcripts

Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and

experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Victor Valley College ensures the integrity and quality of its programs and services by employing only qualified administrators, faculty, and classified professionals. The human resources department provides leadership and support in recruitment and hiring, employee relations, training, benefits, negotiation, and administration of collective bargaining agreements [III.A.1-01, III.A.1-02].

Selection Criteria, Qualifications, and Process

The human resources department maintains hiring procedures for faculty, classified, and management recruitments to ensure a consistent, thorough, systematic, and inclusive process for committees and candidates. These hiring procedures are developed through a participatory governance process and are in accordance with applicable board policies [III.A.1-03], administrative procedures [III.A.1-04, III.A.1-05, III.A.1-06], California Education Code [III.A.1-07], and Title 5 regulations [III.A.1-08]. Any individual who is involved in the recruitment process receives training on Title 5 regulations concerning Equal Employment Opportunity (EEO) and district search committee protocols [III.A.1-09, III.A.1-10, III.A.1-11]. The district uses the NeoGov online applicant tracking system [III.A.1-12] and advertises vacant positions using focused outreach and standard publications including: the California Community College Registry (CCC Registry) [III.A.1-13], Inside Higher Education [III.A.1-14], Association of California Community College Administrators (ACCCA) [III.A.1-15], several targeted diversity specific websites [III.A.1-16], and the college employment website [III.A.1-17]. Additionally, positions in specialized areas may also be advertised with various resources and associations upon recommendations from committee chair and/or area administration [III.A.1-18]. All applicants are required to complete an online application and submit required documents to demonstrate how they meet the position's minimum qualifications. Victor Valley College affirms its commitment to diversity, equity, and inclusion in the District EEO Plan [III.A.1-19, III.A.1-20], and in a newly developed global statement in all management and classified job descriptions [III.A.1-21]. The diversity equity and inclusion committee meet regularly and is charged with assisting the college in implementing its plan, promoting an understanding of and supporting diversity, equity, inclusion, equal opportunity, and nondiscrimination policies and procedures [III.A.1-22]. The EEO advisory committee will include a diverse representation of faculty, classified professionals, and management employees once reconstituted to advise on the development of VVC's new three-year plan to become effective for the 2023-2024 academic year.

Job Descriptions

Faculty, administrator, and classified professional job descriptions delineate representative job functions, minimum qualifications, and qualifications that represent knowledge, skills, and abilities relative to the position [III.A.1-23, III.A.1-24, III.A.1-25]. Faculty, administrator, and classified professional job descriptions align with the college's mission and goals, and imperatives [III.A.1-26, III.A.1-27, III.A.1-28].

Analysis and Evaluation

The college meets this Standard. In 2020, VVC contracted Koff and Associates to conduct a classification and compensation study for all classified and nonexecutive management positions. Since completion of the study, VVC has been in negotiations with the classified professional's association to implement the recommendations on job descriptions and compensation. The college implemented the

recommendations for the management group retroactive to July 1, 2022. The human resources department ensures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are related to institutional mission and goals and accurately reflect position functions, responsibilities, and authority.

2. **Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

All applicants considered for a full time faculty position at the college undergo a rigorous screening process [IIIA.2-01] prior to being forwarded for an interview. All faculty applications are reviewed by human resources personnel [IIIA.2-02, IIIA.2-03, IIIA.2-04]. Transcripts [IIIA.2-05, IIIA.2-06] and resumes are required to accompany all faculty applications for open positions, and the applications must be complete before being forwarded to the next step in the recruitment process [IIIA.2-07].

The selection committee reviews each application to determine if the applicant possesses the listed minimum and desirable qualifications for the faculty position that are clearly stated in the job announcements [IIIA.2-08, IIIA.2-09, IIIA.2-10]. Further experiential qualifications are assessed based on the applicant supplied information on their previous teaching assignments. All applications are screened by the committee to determine which candidates will be invited to interview [IIIA.2-11, IIIA.2-12]. Teaching demonstrations are required of all full time faculty applicants that advance to the interview level of the recruitment process. Based on the committee's scoring and deliberation of the candidates, select candidates can be forwarded to a final level interview with the superintendent/president and academic senate representative. The selected candidate in the recruitment process will undergo a full reference check from multiple previous employment sources [IIIA.2-13] before being offered a position with the college. Faculty members that are hired have 60 days to present original documents to verify education and experience [IIIA.2-14, IIIA.2-15].

Applicants for faculty and administrative positions are required to demonstrate that they possess sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students [IIIA.2-16, IIIA.2-17, IIIA.2-18, IIIA.2-19]. This is a requirement stemming from both the California Education Code and Title 5 of the California Code of Regulations [IIIA.2.20]. This qualification is related to the candidates' potential to contribute to the college's mission and ensure an open, equitable learning environment vital to student success. Selection committees assess this qualification through supplemental and interview questions related to working with diverse groups of faculty, staff, and students [IIIA.2-21, IIIA.2-22]. The college utilizes tools such as peer evaluations and student feedback to assess faculty expertise in onsite and online teaching.

Analysis and Evaluation

The college meets this Standard. The college utilizes several policies and procedures to ensure that all faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed as an instructor with the institution: selection committees and human resources personnel evaluate degrees, professional experience, discipline expertise, level of assignment, teaching skills,

scholarly activities, and potential to contribute to the mission of the institution when assessing the qualifications of applicants seeking faculty positions with the college. All faculty job postings include development and review of curriculum as well as assessment of learning and diversity, equity, inclusion, and accessibility as a major component of the duties to be performed by faculty members employed by the college.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Victor Valley College administrators and other employees responsible for educational programs and services possess the necessary qualifications to perform the duties required to sustain institutional effectiveness and academic quality. The human resources department administers consistent hiring procedures [III.A.3-1] for all job postings requiring evidence of meeting minimum qualifications, additional job-related desirable qualifications, and the specific requirements and characteristics of the position [III.A.3-2, III.A.3-3, III.A.3-4, III.A.3-5]. Applicants must submit a completed Victor Valley College electronic application, a letter of interest in the position, a current resume and transcripts or additional documents as identified in the announcement [III.A.3-6, III.A.3-7, III.A.3-8]. The selection committee, consisting of employees across various constituency groups to ensure adequate representation and committee diversity. The committee is responsible for reviewing and evaluating application materials related to the minimum qualifications, specific job description, knowledge, skills, and abilities to determine which candidates to interview. The selection committee works with human resources department personnel to develop job specific interview questions and skills assessments or presentations to be used in the selection of finalists. The second level interview committee consists of the college superintendent/president (or designee), the appropriate vice president and/or the hiring administrator, and/or the chair (if not already represented), and any other employee designated by the superintendent/president. Upon selection of a finalist, reference checks are conducted prior to the extension of a job offer [III.A.3-9]. The selection, appointment, assignment, and retention of all employees are the responsibilities of management and subject to final approval by the governing board [III.A.3-10, III.A.3-11].

Analysis and Evaluation

Victor Valley College meets this Standard. Administrators and other employees responsible for educational programs and services possess the necessary qualifications to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

All applicants that apply for positions that have educational requirements at the college must provide written documentation that they have completed the required education from an accredited institution at the time they apply [IIIA.4-01, IIIA.4-02, IIIA.4-03, IIIA.4-04]. The institutions listed by the candidates are verified through the Department of Education website by human resources personnel [IIIA.4-05, IIIA.4-06]. Applicants holding degrees from non-U.S. institutions or not recognized by the U.S. accrediting agencies are recognized only if equivalency has been established [IIIA.4-07]. Candidates

selected for a position within the district must provide official transcripts within 60 days of hire in addition to the documentation supplied with the application [IIIA.4-08, IIIA.4-09]. Foreign transcripts must also be routed through an accredited clearing house certifying that the foreign degree held is equivalent to the educational requirements of the position being applied for [IIIA.4-10, IIIA.4-11].

Analysis and Evaluation
The college meets this Standard. All faculty, administrators, and other employees that hold required degrees as a minimum qualification for their position have degrees that are from institutions accredited by recognized U.S. accrediting agencies. Any candidates that possess degrees from non-U.S. institutions to satisfy qualification requirements are only considered if equivalence to a degree recognized by a U.S. accrediting agency has been established.

5. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard
All regular employees and adjunct faculty have a written and documented process for evaluations and the evaluation process varies by employee group. However, evaluations for all employee groups are designed through interdepartmental and negotiated processes to ensure that each of the following take place:

- Establish a communicated level of expected performance.
- Ensure all employees are performing assigned duties to a satisfactory level.
- Establish professional goals and opportunities for improvement.
- Provide the employee with the opportunity to receive clear and concise performance feedback from their direct supervisors.

Full time faculty evaluations are divided into two processes, one for tenure track faculty and one for tenured faculty. Tenure track faculty evaluations have four components that include a self-evaluation [III.A.5-01], student evaluations (appendix E-6 in the bargaining agreement) [III.A.5-02], peer review, and an evaluation committee review and administrative action. Tenure track faculty members are evaluated each year until they receive tenure. Tenured full time faculty evaluations are comprised of a self-evaluation, student evaluations, peer review, and a summary meeting of the evaluation committee. Full time tenured faculty members are evaluated once every three years. Currently under review by the full time faculty association and the VVC academic senate is a revision of the current faculty evaluation form modified for distance education sections. This document will have to be negotiated for inclusion in the full time faculty collective bargaining agreement.

Classified professional employees are evaluated once during the six-month probationary employment and then annually thereafter. After three years of employment, if a classified employee meets or exceeds standards in all performance factors during an annual evaluation, the supervisor may opt to evaluate the employee once every two years. Classified evaluations include a supervisor's review and an employee self-assessment [III.A.5-03].

Management evaluations are performed annually and consist of four components that include a self-assessment and annual planning and review of goals completed by the evaluatee; and a performance report and summary completed by the evaluator. Every three years a peer assessment survey may be added to the abovementioned evaluation components. Confidential employee evaluations are conducted annually and consist of a performance report completed by the supervisor.

If any employee requires improvement in any evaluated area, a written improvement plan with specific goals and structured meetings and reevaluation timelines is completed. Any required training is identified and provided [III.A.5-04, III.A.5-05].

Analysis and Evaluation
The college meets this Standard. The college has set procedures and forms for evaluating all personnel systematically and at stated intervals. The college has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. All evaluations conducted at the college are designed to foster improvement and professional progress. Any improvement areas are addressed formally and timely and appropriately documented.

The processes for evaluations are thorough and well established and all human resources staff are involved in consistent tracking of completed evaluations, which has improved. The evaluation tracking component of NEOGOV has been implemented for the classified group with management/confidential and faculty groups being added. The NEOGOV module has automated the notification of evaluation due dates to supervisors and employees, increasing completion rates. Evaluations have provided human resources personnel with an area for goal setting for improved performance.

~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard
Victor Valley College maintains enough faculty to fulfill its mission to provide quality educational programs and services. This assessment aligns with the faculty obligation number (FON) for which VVC currently exceeds its obligation [III.A.7-01]. Annual program review is one of the main ways VVC ensures the appropriate number of faculty. Justifications for hiring additional faculty are based on program and college need, faculty resources may be requested through program review and communicated to the respective dean or administrator [III.A.7-02, III.A.7-03, III.A.7-04]. These requests must be approved by the area dean and appropriate vice president and submitted for review and ranking to the faculty hiring prioritization committee (FHPC). Faculty hiring requests can be justified based on legal or accrediting agency requirements, replacement faculty, instructional program status, alignment to campus vision

and/or strategic management [III.A.7-05]. The resource materials are readily available to all faculty and staff on the program review website [III.A.7-06]. The FHPC consists of 12 voting and one nonvoting member; four leadership positions appointed by the superintendent/president; vice president of Instruction, two deans (instructional or noninstructional), one presidential designee from the administrative team, ten faculty appointed by the academic senate, the academic senate president (committee chair), four instructional faculty [one from each school], one Victor Valley College faculty Association faculty member, one American Federation of Teachers (AFT) Part Time Faculty United member, one student services faculty, one library or distance education faculty, one nonvoting member of committee [recommendation that this member either be the instructional program review coordinator, a designated academic senate representative or another designated instructional coordinator] [III.A.7-07]. The FHPC then prioritizes the requested positions and formulates a recommendation to the college superintendent/president. The president makes the final determination of faculty positions for recruitment after consulting with the vice presidents to determine which position requests are critical and necessary [III.A.7-08].

Analysis and Evaluation
Victor Valley College meets this Standard. The college employs a data driven and collegial process to maintain enough qualified faculty to fulfill its mission to provide high quality educational programs and services.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Orientation, Oversight, Evaluation, Professional Development
Victor Valley College maintains employment policies which provide part time faculty members with orientation, oversight, evaluation, and professional development. All newly hired part time faculty undergo an extensive onboarding process that covers all the college's policies and procedures as it relates to their employment. Also, all newly hired part time faculty are invited to a new employee orientation that incorporates college wide participation. The orientation of part time faculty is required by the AFT Part Time Faculty United, Local 6286, AFL-CIO collective bargaining agreement and conducted at the college prior to the start of each regular (fall and spring) semester [III.A.8-01, III.A.8-02, III.A.8-03]. Article six of the AFT collective bargaining agreement provides part time faculty with an established, formal evaluation process that includes a class observation/peer review, student evaluations, and a dean's final evaluation report that includes the observation report and a summary of student evaluations. The evaluation process is intended to highlight strengths and discuss growth opportunities. According to the AFT collective bargaining agreement, part time faculty are evaluated during the first regular semester of employment and during the third semester of employment [III.A.8-04]. Professional development opportunities, including funding, are available to all part time faculty [III.A.8-05, III.A.8-06]. Part time faculty participate in in-service activities and in the employee professional development committee [III.A.8-07].

Integration into Life of Institution
Victor Valley College values part time faculty contributions and integrates part time faculty into the institution's life. The college integrates part time faculty into the life of the institution by establishing

part time faculty membership on participatory governance committees. Currently, part time faculty serve as voting members on the academic senate, college council, and the professional development committee [III.A.8-08]. The college also encourages part time faculty participation and campus wide engagement in college and college wide meetings, including governing board meetings, all college day, collegewide budget forums, collegewide "chats" with the superintendent/president, as well as superintendent/president's holiday open house [III.A.8-09, III.A.8-10, III.A.8-11, III.A.8-12, III.A.8-13].

Analysis and Evaluation
Victor Valley College meets this Standard. The college rigorously enforces employment policies and practices that provide for part time faculty orientation, oversight, evaluation, and professional development. The college continuously seeks out new and improved ways to provide opportunities for part time faculty integration into the college's life and culture.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
The college ensures the integrity and quality of its programs and services by employing only qualified administrators, faculty, and classified professionals. The selection of personnel is clearly and publicly stated and addresses the needs of the college in serving its student population [III.A.9-01, III.A.9-02]. Job descriptions are related to college mission and goals, and accurately reflect position duties, responsibilities, and authority [III.A.9-03]. The college maintains a pool of part time instructors and temporary classified support staff through continuous advertising. These pools of applicants are kept current by the purging of applications that are more than 12 months old [III.A.9-04].

The college annually assesses staffing needs both at the department and cabinet levels through the program review process [III.A.9.-05]. The college is currently undergoing a major staffing reevaluation and restructuring because of a recent classification study for staff and management. This study has created both direct and indirect reevaluations of department staffing needs campus wide. These events have, in turn, triggered a review of current job titles and descriptions to determine their relevance and to align with the growing needs of the college in relation to the college's mission and purpose [III.A.9-06].

Analysis and Evaluation
The college meets this Standard. While the college currently has enough staff [III.A.9-07] with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution, there have been strains due to the COVID-19 pandemic. Staffing needs are in a constant state of reevaluation to keep the college in line with its mission and purpose by determining the creation of new positions and evaluating the rehiring of vacant positions [III.A.9-08, III.A.9.09, III.A.9.10].

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard
The college maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the college's

mission and purposes [III.A.10-01]. All administrators hired by the college undergo stringent screening during the hiring process [III.A.10-02] and receive evaluations and professional development throughout their employment with the college [III.A.10-03, III.A.10-04, III.A.10-05]. This professional development includes participation in various leadership groups established by the superintendent/president [III.A.10-06].

Analysis and Evaluation

The college meets this Standard. The college employs administrators that meet the requirements stipulated by the California Education Code and that have those desirable qualifications listed in the position announcement that support the college's mission. The superintendent/president holds regular meetings with administrators that include training and collaboration sessions designed to improve management skills and keep leadership informed on key initiatives. The college has also hired a dean of guided pathways and professional learning to support, develop, and provide leadership on staff development including sessions designed specifically for administrators and other managers [III.A.10-07, III.A.10-08].

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Personnel related board policies and administrative procedures are adhered to and applied in a consistent manner [IIIA.11-01, IIIA.11-02]. The college ensures consistent and equitable application of personnel policy and procedures through interdepartmental communication and training with administrators and association leaders as well as through regular training and review for human resources personnel [IIIA.11-03, IIIA.11-04, IIIA.11-05, IIIA.11-06, IIIA.11-07, IIIA.11-08]. The policies and procedures are reviewed for relevancy and current compliance as needed. Any recommendations for official changes to be made to administrative procedures are routed through the participatory governance process.

The human resources department has a number of internal procedures to guide personnel processes. Most of these procedures are written and posted on the college's website, which include the processes for completing non classified hiring forms, personnel action forms and requisitions for hire [IIIA.11-09]. The vice president of human resources is responsible for the administration and interpretation of all policies, procedures, and collective bargaining agreements. The college engages in collective bargaining that helps to ensure open communication between the college and constituent groups and helps to take in multiple viewpoints when considering the equitableness of policies and procedures [IIIA.11-10, IIIA.11-11, IIIA.11-12].

All new employees also receive a thorough onboarding orientation that covers policies and procedures including policies on electronic use, drugs and alcohol, sexual harassment, emergency procedures, the Violence Against Women Act, complaint procedures, administrative procedure 3050 (code of ethics) and a copy of their specific collective bargaining agreement if applicable [IIIA.11-13, IIIA.11-14. IIIA.11-15].

Analysis and Evaluation

The college meets this Standard. The college has established, published, and adheres to written personnel policies and procedures available for information and review. Such policies and procedures are

fair and consistently administered. The college has implemented electronic onboarding processes to ensure compliance and consistency.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The college promotes excellence through diversity by maintaining programs and policies that support employees of diverse backgrounds. The college hosts culture and heritage activities and guest speakers on topics related to diversity, equity, and inclusion. In spring 2023, the college opened a multicultural center which is a space where all students, faculty, and staff identities intersect and are celebrated [III.A.12-01]. The college's equal employment opportunity plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence. In addition to committee member training, human resources offer more in-depth training on the abovementioned topics to the fair employment representative who serves as a nonvoting member of the selection committee. The diversity of applicants as well as committee members is assessed prior to closing of a recruitment and commencement of committee work. The vice president of human resources is the cabinet advocate for the diversity, equity, and inclusion committee (DEIC), a participatory governance committee [III.A.12-02]. The DEIC seeks to promote the support of equal opportunity and may sponsor events, training and other activities that promote equal opportunity, nondiscrimination, and diversity [III.A.12-03].

Analysis and Evaluation

The college meets this Standard. Through its policies and practices, the college creates and maintains appropriate programs, practices, and services that support its diverse personnel. The college regularly assesses its record in employment equity and diversity consistent with its mission [III.A.12-04, III.A.12-05].

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Victor Valley College board policy 3050 (institutional code of ethics) and administrative procedure 3050 (institutional code of ethics) [III.A.13-01, III.A.13-02] establish a written institutional code of ethics for all personnel. The college's code of ethics was approved by the governing board in January 2021. Consequences for any violations follow the appropriate discipline and dismissal process as described in the respective collective bargaining agreements [III.A.13-03, III.A.13-04, III.A.13-05], board policy 7360 (discipline academic employee) [III.A.13-06] and board policy 7365 (discipline classified employee) [III.A.13-07].

Analysis and Evaluation

Victor Valley College meets this Standard. The college upholds a written code of professional ethics for all personnel made publicly available in the respective board policy and administrative procedure posted on the college's website. Beginning in spring 2023, a copy of administrative procedure 3050 and an employee certification form [III.A.13-08] have been added as a requirement to the onboarding checklist for all new hires. Consequences for violation follow discipline and dismissal processes as collectively bargained and per board policies.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Victor Valley Community College offers professional development for faculty, classified staff, classified managers, and administrators through a variety of opportunities coordinated by a variety of college staff. Professional development opportunities are regularly reviewed and assessed by administrators, faculty, and classified staff.

Employee professional development committee

The college has a collegewide employee professional development committee (EPDC) comprising faculty, classified professionals, classified managers, and administrators. The EPDC is charged with advising, supporting, and assisting in the identification of training opportunities that promote and sustain the professional growth and development of college employees [III.A.14-01]. The EPDC aims to provide and approve collegial learning opportunities that foster the professional development goals set forth in the Victor Valley College educational master plan and the college's mission and values. Funding for professional development is provided through general funds [III.A.14-02]. The committee meets regularly throughout the academic year to develop and discuss policy, review, and recommend proposals, and plan and promote professional development activities [III.A.14-03]. In addition to this committee, the college funds the upward mobility program for both classified professionals and classified management to assist and enable permanent employees to achieve their career goals [III.A.14-04, III.A.14-05]. Faculty are provided professional opportunity leave as well as sabbatical leave available to them for professional work as described in the full time faculty collective bargaining agreement [III.A.14-06].

In service days (all college/ in service day

Victor Valley College holds two scheduled in-service days per year (fall and spring) to provide opportunities for faculty, classified professionals, and administrators to participate in professional development activities [III.A.14-07]. In service days are mandatory for full time faculty in accordance with Article 10 of the full time faculty collective bargaining agreement [III.A.14-08]. Part time faculty are always welcome and encouraged to attend and are provided with a stipend for attending [III.A.14-09]. Classified professionals and administrators are also required to attend in-service days.

Classified professional leadership opportunity

Victor Valley College is providing classified employees with the opportunity to participate in a leadership training opportunity designed to support the classified professionals who are engaging in the caring campus initiative. This training is organized by The Institute for Evidence-Based Change (IEBC), which consists of six two-hour virtual sessions which positions classified professionals as leaders to better support caring campus, as well as other student success efforts at Victor Valley College [III.A.14-10].

Additional opportunities

The office of human resources supplements professional development learning for its employees, particularly for administrators and classified professionals. Supported training opportunities have been offered through the Association for California Community College Administrators (ACCCA) [III.A.14-11], and by the law services of Liebert Cassidy Whitmore [III.A.14-12]. For all employees, the college engages in the service of online training of Keenan Safe Colleges [III.A.14-13], an online learning platform,

through the State Chancellor's Vision Resource Center [III.A.14-14], as well as provide and compensate for distance education certification training which was a joint effort of administration and faculty [III.A.14-15, III.A.14-16]. Furthermore, mandatory harassment training is provided to all qualifying employees through LawRoom.

Analysis and Evaluation
Victor Valley College meets the Standard. The college plans for and provides all personnel with a variety of opportunities for continued professional development, consistent with the college mission and based on evolving pedagogy, technology, and learning needs. The college systematically evaluates professional development programs and uses their results as the basis for improvement.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
All personnel records are maintained by the human resources office. All physical personnel records are stored in a restricted and secure area. These records are kept in a separately keyed room within the human resources department and then double locked within fire safe filing cabinets. Access to the file room is restricted during and after work hours. Human resources personnel are the only employees issued keys to the file room. Keys for the filing cabinets in the file room are kept locked in the file room. All electronic personnel records are secure using restricted permissions limited to human resources staff.

Employees wishing to review their personnel file set up an appointment with human resources personnel [III.A.15-01]. Employees can review their personnel file with a human resources representative present. Upon employee review, human resources staff update the personnel log for the file indicating the date and name of person reviewing it.

Analysis and Evaluation
Victor Valley College meets this Standard. The college makes provision for the security and confidentiality of personnel records. Each employee has access to his or her personnel records in accordance with the law.

Conclusions on Standard III.A: Human Resources
The college has a well-documented and established process to ensure faculty and staff have the verified qualifications and experience to be successful in the position in which they are employed. The college hired 13 more full time and 136 part time faculty in the 22-23 year to accommodate the growing and diverse student population. Part time faculty receive an orientation and undergo an evaluation process that includes the evaluation components and timelines in accordance with the California Education Code. Full time faculty follow an evaluation process which includes a timeline compliant with the California Education Code. The college assesses its hiring practices by actively recruiting and hiring people from diverse backgrounds. Professional development is available to all college personnel and evaluated by a participatory governance committee. Personnel records are confidential and secured systematically.

Improvement Plan(s)
Victor Valley College has identified the employee evaluation process as an area for improvement. In the

process, the college is committed to using software that includes electronic forms with workflow, automated notifications, and completion reports. In the training area, the college is committed to offering regularly scheduled training for all supervisors on how to conduct a performance review including developing performance improvement plans. It is expected these efforts will increase completion rates and improve performance management efforts.

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The college ensures that all physical resources at all locations are safe and sufficient. All courses, programs, and learning support systems are maintained to assure access, safety, security, and healthy environments. For example, all locations, campuses, buildings, classrooms, laboratories, auditorium, student services offices, instructional offices, and faculty, staff, and administrative offices are safe and functional. The square feet and the number of classrooms and laboratory space can accommodate a specific number of students per square foot of classroom size as projected in the FUSION Building Summary Report; student capacity is maximized. The vice president of instruction, department chairs, classified professionals, and administrators check room capacity and course listings. The college is in the final stages of implementing room scheduling software to maximize efficiency and student access.

The college ensures access, safety, security, and healthy learning and working environment by college administrators and campus police personnel on campus and at off-campus sites, including the Hesperia site and the regional public safety training center to ensure maximum security during all days and times of class use.

The maintenance and operations department updates its section in the education master plan and the integrated educational and facilities master plan when required. The facilities master plan is updated periodically and is available for review [III.B.1-01]. The plan specifies specific space requirements and square feet per classroom per student. The plan is shared with all users and stakeholders. The participatory governance facilities committee meets monthly. Minutes and other documentation ensure that college facilities are safe, maintained, and improved to meet the changing needs of college personnel and students [III.B.1-02]. Issues are brought to the facilities committee to review, discuss, and identify collaborative and efficient solutions to facility related issues at the college.

In the event of an emergency or safety issue, students, faculty, and staff have a variety of options through which to report facility and safety related matters. Campus police and 911 are the means of direct notification of safety related matters. There is an emergency mass notification system for use in the classrooms and other locations to report incidents; any telephone on campus and the help desk can be used to call for help for emergency and nonemergency issues. Incident reports can be obtained and filed online and at campus police. In urgent situations, campus police, 911, managers, and administrative personnel can be engaged to answer a call for assistance. The college also employs an "evening dean" process in which an administrator is present until 9:30 p.m. weekdays and on Saturdays from 8:00 a.m. to 1:00 p.m. while classes are in session.

To create a healthy working and learning environment, the participatory governance health and safety committee meets monthly and is charged with evaluating the college's safety practices, encouraging employees to participate in the safety process for the betterment of all concerned, advising on the formulation and dissemination of policies, practices, and procedures that promote health and safety. Acting as a problem-solving group regarding the identification and control of hazards and developing annual plans for in-service training and other staff and student development activities. Maintenance personnel maintain walk throughs to clean and manage supplies. A work order system is in place for submitting work orders for physical supplies and repairs.

One example of how a healthy and working environment is attained is the evacuation drill, The Great American Shakeout, which ensures that students, staff, faculty, and administrators are prepared for any type of disaster that may require evacuation. The drill is planned and announced at a definite day and time, so the faculty, staff and administrators are aware and are prepared to facilitate the evacuation and identify discrepancies and reviewed to identify solutions. Another example of how the college evaluates and updates campus safety is the safety committee, active shooter response trainings are held regularly [III.B.1-03, III.B.1-04]. Additionally, there are safety and security walk throughs by VVC's campus police department. Inclement weather reports warn college personnel of possible disasters and dangerous road conditions and are updated regularly.

A mandated Clery Act Report is a regular evaluation prepared with crime statistics included; a copy of the report is distributed to the college and is available on the campus police website [III.B.1-05]. The report shows that all facilities are safe and sufficient for students, staff, faculty, and administrators. This is an example in which the college demonstrates that it regularly evaluates the effectiveness of campus physical resources in addition to its facilities master plan and education master plan process. Outsourced work includes insect spraying and rodent management, construction projects, annual fire extinguisher maintenance, exhaust hood maintenance and testing, and annual maintenance in the food system areas.

Analysis and Evaluation
The college meets this Standard. The college assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. Facilities are constructed and maintained to assure access, safety, security, and a healthy learning and working environment, and the maintenance and operations department prioritizes safety related issues.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard
Resource planning considers the needs of educational programs and services that are integrated with institutional planning. The college uses the facilities master plan and educational master plan to reflect the community it serves [III.B.2-01, III.B.2-02]. The resource plans are comprehensive, covering the acquisition, building, maintaining, upgrading, and replacement of physical resources. The data that reflects this is student success, retention, transfer, and completion documented in the master plan. The college has recently renovated several classroom buildings and is in the construction phase of an extensive sports stadium and educational event center to serve the needs of student athletes and the community.

The college regularly ensures that facilities are safe, efficient, and sufficient for students, staff, faculty, and administrators. Regular evaluation includes regular safety and evacuation drills, active shooter training, and earthquake training [III.B.2-03, III.B.2-04]. An incident report is available for reporting unsafe conditions of facilities, equipment, and land.

Cyclic Program Review documents progress on acquiring, building, maintaining, upgrading, and replacing physical resources, such as facilities maintenance, housekeeping, grounds, and transportation [III.B.2-05]. Considered are the needs of educational programs and services that are integrated with institutional planning. The resource plan is comprehensive as it was prepared by the facilities committee and is cross walked with information from the health and safety committee. The facilities plan considers facility needs and technology needs identified and prioritized in the program review process, such as larger classrooms, faculty office space, laboratory spaces, and student services space to adequately serve the community. Data needs are reflected in the educational master plan by student success, retention, transfer, and completion. Priorities are outlined that project maintenance, upgrades, and replacement of physical resources, such as the elevator and gender-neutral restrooms. Minutes from facilities planning meetings [III.B.2-06] and correspondence reflect the institution's plans for acquiring, building, maintaining, upgrading, or replacing facilities, equipment, or other physical assets. Measure JJ, a bond measure, helps with facilities' improvement; the bond was approved by the voters for new and improved support of teaching and learning and quality of educational support [III.B.2-07].

As an example of facility improvements, the below table reflects the major projects completed college wide from 2021 to 2023:

Project Title	Fiscal Impact	Recorded Notice of Completion Date
Modernization Bldgs. 51,52, & 55 F-710	$9,960,744.00	4/21/2023
Rams Café Upgrades F-820	$2,466,396.00	4/18/2023
VVC Plumbing Project 66A & 66B F-930	$59,834.09	4/18/2023
VVC Painting Project F-940	$47,900.00	4/18/2023
VVC Flooring Project 70 & 71 F-920	$97,020.00	4/18/2023
VVC Cosmetology Electrical Bldgs. 66A & 66B F-910	$79,767.00	4/18/2023
VVC Painting CDC & 10A F-950	$57,900.00	4/18/2023
Hydration Station Main Campus Phase 1 F-870	$174,298.00	4/18/2023
Bldg. 42 Emergency Fire Alarm System	$126,500.00	3/10/2023
VVC Concrete Project Bldgs.70 & 71 F-900	$54,840.00	3/10/2023
Landscape Project Library & Central Plant F-840	$183,500.00	3/23/2022
Stadium & EEC Fiber Lines Project	$89,705.00	5/10/2022
VVC Lake Aeration F-830	$59,675.00	5/18/2022
Modernization Abatement Bldgs. 50,52,55 F-700	$56,332.50	5/19/2022
SAC Café COVID-19 Upgrades F-760	$960,625.93	5/19/2022
Bldg. 30 Emergency Sewer Project	$67,600.00	8/3/2022
Tower Elevator 1 Modernization	$249,799.00	9/2/2022
SAC Revolving Door F-860	$425,700.00	9/28/2022

SAC Elevator Repair	$100,000.00	10/26/2022
Phase 2 Fiber Line Project	$38,865.00	11/03/2022
Lake Irrigation Line to Lower Pond F-880	$148,865.00	11/4/2022
VVC Street Improvements F-690	$475,585.00	3/12/2021
Air Handler Unit Replacement Bldg. 30 F-720	$176,020.00	4/22/2021
VVC Solar Field A Replacement F-750	$802,413.00	8/5/2021
VVC Landscape Improvements F-800	$45,211.02	12/7/2021
Allied Health Oxygen Project F-970	$99,853.00	12/22/2021
VVC Concrete Curbing F-790	$91,200.00	12/7/2021

Analysis and Evaluation
The college meets this Standard. The facilities and equipment reflect and address modern teaching and learning pedagogies, personnel recruitment, and improvement needs by updating staff shortages, focusing on improvements during the shorter winter and spring sessions like podiums and labs, computer refreshments and replacements. The college is forward thinking in its ongoing improvement of facilities and equipment.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
To maintain the effectiveness and feasibility of how physical resources are used to support the college's programs and services, a regular evaluation of facilities and equipment is conducted. The college utilizes the program review process to better understand the effectiveness of physical resources in supporting programs and services and to determine the greatest needs based on the state of facilities, equipment, and overall physical assets [III.B.3-01, III.B.3-02]. The maintenance and operations department maintains a record of annual program updates and priorities, and facility requests are submitted annually in program review. Funding strategies are developed and requested at the committee level and physical resource needs are determined based on the feasibility of physical resources, all facilities, and equipment. One VVC funding strategy is determined and developed by Measure JJ, a local bond measure voted on and passed by the community. A five-year capital outlay plan [III.B.3-03] informs new and replacement buildings and state funded projects, is mentioned in the program review. One consideration for replacements and new buildings has been to minimize noise and traffic.

In addition to posting this required annual report with updates, program review is the process used to identify the need for facilities improvements based on facilities use and occupancy, such as the annual overview of need of improvements for use and occupancy needs. Reconfiguring the facilities to best reflect the needs of the college. Reported in the annual cyclic program review is a regular schedule of physical resources, facilities, and equipment [III.B.3-04]. Regular inspections of facilities and equipment help to update needed physical resources, such as facilities maintenance, housekeeping, grounds, and transportation. This cyclic review is thorough and up to date with specific goals and future renovations, replacement, and growth projects that can be included in the facilities master plan [III.B.3-05]. This plan is a thorough annual prioritization process of facilities and equipment based on need and urgency, the state of facilities, equipment, and other physical assets. This is reported in the yearly program review and is used as cyclic preparation for the next annual program review to better understand the

effectiveness of physical resources in supporting programs and services and to determine the greatest needs.

Analysis and Evaluation
The college meets this Standard as it regularly assesses facilities' use and has an annual cycle process by which it evaluates all facilities and equipment for improvement.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
Long range capital plans that support institutional improvement goals are reflected in the technology plan, the facilities master plan, and the educational master plan [III.B.4-01, III.B.4-02, III.B.4-03]. As part of long-term planning, the college's needs are based on the educational and facilities master plan, which references a five-year plan for construction, which is based on multiple years of institutional budgets. The five-year capital outlay plan [III.B.4-04] is reviewed and updated annually and submitted to the Chancellor's Office in preparation for a presentation of the five-year plan; the plan identifies and considers future academic and student services needs and future construction needs related to the needs of academic and student services. The implementation of long-range capital plans can depend on state and local funding, such as the college's local bond, Measure JJ.

Maintenance and operation's role in integrated planning includes direct and indirect costs of physical assets like acquisition maintenance and depreciation. There is a common methodology for evaluating maintenance and operations' needs for facilities and equipment to assist in developing and scheduling projects. State funded long term projects are a part of long-term planning. Data is drawn from the Chancellor's Office: FUSION (Facilities Utilization, Space Inventory Options Net) [III.B.4-05]. There is an ongoing investigation of the status of facilities and instructional equipment. Presented is a statement of an overarching goal for achieving safe and sufficient physical resources for students, faculty, staff, and administrators. The long-range capital plan to support institutional improvement includes integrative research of multiple years' institutional budgets, especially maintenance and operations to ensure the total cost of operation. Guidelines can include other integrative information like surveys or focus groups used to evaluate the software. Integrated discussions also include continued safety training for aides, engineering staff, grounds staff, and custodial staff. For example, the mass notification emergency alert system is operational and training sessions include focused discussions of how to improve the college wide notification system [III.B.4-06]. When business and administrative offices receive improvement funds, this facilitates integrative discussion among focus groups for planning and optional resources for acquiring equipment.

Analysis and Evaluation
The college meets this Standard as there exists broad dialog, collaboration, and alignment of strategic goals and objectives regarding facilities and technology. The institution assesses the effectiveness of its long-range capital planning that advances the college's improvement goals.

Conclusions on Standard III.B: Physical Resources
Victor Valley College has a strong maintenance and operations department committed to providing a heathy and safe environment for staff and students. The college has completed myriad projects over the recent past to correct deficiencies from previous projects, aging infrastructure, and Department of State

Architecture compliance. The college's facilities master plan outlines institutional plans to support the college's education master plan. The maintenance and operations department uses the program review process and the facilities committee for additional planning, evaluation and determining total cost of ownership for projects.

Improvement Plan(s)
None

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard
Victor Valley College's information technology services (ITS) department works regularly with the other departments in addition to completing requests from sources that may include the governing board, the student body, and the public. The department continually works to improve and/or expand the services it provides to meet the needs of the clients. During the COVID-19 pandemic, and thereafter, the department completed several projects to meet the changing demands of the school in addition to coordinating with the superintendent/president's directive to help establish the new Connect2Success Center. The Connect2Success Center is a team of managers and classified professionals that answer all the college's incoming calls and general information emails, the strategy is that students and the community will only need to access one phone number or one email to be connected to all the college staff, resources, or information. As can be seen in the May-June 2023 report, the Connect2Success center is serving its designed purpose [III.C.1-01].

The ITS Department has made several significant gains to the college's technology infrastructure. The bandwidth to most of the campus was increased to 10 GB fiber and added the capability to expand the remaining buildings on lower campus from their existing 1 GB up to 10 GB as needed. An increase of the Wi-Fi coverage on the main and several of the satellite sites, adding an additional 150 access points, increasing the number of classrooms with Wi-Fi access as well as placing access points outside around the lake on the upper main campus was recently completed. The Hesperia high school (HHS) site, regional public safety training center [RPSTC], and Southern California Logistic Airport (SCLA) sites were connected to the main campus with new fiber connections. The ITS department worked with an outside contractor to replace the existing uninterruptable power supplies (UPS) in all the buildings on the main campus and some of the off-campus sites to ensure that the network will continue to work in the case of a power outage. Finally, the college recently completed the replacement of the Palo Alto Firewall with a new Versa Firewall that improves network security.

During this same period, the ITS desktop technicians were involved in several refresh projects. Working to resume plans for a regular refresh of computers and printers on all campuses, the team replaced the computer labs for the photography and geographic information systems (GIS) labs on the main campus, the adult education including English as a Second Language (ESL) classrooms at the Hesperia high school site (HHS), and the computer lab at the regional public safety training center (RPSTC). The desktop technicians have also been working with the network managers to help remote access users migrate over to the new VPN access provided with the new Versa firewall.

As previously mentioned, to improve the front facing support of customers (employees, students, and the public), VVC launched the Connect2Success Center to provide a single point of contact to customers for all services. This, along with the information desk at the student services building (one stop), will allow the ITS service desk to focus specifically on technology issues for walk-in, email, and phoning customers. This change allowed the service desk to focus more on technology related requests, for example, the service desk was able to close 1,063 tickets during the fall 2022 semester [III.C.1-02].

The ITS Department has been working on several projects to help automate and/or improve services delivered. The department helped to train personnel and adapt systems and equipment for the new Connect2Success call center to provide support to staff, faculty, students, and the public. The department is working to implement a formal change management process using Ivanti Service Desk. The department has also helped to deploy the self-service platform using Ellucian' s CRM Advise [III.C.1-03], managing service requests and incidents via the VVC support portal [III.C.1-04], implementing a single sign on [SSO] portal using Classlink. The management information systems (MIS) department is working to complete deployment of more of Ellucian' s solutions adding CRM Advise, CRM Recruit, and Ellucian Experience [III.C.1-05, III.C.1-06] to the existing services. The MIS department is also working with Ellucian to convert these applications to a SaaS (Software as a Service) platform, along with the student and financial aid modules that will provide access to these applications via the cloud.

The ITS team has displayed great flexibility in shifting priorities in their efforts, as demonstrated during the COVID-19 pandemic. During the weeks leading up to the campus closure, the school and team provided training and equipment necessary to move to a 100 percent online operation. This effort even caught the attention of the Chief Information Systems Office Association (CISOA) who awarded the college with the CISOA Technology Excellence Team Award for their remote operations response [III.C.1-07].

Analysis and Evaluation

The college meets the Standard by continually evaluating the school's needs and completing projects that improve the quantity and quality of services based on ever-changing demands. Network projects are designed to improve security and increase capacity. Desktop projects are planned and completed that are meant to keep equipment current and sufficient to the needs of instruction as well as operations. Software projects are planned and completed to ensure data quality and improve data driven decision making.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The college continuously plans for improvements, updates, and replacement of its technology infrastructure, equipment, quality, and capacity to support the institutional mission, operations, programs, and services. The college's ITS department provides recommendations based on requests from the college administration, various departments, the technology committee, the academic senate, the governing board, associated student body, and the community. These efforts are guided by VVC's technology master plan [III.C.2-01]. The department begins work on service requests and projects as a sponsor/customer is identified and funds are approved and provided by these same customers as appropriate.

All ITS work requests are submitted via the VVC service portal [III.C.2-02] following the guidelines detailed in administrative procedure 6331 [III.C.2-03], whether the request is for a single individual, small group, or college wide project. These requests are then processed according to the procedures as detailed in administrative procedure 6330 [III.C.2-04]. Once a project has been processed and approved, the project is scheduled based on criteria, including factors such as, but not limited to, urgency, facility availability, resources, and funding, reviewed by the technology committee, superintendent/president, or governing board as appropriate. The request's scale and scope will determine if the work is to be handled as a simple service request or ITS project.

The ITS department is presently working on preparations for current and future projects. The network managers are completing evaluations to increase the on-campus network capacity to support the expansion of Ellucian programs being supported by MIS. The MIS department moved plans to migrate to SaaS to complete implementation of new Ellucian products. The college is in the process of testing and evaluating the use of LabStats [III.C.2-05] to document computer use with the goal of making more efficient use of the computer labs throughout the college.

Analysis and Evaluation
The college meets this Standard by continually working on improving the methods and strategies used to provide support and service to its customers. To do this the ITS department is taking the lead in introducing changes to address deficiencies. The departments at VVC, working in coordination with ITS, regularly assess procedures looking to automate tasks with the goal of improving the quality of data captured and reducing the time needed to process requests.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
The VVC ITS department collaboratively supports the management, maintenance, and operation of the college's infrastructure and equipment. The network managers take the lead in implementing, managing, and maintaining the college wide technology infrastructure including local and wide area networks, cabling, and standardized network routers, switches, and wireless access points [WAPs] that includes Cisco and Aruba. The desktop technicians support computers and peripherals used on campus and approved off-site locations. The MIS team works to improve and expand the suite of programs offered to meet the college's evolving needs.

Students needing assistance can contact the associated student body or other student support organizations and departments at the college to receive Chromebooks, laptops, and assisted learning devices. During COVID-19, VVC also offered a pilot program for students to acquire a device to complete courses online and would keep it upon graduation. With VVC enrollment exceeding pre-COVID-19 numbers and growing, demands on services and equipment supported by ITS need to be able to adapt to the continuing growth. Planned investments in infrastructure and integration of new applications ensure increased capacity.

In spring of 2023, the college deployed Ellucian's self-service program for student enrollment and planning [III.C.3-01] to replace the previous EAB Navigate and WebAdvisor systems. Self-service will also be a central storage for all documents related to enrollment allowing students to view forms such as financial aid, course schedule, and similar documents from one central location. Victor Valley College's

bridge program in which the ITS department deployed computers and peripherals to counselors and recruiters at local K-12 schools, will allow the college to reach more students locally, helping them to decide the best course for their future academic goals. The bridge program has been successful in helping VVC expand enrollment.

Analysis and Evaluation
The college meets the Standard by continually evaluating, preparing, and completing projects designed to maintain and improve equipment and services to students and staff. Network upgrades have been completed that increase capacity and security. Desktop upgrades have been completed to improve performance and support increased enrollment. Software deployments improved the quality of information to enhance decision making for the institution.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
Victor Valley College, including the ITS department, works continuously to provide training to improve the skills and knowledge necessary for faculty, staff, students, and administrators to succeed. These efforts include in person, hybrid, and online resources accessible to the appropriate customers. Training provided to employees (staff, administrators, and faculty) is available on a wide variety of platforms depending on the subject matter. Courses from the Vision Resource Center, LinkedIn, Adobe training, and Microsoft training videos on YouTube are examples of online offerings. Canvas is commonly used for online and hybrid training. Regularly scheduled training sessions are offered as needed, including breakout sessions as part of VVC's semiannual all college day and announced training sessions provided by the departments involved such as fiscal services and student services. Training provided by Ellucian includes optimization in the use of student information systems [SIS].

When a particular challenge or threat is identified, VVC and the ITS department work to find additional resources that will help the affected customers. With the ever-growing threat of phishing attacks, VVC contracted with KnowBe4 to provide annual training on how to identify potential phishing attacks as well as send out test emails to random personnel to give them real world examples of current phishing trends. When a customer receives what they suspect to be a phishing attack they can use Phish Alert [III.C.4-01] to alert the network managers. This process includes test emails, and the results are forwarded in a regular report to help the department target training to those individuals or groups that may need additional training.

Another example of effective use of technology, the ITS department was asked to help prepare the faculty for the campus closure during COVID-19. The department scheduled online training sessions to demonstrate how to set up groups in Microsoft Teams to help the faculty and departments to design online collaboration, teach users how to operate the Zoom platform and setup up their accounts to reduce the chance of their video conferences from being "Zoom-bombed." The department also worked with the distance education team to record and post videos created to teach instructors on how to set up courses on Canvas when VVC classes had to be converted to online during the campus closure.

Analysis and Evaluation
The college meets the Standard. Through many different avenues, the ITS department provided the necessary support and training to faculty and staff during the COVID-19 pandemic and created training

programs to train staff to avoid Phishing emails. The ITS department supports faculty and students in the smooth operation of varied modalities of instruction.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Victor Valley College has established and publicized policies and procedures that guide the appropriate use of technology for teaching and learning. Administrative procedure 3720 [III.C.5-01] addresses the use of college and district computer systems and the information they contain by employees, students, authorized agents of the college, and authorized members of the public. The college also has language specifically written regarding email use covered by administrative procedure 3721 [III.C.5-02]. Codes of conduct for students and faculty regarding online and correspondence classes are covered by administrative procedure 4105 [III.C.5-03].

This information is provided to the appropriate constituents in multiple formats. Staff and faculty are asked to read and sign copies of AP 3720 and AP 3721 as part of their onboarding process. Students are informed of the same policies during the admissions process and may be posted in their courses on Canvas. These policies are also posted on the governing board area of Victor Valley College's website [III.C.5-04].

Analysis and Evaluation
The college meets the Standard, distributing the policies to new hires and publishing the policies on the VVC website and in the courses on Canvas.

Conclusions on Standard III.C: Technology Resources
Victor Valley College maintains a high-quality infrastructure in both physical and human capital to adequately support the needs of staff and students, regardless of location or modality. The college's technology plan outlines the infrastructure, quality, and capacity. The college was recognized by the Chief Information Systems Office Association for their work during the COVID-19 pandemic.

Improvement Plan(s)
None

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Sufficient Financial Resources

The financial resources of Victor Valley College are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. District board policies and administrative procedures regarding budget preparation, development, management, reserves, and investments ensure that the college maintains financial resource sufficiency [III.D.1-01, III.D.1-02, III.D.1-03, III.D.1-04, III.D.1-05, III.D.1-06].

The college's finances are stronger than ever with fund balance reserves consistently meeting the targeted reserve cited in board policy 6250 which is currently projected for Fiscal Year (FY) 2024 at 16.7 percent [III.D.1-07]. The fund balance over the last two years has been well above the requirements designated by the governing board and mandated by the State of California at FY 2022 18.46 percent and FY 2023 28.89 percent [III.D.1-08].

Programs and services are supported through the general fund with at least 50 percent of all unrestricted revenue directly applied to instruction. Over the last three years, the college has followed the 50 percent Law [III.D.1-09] which requires that half of a community college 's educational expenses be committed to instructional salaries [III.D.1-10, III.D.1-11, III.D.1-12].

Support for student learning programs and services are also supported by the foundation, guaranteed investment contract (GIC) [III.D.1-13, III.D.1-14], and the measure JJ bond [III.D.1-15], approved by district voters and certified by the governing board in 2008. Fund 71 (capital outlay) [III.D.1-16] and fund 42 (Bond Fund Activities) [III.D.1-17] monies also aid in building and improving the college infrastructure.

The 2021-2022 and 2022-2023 adopted budgets show in detail how the college's budget is allocated, and how the college's budget is sufficient to support its programs and services [III.D.1-18, III.D.1-19].

The distribution of financial resources is guided by the needs for student learning programs and services. The process used to prioritize and distribute financial resources to student learning programs and services flows through the program review process outlined in the 2022-2023 program review handbook and user manual [III.D.1-20]. Having this hierarchical and participatory governance structure provides college wide dialogue about budget requests, and with the involvement of finance, budget and planning committee (FBPC), budget requests can be considered with the college's current budget situation. Therefore, budget requests are considered for the enhancement of college programs and services while maintaining at least 16.7 percent reserves for fiscal stability. Internal fiscal management procedures, aligned with federal and state regulations, are always reviewed, and updated when needed to help ensure consistent business processes.

Analysis and Evaluation

Victor Valley Community College meets the Standard. College financial resources are sufficient; the college has planned and managed the budget with integrity to support student learning programs and services, institutional effectiveness, and financial stability. The table below illustrates the college's focus on building a strong and stable base with the fund balance increasing each year which is well above the target of 16.7 percent [Table IID.1-01]. Additionally, the college's compliance with the 50 percent law calculation shows an increase each of the last three years:

Table IID.1-01

Unrestricted General Fund			
	FY 19/20	FY 20/21	FY 21/22
Ending Fund Balance	7,191,936.00	13,148,316.00	21,836,295.00
Fund Balance % of Total Expenditures	10.10%	18.46%	28.89%
50% Calculation	50.00%	50.20%	50.69%
Excess/Deficiency of Rev over Expenses	800,589.00	5,956,379.00	8,687,980.00

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The college goals [III.D.2-01] are fiscal stability, student success, accreditation recommendations, and image. Fiscal stability is defined as the college's financial resources being sufficient to support quality programs and services and the ongoing improvement of all college operations [III.D.2-02]. Integration of financial planning with overall institutional planning is developed through the program review process.

Procedures are established by the superintendent/president to assure adequate internal controls exist and to communicate fiscal procedures to the governing board and employees in a timely manner. In addition, procedures exist to assure that the management information system data as it pertains to fiscal information is accurate and that responsibility centers are clearly delineated for fiscal management in board policies 6300 and 6330 as well as administrative procedure 6330 [III.D.2-03, III.D.2-04, III.D.2-05]. Budget development is aligned with state mandates for content and timeline [III.D.2-06].

The college has several project expenditures that support the mission by helping to ensure fiscal solvency. Such as the one-megawatt solar field, installed years ago, on campus reduces electricity costs which in recent years has helped curb inflationary costs. The child development center (CDC) has secured funding from the Department of Education, California State Preschool Program (CSPP) and from the California Department of Social Services, General Child Care and Development (CCTR). California State funding for the CDC lab increased more than $1.27 million and increased serving capacity from 25 children to 158 children. This led the CDC to hire additional staff and offered more positions for student workers. The adult student lab escalated observations/onsite practicum hours along with purchasing developmentally age-appropriate equipment for the children and, most importantly, become a self-sustaining college program. Within the near future, the CDC will also be able to grow funding by offering both credit and noncredit courses to the community on specific topics that will allow participants to

develop parenting skills and a sense of young children's development. The CDC has also partnered with the California Child and Adult Food Program (CACFP) to reimburse the CDC site for offering daily nutritious meals [III.D.2-07]. In 2024, the Victor Valley College stadium & educational event center will be completed, bringing additional revenue through scheduled sporting events and conferences furthering community involvement and support for the college.

An annual budget forum is held remotely to present the tentative budget to the campus community and encourage discussion and input from all constituencies. Budget updates are posted on the budget office webpage. The report details adopted revenues and expenditures by object code, activity to date, adjustments, percent spent, and remaining balance. The budget updates/budget vs. actual are shared with the finance, budget, and planning committee (FBPC). Active participation in the financial planning process by all constituencies is encouraged through the finance/budget and planning committee reporting out to college council [III.D.2-08].

Analysis and Evaluation
The college meets the Standard. The governing board receives quarterly financial reports, budget updates are submitted to the FBPC, and budget updates are posted to the budget office website. An annual budget calendar is approved by the governing board in January of each year. Subsequently, the governing board approves the tentative budget in June and the final adopted budget in September each year.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard
Campus wide dialogue regarding the allocation of financial resources begins with the annual program review and planning cycle through the process known as the Program Review, Allocations, and Institutional Strategies for Excellence process (PRAISE) [III.D.3-01]. Augmentation requests are defined at the department level by faculty chairs. For noninstructional budget requests, the process is performed by the area director. Once these requests are identified, they are prioritized by the dean and/or vice president at the division level. Before the budget requests are sent to the superintendent/president, they are reviewed by the finance budget and planning committee (FBPC) [III.D.3-02]. Having this hierarchical structure provides college wide dialogue about budget requests and with the involvement of FBPC, budget requests can be considered accounting for the institution's current budget situation.

Additionally, FBPC provides representative oversight to budget allocations and enhancements through the participatory governance process. The FBPC is a diverse team made up of the five major college constituencies. The charge of the committee includes reviewing and rating division level instructional and noninstructional program review requests utilizing a budget rubric and making recommendations for the allocation of monies through the program review process, which is designated to assess the effectiveness of instructional, student, and campus support programs. Once the decisions have been made to allocate certain augmentation requests, the results for the allocation are communicated by the superintendent/president to the campus community, [III.D.3-03].

Analysis and Evaluation

The college meets this Standard. During 2020, the superintendent/president asked the academic senate to reform the full time faculty hiring prioritization process to include managers and the vice president of instruction. A taskforce was formed to revise the process and rubric for the faculty hiring prioritization. The new process was passed but was amended due to feedback received after a year. This illustrates the commitment of the college to keep the budget and financial planning evolving with the views and needs of the institution. The new, revised process was passed in the fall of 2022 [III.D.3-04]. This was communicated at the final budget forum [III.D.3-05]. The program review, planning, and budget development process guides the future allocation of resources.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Victor Valley College assesses the availability of financial resources to meet the needs for current and future obligations and liabilities. The annual budget is built with the guidance of board policy 6200 (budget preparation) [III.D.4-01]. Board policy 6200 states the annual budget will support the educational master plan, unrestricted reserves shall be no less than five percent, and budget projections shall address long term goals and commitments. The governing board approves the tentative and adopted budgets and is provided with a copy of the budget book containing planning documents [III.D.4-02]. The budget book is also provided to college administrators via the budget office website [III.D.4-03] to ensure they have the financial data necessary for informational and planning purposes. Also, periodic budget updates and annual budget information are available on the budget office website [III.D.4-03]; annual audited financial statements and the CFS 311 annual financial and budget report are posted on the fiscal services website [III.D.4-04].

Revenue comes from various sources to meet budgetary obligations and instructional needs such as state apportionment from the Chancellor's Office, property taxes, enrollment fees, and state, federal, and local revenues as shown in CCFS 311 [III.D.4-05]. The college renewed an agreement with Victor Valley College foundation [III.D.4-06] in 2018 for securing grants from external funding agencies to benefit the college as well as to develop business opportunities and partnerships. Revenue and expenditures are accounted for through the college's budget system. Other financial resources include lease of facilities at the regional public safety training center, revenues from the cell tower located on the Victor Valley College main campus, the solar panel agreement with Southern California Edison, and various grants secured by the Victor Valley College foundation. Additionally, the Victor Valley College foundation allocates funds for department grants of approximately $30,000 relieving the unrestricted budget of these expenditures. Each award is for a specific project or purpose, and most of these are for instructional departments. The child development center has reopened the instructional childcare lab and has secured new funding sources from the Department of Education and the California Department of Social Services increasing revenue by over $1.2 million. The two grants have increased the serving capacity from 25 to 158 children, enabled hiring of new classified staff and student workers, increase student lab observations/onsite practicum hours, purchase developmentally age-appropriate equipment, and become a self-sustaining program. Both credit and noncredit courses will be offered, which will increase revenue for the college. In addition, the CDC has partnered with the California Child and Adult Food Program to reimburse the site for daily nutritional meals provided in the childcare lab. Additional funding has been provided from the Chancellor's Office for basic needs, homelessness, CalFresh, and mental health, totaling more than $2.8 million. In 2016, the district authorized the issuance of general obligation refunding bond [III.D.4-06, III.D.4-07] to take advantage of historically low

interest rates to refinance bonds. The reduced interest rates on the prior bonds were estimated to be a savings of $12,223,003 over the life of refinance which will benefit local taxpayers from the refinancing of a portion of district's election of 2008 (Measure JJ) bonds.

The FBPC [III.D.4-08] provides suggestions for budget allocations and makes recommendations for program review [III.D.4-09] augmentations, which are aligned with institutional goals and the education master plan [III.D.4-10].

Analysis and Evaluation
The college meets the Standard. The college's institutional planning is intricately correlated with concise calculations of the financial resources available to the institution. The college has focused on building the fund balance and on September 13, 2022, the governing board approved BP6200 to increase the mandated reserve to be no less than 16.7 percent. The reserve at the end of the 2020-2021 fiscal year exceeded the mandated reserve by more than one and a half percent and again at the end of the 2021-2022 fiscal year by more than 12 percent.

Victor Valley College has been evaluating enrollment management practices that may be used to achieve medium size college status allowing the student needs to drive the schedule while maintaining fiscal prudence. The college has developed a new position, executive vice president of instruction, innovation, and student success to address enrollment growth and student success.

5. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard
The college establishes the budget based on allocations from California and other revenues from other state, federal, and local sources through grants, contract and community education, leases, and student fee payments. The college assesses its fiscal management practices through several internal components as a part of the annual budget development cycle. Expenditure budgets are aligned with educational mission and goals through the execution of board policy 1200 (district vision, values, mission, and goals) [III.D.5-01], and administrative procedure 1201 (participatory governance structure and responsibilities implementation) [III.D.5-02]. The annual budget is developed in alignment with budget development board policy BP 6200 and AP 6200 [III.D.5-03, III.D.5-04]; projections for two consecutive years are developed and disseminated for evaluation and review to several departments and contingency groups across campus through a variety of regularly scheduled processes and meetings prior to being submitted to the governing board for approval.

To ensure financial integrity and responsible use of financial resources, the college utilizes an internal control structure to guide budget development and disseminates information for decision making. Much of the budget planning process is initiated through the departmental program evaluation and budget development process: locally referred to as PRAISE (Program Review, Allocations, and Institutional Strategies for Excellence). The finance, budget, and planning committee [III.D.5-05], a diverse participatory governance committee (FBPC), provides oversight for PRAISE augmentations. Augmentation requests for PRAISE follow the college's program review [III.D.5-03, III.D.5-04]; these

augmentations are aligned with institutional goals and the educational master plan [III.D.5-06]. Results for the allocation are communicated by the superintendent/president to the campus community.

To strengthen the college's internal control mechanisms, during the fiscal year ending June 30, 2022, VVC contracted with a new audit firm. As procedures are reviewed, the auditors are consulted in the event clarification is needed for updating internal controls. The annual audit reports are made available on the college website [III.D.5-07] and in the event there are audit findings, institutional leadership and constituents are notified of the specific findings related to their area. Fiscal services work with college administration and staff to rectify the problem and put procedures into place to prevent future audit findings in that area.

College policies are observed; federal and state regulations are followed and have also been integrated with internal grant procedures. Fiscal staff follow oversight procedures to follow and to control over expending budgeted allocations. Before any purchases are approved through the configured approval path for each budget type, staff make sure sufficient budget is available or budget transfer in process before a purchase order is created [III.D.5-08]. Also, to have better management oversight, special purchases such as computers, instructional and noninstructional software, and software licenses must be approved by the information technology budget account manager. This was implemented to gain control over purchases to ensure the computers, software, and licenses are compatible with college systems and technology and/or to avoid duplication or unnecessary purchases which the college may have available site licenses for a particular software program.

Analysis and Evaluation

The college meets the Standard. Periodic budget updates and annual budget information are available on the budget office website [III.D.5-09]; annual audits, and the CCFS 311 are posted on the fiscal services website [III.D.5-10]. Administrators, staff, and faculty chairs are trained and provided access to the financial system to view budget and activity detail for their departments. Group training is provided to faculty and staff for purchasing, travel, and reports, and individual training is provided as needed. The fiscal services department has fully integrated its planning and procedure practices with departments to ensure that the district's fiscal planning is regularly reviewed and is cohesive with planning on an institutional level. The college continues to adhere to externally conducted annual and semiannual audits and governmental requirements.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

To ensure the financial reports reflect appropriate allocations and use of financial resources, the FBPC reviews the tentative and adopted budgets. They utilize the assumptions [III.D.6-01] and PRAISE process [III.D.6-02] to make recommendations on the augmentations. These recommendations are submitted to the superintendent/president and president's cabinet for review and action. The last step is the budget is presented to the governing board for approval. At each of these reviews, there is an opportunity for revisions or realignment based on added information from the Chancellor's Office, a change in assumptions or corrections as added information becomes available from the governor or state. Expenditures are expected to support student success and equity, the education master plan, and the mission of the college.

The governing board engages an independent certified public accounting firm to perform annual audits of the college's financial statements [III.D.6-03]. Annual audits include all college funds. Separate reports are issued for the college and bond measure JJ [III.D.6-04]. The auditors review the annual audit with the college superintendent/president, deputy superintendent/executive vice president of administrative services and director of fiscal services and with the governing board.

Analysis and Evaluation

The college meets the Standard. Budgets are built based on actual expenditures, so departments have the budgets needed to run their departments and to ensure the most accurate adopted budget possible at the onset of the fiscal year. The fiscal services department has procedures and workflows to address the processing of expenditures to ensure all funds earmarked for specific programs are fully capitalized to adequately support the student learning programs in which the funding sources was intended to support. Budget codes are uniquely created by funding source type, whether it is state, federal, or local so funds can be accurately tracked, utilized, and monitored for both efficiency and regulatory compliance. The college continues to reassess both the procedures and the documents it produces to ensure budgetary expenditure relevance and reporting accuracy.

Student learning is the top priority of the college when building and prioritizing the budget. Student services used to be spread out in various locations on campus. Making it hard for students to navigate when entering and time consuming to travel across campus for services. The college made sure to delegate capital outlay funds to build the "one stop" center to provide students with the convenience of having all student services in one central location. The financial resources allocated to student learning will continue to be reviewed and monitored by pertinent departments, constituent groups, and all applicable regulating entities. This has recently brought about a new position created; executive vice president of instruction, innovation, and student success; to address teaching and learning, certificate and degree completion, transfer, workforce success and equity for students of color and students from low income backgrounds.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The governing board engages an independent certified public accounting firm to perform annual audits of the college's financial statements [III.D.7-01]. Annual audits include all college funds. Separate reports are issued for the college, and bond measure JJ. The auditors review the annual audit with the superintendent/president, deputy superintendent/executive vice president of administrative services and director of fiscal services to ensure an appropriate institutional response. The final audit report is reviewed and accepted by the governing board on or before the December 31 statutory deadline. The audit reports are posted on the website for the community [III.D.7-02]. On a monthly basis, budget updates are posted to the budget office website showing budgeted income and expenditures in comparison to the actuals amounts for the community, governing board, and employees providing the most up to date financial situation of the college funds.

In the 2021 audit report, there were three audit findings that needed to be addressed. All findings were resolved in a timely manner. The 2022 audit report showed corrective action was implemented for all three findings [III.D.7-03]. Audit reports are posted on the fiscal services website for the community, governing board, and employees to view [III.D.7-04]. The district financial statements are posted yearly providing full disclosure of the college's funding.

Analysis and Evaluation
The college meets the Standard. The college has received a positive unmodified audit for 2022. An unmodified audit is an audit term that means the auditors did not have to list any audit exceptions/findings or "modifications" because of the review. In addition, the auditors did not identify any deficiencies in internal control over compliance. The college posts the audit reports on the college website for the community to see.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
Financial 2000 is the system provided through the San Bernardino County schools consortium; it provides adequate data and reporting functions to the college to monitor its fiscal activities. The Financial 2000 system was developed in such a way to be used by both K12 and community college districts. This past year, San Bernardino County has completely transitioned away from the HP/Snowhite system to a web based Financial 2000 system for all financial modules (including payroll) and has provided many new and useful tools for analyzing data. While college fiscal services staff provide support and training to college employees on the financial system, the college implemented the Ellucian Colleague enterprise system for student service areas and is in the process of implementing a cloud-based system through the same Enterprise Planning System. Both are built around a layered security system that includes data and network encryption packages, firewalls, and audit tools that help to thwart external attacks. The San Bernardino County system performs a general ledger accounting close monthly to verify financial statements are in balance. In addition, the vice presidents and functional managers are responsible for interpreting board and administrative policies by establishing and monitoring internal controls through administrative procedures that protect the assets of the college and ensure validity of data and effectiveness of process.

Expenditures for special funds and the bond measure meet the requirements for each specific program. Staff attend training annually to ensure compliance with the latest regulations. There is a bond measure oversight committee [III.D.8-01] that also makes sure the bond measure expenditures are in accordance with the regulatory and legal restrictions.

An independent certified public accounting firm performs the annual audit of all financial recordings, including the Victor Valley College foundation and college auxiliary services [III.D.8-02, III.D.8-03]. The auditors express an opinion of the financial statements and the adequacy of the accounting procedures and internal controls. Separate reports are issued for Victor Valley College and the Victor Valley College foundation. The audit reports issued as of June 30, 2022, had unmodified opinions with no material weaknesses.

The fiscal services team consistently looks for ways to improve financial and internal control processes. The positions are set up to ensure separation of duties incompliance with general accounting standards. There are desktop procedures for each position. San Bernardino County procedures are available online for the financial reporting system, along with training and accounting statements throughout the year. The district recently revised AP 7400 [III.D.8-04], (travel) in May 2023. Fiscal Services started to include training on travel procedures and scheduled financial reporting workshops for district employees.

Analysis and Evaluation
The college meets this Standard. The college engages in continuous assessment and improvement. One method of assessing financial and internal control systems is through the annual audit process. In 2022, the college secured a new audit firm to strengthen internal controls. The college did not have audit findings this past year. The travel policy was updated, training on travel procedures is offered by the fiscal services team, and electronic travel authorizations were implemented to streamline the approval process.

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard
The college has maintained more than the five percent reserve required for the unrestricted General Fund (see below).

Unrestricted General Fund								
	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22
Fund Balance % of Total Expenditures	6.4%	8.7%	9.2%	11.0%	9.4%	10.1%	18.5%	28.89%

In September 2022, board policy 6250 [III.D.9-01], (budget management) was approved to raise the district's unrestricted general fund reserve to no less than 16.7 percent. The college exceeded this level over the last two years. The superintendent/president meets with his cabinet team frequently to assess fiscal risk, potential financial liabilities, and possible contingency incidents to ensure that reserves and cash flow are adequate to address unforeseen occurrence that might be of fiscal impact to the college. The college budgets $24,000 every year as a function of risk management. The budgeted amount is transferred to Fund 78 (insurance fund). The insurance fund is used to cover any necessary legal claims against the district. The fund balance for Fund 78 has been consistently over $600,000 every year and available as a reserve to be used for financial emergencies and unforeseen occurrences [III.D.9-02].

Analysis and Evaluation
The college meets this Standard. The unrestricted reserve has not fallen under the governing board required five percent reserve. The required reserve was increased to 16.7 percent in September 2022. There are sufficient plans in place to maintain appropriate cash flow and contingency reserves.

10. **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard
The college's fiscal services department is staffed with qualified personnel to oversee all finances including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets.

The director of financial aid continually reviews policies and procedures within the financial aid department to ensure compliance. During 2022, the number of financial aid disbursements was

increased to extend the additional federal funding to help Victor Valley College students attend college.

Board policies ensure compliance and sound fiscal management. For instance, board policy 3280 [III.D.10-01] guides the adoption of procedures to ensure timely application and processing of grant applications. Board policy 6320 [III.D.10-02] provides the parameters necessary to ensure that funds of the college that are not required for the immediate needs of the district are invested. Budget preparation, budget management, and fiscal management are also guided by board policy 6200, 6250, and 6300 [III.D.10-03, III.D.10-04, III.D.10-05]. External state audits are performed by independent auditors and any deficiencies in compliance are identified. These audits include college auxiliary services. In addition to the audit process, the FBPC provides regular monitoring of resource allocations prioritized through program review.

Analysis and Evaluation

The college meets this Standard. The college has several controls in place to ensure effective oversight of funds. The fiscal services department has grants and contracts staff assigned to review and report on categorical and grant funding. The department has a director and staff who support programs and college staff in determining compliance and reporting requirements. In the past few years, there has been staff turnover in the department, but vacancies have been temporarily filled with staff who are job shadowing, cross training, and working out of their job classification or substitute/hourly workers. Financial aid cash management and reporting occurs through the fiscal services department for the college.

All expenditures going through fiscal services are reviewed and authorized against budgeted amounts at multiple levels to ensure appropriate use of resources entrusted to the college. The categories of expenditures are reviewed and approved using authorized signers, as designated by the governing board in board policy 6150 [III.D.10-06].

Grants, contracts, and memoranda of understanding (MOU) may only be executed by the superintendent/president to a limit of $64,000 with ratification by the governing board. All grants, contracts, and MOUs exceeding the $64,000 threshold must be approved by the governing board. Managers of restricted funds must submit budgets and maintain prudent balances to meet the constraints of the project for its duration. Fiscal services staff verify expenditures and audit if there are questionable expenses.

Grant proposals are developed by faculty, administrators or staff members and must be reviewed by the president's cabinet and appropriate operational administrators before submitting to the funding agency. Consistent with board policy 3280 [III.D.10-07] the superintendent/president must sign grant applications after receiving feedback regarding the implication of the grant on the institution in areas such as facilities, information technology, research, fiscal services, maintenance and operations as shown by the workflow and forms developed for proposing grant concepts [III.D.10-08]. When grants are awarded, the grant administrator interacts closely with fiscal services staff to establish accounts and budget information and subsequently monitors the grant funds expenditures for reporting purposes.

The Victor Valley College Foundation is an auxiliary department of the college. The superintendent/president serves as a member of the Victor Valley College Foundation Board and receives regular updates concerning the foundation's activities. The foundation provides monthly reports on its contribution to the college's governing board for its review and acceptance [III.D.10-09].

Institutional investments are governed by the San Bernardino Superintendent of County Schools regulations. Other post-employment benefits (OPEB) liabilities investment is managed by Keenan and Associates and is supervised by an investment board comprised of college administrators.

The fiscal services and financial aid staff collaborate to develop processes for facilitating and expediting payments to students and return funds to the Department of Education in compliance of Title IV regulations. The college budget is continually refined, and aspects of the budget are communicated to the college community.

Grant administrators and fiscal services staff access Financial 2000 to review revenues and expenditures. The college plans for components of a grant that must become institutionalized by earmarking resources from the general fund. Grant reports are completed and submitted as required by the terms of the grant and are one of the components in the college's annual audit [III.D.10-10], administrative policy 6300 (fiscal management) [III.D.10-11], board policy 6330, (purchasing) [III.D.10-12], and administrative procedure 6330, (purchasing approval and document matrix) [III.D.10-13], ensure adequate internal controls to assure the college's fiscal management is in accordance with the principles contained in Title 5 of the California Code of Regulations. Payment for expenditures processed by auxiliary services staff is jointly reviewed by auxiliary services and administrative services staff. Consistent with board policy 2430 [III.D.10-14], the governing board delegates to the superintendent/president the authority to enter contracts on behalf of the district for up to $64,000.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The level of financial resources provides a good expectation of both short-term and long-term financial solvency. The college has several board policies that ensure the continual operation of the college in a manner that ensures fiscal solvency. Board policy 6200 sets the criteria that unrestricted general reserves shall be no less than 16.7 percent [III.D.11-01].

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. A three-year budget is developed every year to consider long term financial solvency. As the college considers the new fiscal year budget, it will also consider the needs of future years. The college clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. Board policy 6320 [III.D.11-02] addresses how the college handles investments.

Analysis and Evaluation

The college meets the Standard. Not only has the college maintained and exceeded the mandated five percent reserve; Board policy 6200 [III.D.11-03] was revised to raise the unrestricted general fund reserve to be no less than 16.7 percent [III.D.11-01]. The district is committed to financial solvency. This level has been met and exceeded in the past two fiscal years at 18.5 percent in fiscal year 20/21 and 28.89 percent in fiscal year 21/22.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and

future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The college has taken steps to allocate appropriate resources for liabilities and future employee-related obligations by establishing a GASB 43 trust for future OPEB benefits. In November 2022, an actuarial study [III.D.12-01] was completed to assess other post-employment benefits. The college continues to evaluate liabilities and future obligations for planning and budgetary purposes and determine it was in the best interest of the college to establish a PARS Public Agencies Post Employment Benefits Trust to help offset future costs of CalPERS and CalSTRS employer contributions.

Analysis and Evaluation
The college meets this Standard. The district established the PARS Trust to allocate additional resources to help cover the known and unknown future costs of CalPERS and CalSTRS.

CalPERS and CalSTRS rates are estimated to increase annually during FY 2023/2024 through FY 2026/2027. Pension Costs reported in the 2021-2022 311A [III.D.12-02] are below and can be found on page 48 of the report posted on the fiscal services webpage:

For Actual Year 2021-2022 Budget Year: 2022-2023 District ID: 990 Name: VICTOR VALLEY

	STRS	PERS		Increase	
Fiscal Year	Amount	Amount	Total	Amount	Rate
2021-22	6,670,032	3,142,161	9,812,193	N/A	N/A
2022-23	5,123,978	3,622,417	8,746,395	-1,065,798	-10.86%
2023-24	5,252,077	3,966,169	9,218,246	471,851	5.39%
2024-25	5,383,379	4,155,330	9,538,709	320,463	3.48%
2025-26	5,708,637	4,693,592	10,402,229	863,520	9.05%
2026-27	6,049.754	5,256,169	11,305,923	903,694	8.69%

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
The college maintains appropriate reserves and prudent cash balances, managing its short-term obligations in an appropriate and fiscally responsible manner. The adopted budget for 2022-2023 includes plans for payment for liabilities and future obligations [III.D.13-01]. The college recognizes the base funding needs of each department and maintains allocation on a yearly basis to the maximum extent possible as part of a maintenance of effort strategy. In addition, total cost of ownership considerations is key in evaluating departmental requests for equipment or technology. The district has a long-term general obligation bond, approved by the voters in the fall of 2008 and was refunded in 2016.

The college has a history of developing long-term financial plans. During the late 1990s it established a Guaranteed Investment Contract [III.D.13-02] to support the institution's capital outlay and operational costs. The college funded its other post-employment benefits (OPEB) obligations to ensure continued

service to retirees and eliminate annual costs of premiums. Actuarial studies indicated an accrued liability of $11,174,445. The annual required contribution (ARC) is estimated at $644,720. The college's decision to fund the OPEB liability reduced the budget deficit by the annual premium.

A one-megawatt ground mounted solar field, located on six acres of the main campus has provided California Solar Initiatives (CSI) tax credits. The solar project reduces the college's energy operational cost and with the rising energy costs has proven to be a good financial plan. It is estimated to have a five-year payback with a total savings over 25 years of over $20 million.

The college continues to update its heating, ventilation, and air conditioning (HVAC) systems to better serve students and realize energy savings from modern, more efficient systems. It has also updated its information technology infrastructure and server equipment to reduce energy usage. These efforts have resulted in receipt of energy incentive credits and reduced utility costs. Implementation of cost saving measures, a supplemental employee retirement plan, and updating the college's infrastructure has helped increase the reserves.

Analysis and Evaluation
The college meets the Standard. As part of the annual budget process, the amount of property tax revenue needed to cover the debt service for the general obligation bond is appropriately budgeted. The college's loan/lease arrangements are also included in the expenditure budget each year. As long-term projects are evaluated, funding sources are considered in the planning process.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The college has a history of developing long-term financial plans. During the late 1990s it established a guaranteed investment contract to support the institution's capital outlay and operational costs. In 2009, the college funded its other post-employment benefits (OPEB) obligations to ensure continued service to retirees and eliminate costs of annual premiums. An actuarial study is completed annually to figure the current liability. In fiscal year 2015/2016, the college established an irrevocable trust to fund the estimated cost of employee pension benefits.

All financial resources, including bonds, auxiliary activities, fund raising efforts and grants, are used with integrity in line with the funding source's intended purpose. Resources from bond measure JJ [III.D.14-01] and various grants have enabled the college to update its aging mechanical and technology infrastructure to realize operational cost savings in the future. One of the major initiatives of measure JJ was repayment of a Certificate of Participation (COP) loan for approximately $52 million. Repayment of the COP eliminated the college's long-term debt and helped secure a higher bond rating for the district. This bond rating has enabled the college to complete a 2016 refunding, which in turn saved the district's taxpayers over $18 million dollars.

The college foundation works directly on securing grant funds and managing all fund-raising efforts meant for projects needed to further financial resources of the college. Grant administrators and fiscal services staff access Financial 2000 to review revenues and expenditures. The college plans for components of a grant that must become institutionalized by earmarking resources from the general fund. Grant reports are completed and submitted as required by the terms of the grant and are one of

the components in the college's annual audit [III.D.14-02]. Board policy 6300 (fiscal management) [III.D.14-03], board policy 6330 [III.D.14-04], (purchasing), and administrative procedure 6330 and 6331 [III.D.14-05, III.D.14-06]. Purchasing approval and document matrix ensure adequate internal controls to assure the college's fiscal management is in accordance with the principles contained in Title 5 of the California Code of Regulations.

Payment for expenditures processed by auxiliary services staff is jointly reviewed by auxiliary services and administrative services staff. Consistent with board policy 2430 [III.D.14-07], the governing board delegates to the president the authority to enter contracts on behalf of the district for up to $64,000.

Grant applications are evaluated to ensure consistency with the mission and goals of the college. All categorical, auxiliary fundraising, and grant expenditures require the program administrator to ensure that expenditures follow the program and the college's goals. Limitations are placed on which expenditure categories can be used with auxiliary funds and with categorical funds based on grants and categorical criteria. In addition, the college's external auditors select transactions to be reviewed for compliance with program and college objectives, as well as legal and other constraints applicable to the use of funds. San Bernardino County Superintendent of Schools audits financial transactions to ensure the proper account coding is used as well as County and college policies and procedures are followed.

Analysis and Evaluation

The college meets this Standard. The college ensures resources are used in a manner consistent with policies and guidelines. Regarding investments, BP 6320 [III.D.14-08] ensures the funds not required for immediate needs are invested. Other post-employment benefits (OPEB) liabilities investment is managed by Keenan and Associates and is supervised by an investment board comprised of college administrators. Measure JJ bond projects have an oversight board [III.D.14-09], along with a single audit [III.D.14-10] completed yearly. Fiscal services staff work with grant administrators in reviewing revenue and expenditures to ensure proper account coding, identifying budget issues, and ensuring grant guidelines are followed. During an annual external audit, financials are tested for compliance with state and federal regulations. San Bernardino County Superintendent of Schools reviews and audits financial transactions against their policies and procedures as well as those of the college to ensure compliance.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The prior three years default rates for Victor Valley Community College are as follows: 2017 was 6.8 percent, 2018 was 17.6 percent and 2019 was 8.7 percent. Victor Valley College is committed to default management and prevention. Victor Valley Community College utilizes a nonaffirmative approach to loan borrowing. With the low tuition cost of attending VVC, the college believes this is the best approach for the student population. To finalize the loan process students must meet with a loan coordinator to complete the Federal Direct Student Loan Request Form and review their budget needs to determine an appropriate loan amount to avoid over borrowing. Victor Valley Community College has students complete an online learning module through Educational Credit Management Corporation (ECMC) titled "Managing Student Loan Debt." The ECMC works with the college and students to lower student loan default rates; sponsor college access and success initiatives, and financial literacy programs to support student loan borrowers to successfully repay their loans [III.D.15-01, III.D.15-02].

The college continues to monitor and assess the Title IV programs to make sure it is compliant with all federal regulations. Financial aid staff go to annual training and both financial aid and fiscal services staff receive updates from Federal Student Aid partners connect website as they occur.

The college has strict internal controls regarding the drawdowns of funds and meets all federal requirements for Title IV programs. Students are given the option to receive their financial aid using a debit card or their personal bank accounts for ease of access to their funds. Return to Title IV is monitored and calculated and student debts are returned within the required times. Financial aid sends letters to students notifying them of their debt.

Analysis and Evaluation
The college meets this Standard. The college's default rates have been reduced and will continue to partner with Educational Credit Management Corporation to keep default rates below the federal guidelines. The college will continue to keep current on any regulatory updates so any changes will be implemented immediately. Federal guidelines and regulations will continue to be followed.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
The college's grants, contracts, and memoranda of understanding (MOU) may only be executed by the superintendent/president to a limit of $64,000 with ratification by the governing board. All grants, contracts, and MOUs exceeding the $64,000 threshold must be approved by the governing board. Managers must adhere to both unrestricted and restricted fund guidelines and are responsible for the maintenance of budgeted program balances. Fiscal services staff verify expenditures to the general ledger budget balances and work directly with the accounting/project managers regarding any required reporting requirements.

All contracts for goods and services are reviewed and approved by the governing board either as a separate action item or included under the consent agenda. The San Bernardino County Superintendent of Schools serves as the district's fiscal agent and audits selected transactions from requisition point through payment to the vendor in alignment with board policy 6400 [III.D.16-01] (audits) [III.D.16-02], and administrative procedure 6400 [III.D.16-03]. Audits are in place to ensure that annual audits of funds, books, and accounts of the college are in accordance with regulations of Title 5 of the California Code of Regulations.

Analysis and Evaluation
The college meets the Standard. Contractual agreements with external entities are consistent with the mission and goals of the institution. The college has processes in place to verify that the procedures are being followed. All requisitions for contracts must go through an approval path in the Financial 2000 system from the requesting department. The requisition will have to match the contractual agreement. After budget accounts are checked and funding sources are checked for compliance, it is created into a purchase order with the approval of the governing board. The annual audit is performed to ensure the college complies with all board policies.

Conclusions on Standard III.D: Fiscal Resources

The college maintains adequate resources to support student learning programs and improves institutional effectiveness. Financial planning is driven by the goals of the college. Financial guidelines are institutionalized to include the opportunity for all constituent parties to participate. The college has a robust internal and external control mechanism for sound financial decision making. Annual audits that are transparent with little to no findings are evidence of the high degree of credibility and accuracy. In recent years the college, through sound financial planning, controls, and oversight has ensured stability and sustainability for the future. The college is on solid financial ground in relation to its short- and long-term obligations. The college has managed its student loan default rates to comply with federal regulations. Contractual agreements are approved and monitored through a comprehensive review and evaluation process.

Improvement Plan(s)

None

Evidence List

Evidence III.A.1

III.A.1-01 Human Resources Webpage
III.A.1-02 Educational Master Plan, pages 117-119
III.A.1-03 BP 7120
III.A.1-04 AP 7120
III.A.1-05 AP 7211
III.A.1-06 Full-Time Faculty Hiring Procedures Agreement
III.A.1-07 Edu Code Sections 87000 - 87018
III.A.1-08 Title 5 Regulation
III.A.1-09 FER Training
III.A.1-10 Hiring Committee Training
III.A.1-11 Full Time Faculty Hiring Training
III.A.1-12 NeoGov applicant portal
III.A.1-13 CCC Registry
III.A.1-14 Inside Higher Ed
III.A.1-15 ACCCA Advertising
III.A.1-16 Diversity advertising sites
III.A.1-17 College employment website
III.A.1-18 Specialized advertisement for Foundation Executive Director
III.A.1-19 District EEO Plan
III.A.1-20 District EEO Plan, page 5
III.A.1-21 Management job description with global statements
III.A.1-22 DEIC operating agreement with EEO Advisory charge
III.A.1-23 Classified Salary Schedule
III.A.1-24 Administrative, Management, Confidential Salary Schedule
III.A.1-25 Full time faculty job announcement- Biology
III.A.1-26 Dean of Instruction job description
III.A.1-27 Full time counselor job announcement
III.A.1-28 College Recruiter job description

Evidence III.A.2

IIIA.2.01 AP 7120
IIIA.2.02 Faculty Minimum Qualifications
IIIA.2.03 FT Faculty Job Announcement BIO
IIIA.2.04 FT Faculty Job Announcement SOC
IIIA.2.05 Website for Accredited Institutions
IIIA.2.06 Faculty Minimum Qualifications under Equivalency
IIIA.2.07 FT Faculty Hiring Procedures Agreement
IIIA.2.08 FT Faculty Job Announcement NURS
IIIA.2.09 FT Faculty Job Announcement SOC
IIIA.2.10 BP 7120
IIIA.2.11 Paper Screen Blank (Faculty)
IIIA.2.12 Sample First Level Interview questions
IIIA.2.13 Reference Check Worksheet
IIIA.2.14 PT Faculty Hiring Checklist
IIIA.2.15 VOE Verification of Experience
IIIA.2.16 Sample Caring Campus Questions
IIIA.2.17 Sample First Level Interview questions
IIIA.2.18 FT Faculty Job Announcement NURS
IIIA.2.19 FT Faculty Job Announcement SOC
IIIA.2.20 FT Faculty Hiring Procedures Agreement
IIIA.2.21 FER Interview Script
IIIA.2.22 Fair Employment Training for Hiring Committees

Evidence III.A.3

III.A.3-1 AP 7120
III.A.3-2 NeoGov MQs on job announcement for part time faculty pool
III.A.3-3 NeoGov MQs on job announcement full time faculty recruitment
III.A.3-4 NeoGov MQs on job announcement classified recruitment
III.A.3-5 NeoGov MQs on job announcement management recruitment
III.A.3-6 NeoGov application sections for faculty position
III.A.3-7 NeoGov application sections for classified position
III.A.3-8 NeoGov application sections for management position
III.A.3-9 Reference check form or guidelines
III.A.3-10 BP 7250
III.A.3-11 BP 7260

Evidence IIIA.4.

IIIA.4-01 FT Faculty Job Announcement NURS
IIIA.4-02 FT Faculty Job Announcement SOC
IIIA.4-03 Classified Job Announcement PLACSPC
IIIA.4-04 Classified Job Announcement CUST
IIIA.4-05 Faculty Minimum Qualifications under Equivalency
IIIA.4-06 Website for Accredited Institutions
IIIA.4-07 Part-Time Faculty Checklist
IIIA.4-08 Classified Hiring Checklist
IIIA.4-09 Classified Hiring Checklist
IIIA.4-10 Foreign Transcript Evaluation
IIIA.4-11 Faculty Minimum Qualifications under Equivalency

Evidence III.A.5

III.A.5-01 CTA CBA Evaluations Article

III.A.5-02 Full-Time Faculty Agreement
III.A.5-03 Classified Employee Evaluation
III.A.5-04 AP 7150- Management Evaluation Process
III.A.5-05 Confidential Employee Evaluation Process
Evidence III.A.7
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III.A.7-02 VVC Program Review Handbook & User Manual
III.A.7-03 Program Review videos
III.A.7-04 VVC Program Review Handbook & User Manual, pages 120-122
III.A.7-05 VVC Faculty Hiring Prioritization Process, pages 6-17
III.A.7-06 VVC Program Review Webpage
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III.A.7-08 VVC Faculty Hiring Prioritization Process, pages 1-6
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III.A.8-01 Part-Time Faculty Collective Bargaining Agreement Article 9, Page 17
III.A.8-02 Part-Time Faculty New Employee Orientation Agenda
III.A.8-03 Part-Time Faculty MOU New Employee Orientation
III.A.8-04 Part-Time Faculty Collective Bargaining Agreement Article 6, Page 10-12; Appendix B
III.A.8-05 Part-Time Faculty Collective Bargaining Agreement Article 11, Page 20
III.A.8-06 Employee Professional Development Fund Guidelines and Application
III.A.8-07 Part-Time Faculty MOU All College Day Stipend
III.A.8-08 AP 1201
III.A.8-09 Board of Trustees Agenda of February 14, 2023; Item 8.2 Part-Time Faculty Reports
III.A.8-10 All College/In Service Day Announcement
III.A.8-11 Campus-Wide Budget Forum Announcement
III.A.8-12 Campus-Wide "Chat" with the President Announcement
III.A.8-13 President's Holiday Open House Announcement
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IIIA.9-01 Sampling of Website advertising
IIIA.9-02 VVC Website Job Opportunities and link
IIIA.9-03 Sample Job Description
IIIA.9-04 Pool position job posting
IIIA.9-05 PRAISE report process
IIIA.9-06 Proof of Classification study
IIIA.9-07 Org Chart Link
IIIA.9-08 Recruitment report FT Faculty
IIIA.9-09 Recruitment report Classified
IIIA.9-10 Recruitment report Management
Evidence III.A.10-Done
IIIA.10-01 Org Chart Link
IIIA.10-02 AP 7120
IIIA.10-03 All Staff Day/Flex agenda
IIIA.10-04 Supervisor Academy through Keenan Safe Colleges
IIIA.10-05 Sample of MGMT Retreat
IIIA.10-06 Sample of Job Description for Administrator
IIIA.10-07 Employee Professional Development Committee
IIIA.10-08 Professional Learning/Guided Pathways Sample Event
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IIIA.11-01 BP 7120
IIIA.11-02 AP 7120
IIIA.11-03 FER Interview Script
IIIA.11-04 Fair Employment Training for Hiring Committees
IIIA.11-05 FT Faculty Hiring Procedures Agreement
IIIA.11-06 AFT Contract 2021-2022
IIIA.11-07 CTA Contract 2019-2022
IIIA.11-08 CSEA Contract 2019-2022
IIIA.11-09 NextGen Forms Process
IIIA.11-10 AFT Contract 2021-2022
IIIA.11-11 CTA Contract 2019-2022
IIIA.11-12 CSEA Contract 2019-2022
IIIA.11-13 Classified Hiring Checklist
IIIA.11-14 PT Faculty Hiring Checklist
IIIA.11-15 AP 3050

Evidence III.A.12

III.A.12-01 Job Posting Diversity Highlighted
III.A.12-02 Diversity Committee Agendas
III.A.12-03 FLYERS
III.A.12-04 Equal Employment Opportunity Plan
III.A.12-05 BP 7100

Evidence III.A.13

III.A.13-01 BP 3050
III.A.13-02 AP 3050
III.A.13-03 CSEA Article 24
III.A.13-04 AFT Article 17
III.A.13-05 VVCFA Article 6
III.A.13-06 BP 7360
III.A.13-07 BP 7365
III.A.13-08 Employee Certification Form for AP 3050 in NEOGOV

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III.A.14-01 EPDC Operating Agreement
III.A.14-02 EPDC Application and Guidelines
III.A.14-03 EPDC Agendas and Minutes- Webpage
III.A.14-04 Classified Upward Mobility Program
III.A.14-05 Management Group Upward Mobility Program
III.A.14-06 Full Time Faculty Collective Bargaining Agreement-Article 32, Page 56
III.A.14-07 All College/In Service Day Announcement
III.A.14-08 Full Time Faculty Collective Bargaining Agreement-Article 10, Page 14-15
III.A.14-09 Part-Time Faculty MOU All College Day Stipend
III.A.14-10 Classified Leadership Session Summary & Learning Outcomes Agenda
III.A.14-11 ACCCA Events and Programs
III.A.14-12 Liebert Cassidy Whitmore Events and Training
III.A.14-13 Keenan Safe Colleges Course Library
III.A.14-14 California Community Colleges Vision Resource Center Portal
III.A.14-15 Full-Time Faculty MOU DE Certification Training and Compensation
III.A.14-16 Part-Time Faculty MOU DE Certification Training and Compensation

Evidence III.A.15

III.A.15-01 Employee File Log

Evidence III.B.1
III.B.1-01 Facilities Master Plan
III.B.1-02 Program Review Resource Request
III.B.1-03 BEC Active Shooting Training
III.B.1-04 Campus Police website
III.B.1-05 Clery Act Report
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III.B.2-01 Facilities Master Plan
III.B.2-02 Educational Master Plan (PAGE 113)
III.B.2-03 General Emergency Webpage
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III.B.2-05 M & O Program Review
III.B.2-06 Facilities Planning meetings
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III.B.3-01 2022FA M&O Program Review Report
III.B.3-02 2022FA Campus Police Program Review Report
III.B.3-03 Five-Year Capital Outlay Plan
III.B.3-04 2022FA M&O Resource Request
III.B.3-05 Facilities Master Plan
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III.B.4-01 Technology Plan
III.B.4-02 Facilities Master Plan
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III.B.4-05 FUSION 2023-24
III.B.4-06 Mass Notification Emergency Alert System

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III.C.1-02 Closed incidents by Analysts
III.C.1-03 Ellucian CRM Advise
III.C.1-04 Home VVC Support Portal
III.C.1-05 Ellucian CRM Recruit
III.C.1-06 Ellucian Experience
III.C.1-07 CISOA Award Letter
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III.C.2-01 Technology Master Plan 2021-2025
III.C.2-02 VVC Service Portal
III.C.2-03 AP 6331
III.C.2-04 AP 6330
III.C.2-05 Labstats
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III.C.3-01 Ellucian CRM Advise
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III.C.4-01 Phish-Alert

Evidence III.C.5
III.C.5-01 AP 3720
III.C.5-02 AP 3721
III.C.5-03 AP 4105
III.C.5-04 BP's and AP's

Evidence III.D.1
III.D.1-01 BP 6200
III.D.1-02 AP 6200
III.D.1-03 BP 6250
III.D.1-04 AP 6250
III.D.1-05 AP 6300
III.D.1-06 BP 6320
III.D.1-07 2022-2023 Adopted Budget Book (Page 11)
III.D.1-08 2022-2023 Adopted Budget Book (Page 18)
III.D.1-09 Fifty Percent Law
III.D.1-10 2019-2020 CCFS-311A Financial Report [Page 2-4]
III.D.1-11 2021-2022 Adopted Budget Book (Page 20)
III.D.1-12 2022-2023 Adopted Budget Book (Page 19)

III.D.1-13 2020-2021 CCFS-311A Financial Report [Page 2-4]
III.D.1-14 2021-2022 CCFS-311A Financial Report [Page 2-4]
III.D.1-15 Bond Measure JJ
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III.D.3-03 Tier IV Final Funding List for 2023-24 AY
III.D.3-04 Faculty Hiring prioritization Policies and Procedures
III.D.3-05 Budget Workshop Presentation
Evidence III.D.4
III.D.4-01 BP 6200
III.D.4-02 Adoption of the 2022-23 Budget
III.D.4-03 Budget Office
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III.D.4-05 CCFS-311A
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III.D.4-08 IPRC/ FBPC Minutes
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III.D.5-01 BP 1200
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III.D.5-03 BP 6200
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III.D.5-08 BP 6300
III.D.5-09 Budget Updates and Budget Info
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III.D.6-02 PRAISE process
III.D.6-03 financial statements
III.D.6-04 Bond Measure JJ
Evidence III.D.7
III.D.7-01 Annual Audit 06-30-2022
III.D.7-02 Fiscal Website
III.D.7-03 Audit Report 2022
III.D.7-04 Fiscal Website
Evidence III.D.8
III.D.8-01 Bond Oversight Committee
III.D.8-02 Victor Valley College Foundation
III.D.8-03 Auxiliary Services
III.D.8-04 AP 7400
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III.D.9-01 BP 6250
III.D.9-02 Budget Office (CS-311A Financial Reports)
Evidence III.D.10
III.D.10-01 BP 3280
III.D.10-02 BP 6320
III.D.10-03 BP 6200
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III.D.10-11 AP 6300
III.D.10-12 BP 6330

III.D.10-13 AP 6330
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III.D.11-01 Unrestricted General Reserves
III.D.11-02 BP 6320
III.D.11-03 BP 6200
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III.D.12-01 Actuarial Study-11-2022
III.D.12-02 311A-2021-2022
Evidence III.D.13
III.D.13-01 adopted budget for 2022-2023
III.D.13-02 Guaranteed Investment Contract
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III.D.14-01 Resources from Measure JJ
III.D.14-02 Annual Audit 06-30-2022
III.D.14-03 BP 6300
III.D.14-04 BP 6330
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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When

ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Since 2020 the college has adopted an entrepreneurial mind set approach to the way it serves students and completes its mission. In 2020 the superintendent/president signed an entrepreneurial pledge with other college leaders in the region. In that, the development of the education master plan VVC excellence essential practices were developed. These essential practices were identified as strategy, leadership/governance, architecture/discipline, and culture. In terms of the Strategy practice, "VVC proactively looks for ways to innovate/improve its policies and operational processes and systems – particularly those that are problematic for students." Within the architecture/discipline practice with the organization, "At VVC, a network of innovators--individuals who stimulate, facilitate, and coordinate operational excellence activities--exists in all departments/divisions and work collaboratively." Also, in the culture practice in terms of courageousness "VVC is willing to undergo innovative projects even if there is some risk." and "VVC is willing to "break things" to get "break-through" results." Additionally in the culture practice regarding institutional learning, "At the College, everyone is encouraged to provide observations/suggestions and to bring new knowledge--and frequently does so."

To examine these practices as a baseline measure, the college sent out a campus wide survey [IV.A.1-01] to measure opinions on how the college was performing in these practices. Five practices that fell below the 50 percent measure on agree or strongly agree were identified. The college superintendent/president assembled a team of faculty/administrators/classified staff and community members to address each one of the five practices that fell below the 50 percent mark [IV.A.1-02]. Each team was made up of two individuals to produce a strategy to address the shortcomings. This team of individuals was deemed the president's pursuit of excellence team (POET). For example, two team members were assigned the practice of "VVC's governance structure and decision making enables reengineered and/or new teaching and learning practices, programs, services, processes, and policies to be quickly implemented." After several meetings and the team's attendance at college council [IV.A.1-03], it was determined the most effective means of increasing this practice was to develop an integrated planning manual to clearly communicate to the campus community on how decisions were made at the college.

The college has also engaged the work of two consultants to assist the campus in the pursuit of excellence and entrepreneurial thinking. The Institute for Evidence Based Change (IEBC) [IV.A.1-04] has helped the campus with data informed decision-making and the Entrepreneurial Learning Initiative [IV.A.1-05] to help staff and managers discuss ways in which VVC can use innovation to increase the success of students and bring entrepreneurial thinking to change policy and procedures for the increased performance of the college.

Analysis and Evaluation

The college meets this Standard. The college's education master plan and continued progress in addressing policy and procedures that hinder student success are embedding in the institution. The college has hired several consultants to engage the college in innovative thinking that spans various constituent groups.

2. **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas**

and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Victor Valley College has well established policies and procedures for administrators, faculty, and staff participation in the decision-making process. These policies and procedures are identified in board policy 1200 and administrative procedure 1201 [IV.A.2-01, IV.A.2-02]. Administrative procedure 1201 (participatory governance structure and responsibilities) states that, "The goal of participatory governance at Victor Valley Community College is to reach better solutions using the expertise of participants so the college can be more effective as a result of having been considered through the process itself." The college council is "the college-wide committee through which participatory governance is practiced." It serves in an advisory capacity to the superintendent/president and is comprised of the voting representatives and one (1) named alternate from each named group listed:

- Academic Senate
- California Teachers Association (full time faculty)
- American Federation of Teachers (part time faculty)
- CSEA (classified professionals)
- ASB (Associated Student Body)
- Management Team (mid-level managers)
- Senior Staff (executive administrators)

Board Policy 2510 (participation in local decision making) [IV.A.2-03], states that, "In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for Board action and Administrative Procedures for Superintendent/President action under which the district is governed and administered." Participating bodies to the governing board are:

- Academic Senate:
    - The board or its designees will consult collegially with the academic senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.
- Staff:
    - Classified staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of classified staff will be given every reasonable consideration.
- Students:
    - The associated students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the associated students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the associated students.

For example, each year the college management team joins the new/incoming associated student body (ASB) in which they spend three days together at an off-campus location. The teams of managers and students get to spend several hours together to get to know each other. In the final day and a half, the students develop their goals for the coming year. The superintendent/president and the executive staff

help the students develop and refine their goals while senior management is in the room to answer questions the students might have regarding their goals. The president/superintendent spends the rest of the year working with ASB to assist them in completing their goals.

Additionally, the academic senate curriculum handbook [IV.A.2-04] describes both faculty and administrative roles in the curriculum process:

> The Curriculum Committee has the responsibility for developing the educational program in accordance with the philosophy and objectives of the College for recommendation to the administration and approval by the District Board of Trustees. With leadership from the Curriculum Committee, all academic personnel of the College, both administrative and teaching, are responsible for the continuing development and modification of curriculum. (p.16)

Analysis and Evaluation
Victor Valley College meets this Standard. The college's policies and procedures clearly delineate responsibilities of participatory governance entities encouraging faculty, administrators, and students to participate. Administrators and faculty have also clearly defined responsibilities in curriculum and educational development.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
As evidenced in administrative procedure 1201 (participatory governance structure and responsibilities) are clearly defined. All the sub committees that report to college council as outlined in AP 1201 [IV.A.3-01] and in practice as evidenced by a sample of committee minutes below have representatives from all constituencies on campus, AP 1201, IV.A., states:

Committee Representation: The participatory governance structure provides for representation from the groups listed below as follows:

- A minimum of 1 Student representative by ASB Council
- A minimum of 1 Faculty representative by Academic Senate
- A minimum of 1 Classified Staff representative by CSEA
- A minimum of 1 Manager/Administrator representative by Management Team

> Additional members will be appointed by the Superintendent/President in consonance with the rules for Establishing Committees in the above section. It is expected that committee members will be constituent representatives in addition to having particular expertise. Participation and recommendations must be motivated by doing what is best for the college considering its mission, goals, and needs. Committees must be comprised of a broad diversity of members and, where possible, avoid overlap in membership and service by the same individuals.

Each of the following committees in the participatory governance structure ensures that broad representation of constituent groups is represented and are in the information flow directly to college

council:

- Diversity, equity, and inclusion [IV.A.3-02]
- Environmental health and safety [IV.A.3-03]
- Facilities [IV.A.3-04]
- Finance, budget, and planning [IV.A.3-05]
- Institutional effectiveness [IV.A.3-06]
- Employee professional development [IV.A.3-07]
- Student equity and achievement [IV.A.3-08]
- Technology [IV.A.3-09]

Analysis and Evaluation
The college meets the Standard. The college participatory governance structure clearly defines the role in college governance in the revision and development of institutional policies, policies, and budget planning.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
The Victor Valley College governing board policy 2510 [IV.A.4-01] (participation in local decision-making) states that, "The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate." In terms of curriculum development, the curriculum committee, a standing committee of the academic senate, has clearly outlined structures in the curriculum committee handbook in which both faculty and academic administrators have responsibility for recommendations concerning curriculum, specifically that the vice president of instruction: "With leadership from the Curriculum Committee, all academic personnel of the College, both administrative and teaching, are responsible for the continuing development and modification of curriculum." The approval process for curriculum development or substantive changes in the CurriQunet system is:

1. Originator/Launch: the faculty originator launches the curriculum on CurriQunet.
2. Department Chair approval: Department Chair sign off on CurriQunet. If no sign off, system remains at this step.
3. SLO/PLO approval: Two approvers, sign off on CurriQunet. If no sign off, system remains at this step. Request for change can be made.
4. Dean: Area dean review on CurriQunet. If no review, system defaults to next step.
5. Vice President of Instruction (new courses only and class cap only revision) reviews class caps and approves or requests change. May meet with department chair to negotiate class caps. Request for change or hold can be made. (p.18)

Regarding student learning programs and services, faculty and administrators are built into the system through the colleges program review or PRAISE process. Administrators in both instructional and noninstructional programs are involved in the process in congruence with administrative procedure 6200 [IV.A.4-02], and as outlined below as delineated in the 2022-2023 instructional program review

committee handbook [IV.A.4-03]:

Process Level	Description
Unit	Each Instructional Program reviews data, curriculum, etc., and completes comprehensive PRAISE, Goals and Resource Requests
Tier 1	Division Dean reviews unit level reports, confers with program department chairs, and develops a priority recommendation for augmentation for the division
Tier 2	The Vice-President of Instruction and Student Services reviews Tier 1 reports and develops a priority recommendation for all instructional programs to the Finance Budget and Planning Committee (FBPC)
Tier 3	FBPC reviews Tier 2 recommendations and applies the rubric outlined in the Board approved AP 6200 document to develop a priority recommendation to the President/Superintendent for budget and augmentation
President/Superintendent	The President/Superintendent approves budget and augmentation requests and communicates the decision to the campus community

The finance, budgeting, and planning committee, a participatory governance body, has representation from all constituent groups on campus as previously described in IV.3 above.

Analysis and Evaluation
The college meets the Standard. Both faculty and administrators have clearly defined roles in the curriculum and student learning programs and services.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
The college follows a system of governance in which the governing board through its board policy 2510 [IV.A.5-01] (participation in local decision making) ensures that relevant perspectives are taken into account in the statement: "In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and Administrative Procedures for Superintendent/President action under which the District is governed and administered." and that, "Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate."

Administrative Procedure 1201 [IV.A.5-02] (participatory governance structure and responsibilities) describes the structure for institutional governance which ensures appropriate consideration or relevant perspectives. For example, AP 1201 describes the constituent representation of the college council and the participating groups in each of its subcommittees. The following subcommittees each have an approved operating agreement with an example of the roster of participants and sample minutes:

- Diversity, equity, and inclusion [IV.A.5-03, IV.A.5-04]
- Environmental health and safety [IV.A.5-05, IV.A.5-06]
- Facilities [IV.A.5-07, IV.A.5-08]
- Finance, budget, and planning [IV.A.5-09, IV.A.5-10]
- Institutional effectiveness [IV.A.5-11, IV.A.5-12]
- Employee professional development [IV.A.5-13, IV.A.5-14]
- Student equity and achievement [IV.A.5-15, IV.A.5-16]
- Technology [IV.A.5-17, IV.A.5-18]

Analysis and Evaluation
The college meets this Standard as evidenced by board policy, administrative procedure, operating agreements for each participatory governance committee and sample minutes which includes a roster and verified attendance.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
As discussed, and documented within Standard IV, the college has a clearly defined process for decision making at the institution. Each representative of the participatory governance committees is charged with relaying the decisions made at committees with their constituent groups. As an example, the academic senate [IV.A.6-01] has a standing agenda item for representatives of committees to report to the academic senate of activities, recommendations and actions taken. Additionally, all committee minutes and actions are posted on the BoardDocs platform [IV.A.6-02] including academic senate [IV.A.6-03] and all academic senate subcommittees. The results of program review (PRAISE) budget augmentation results are posted on the website and communicated to the managers to notify department chairs to begin the purchasing process. The actions taken by the college council are also distributed to the campus community via email by one of the co-chairs of the committee [IV.A.6-04].

Analysis and Evaluation
The college meets this Standard. The college has a process in which decision making is accomplished and posts committee agendas, minutes, and decisions in one central location as well as communicating to the campus recommendations by college council for consideration by the superintendent/president.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
Administrative Procedure 1201 [IV.A.7-01] (participatory governance structure and responsibilities) guides the practice for college council to evaluate the participatory governance document at the

beginning of each academic year. “At the beginning of each academic year, the College Council will review the participatory governance document and will evaluate itself to assure integrity and effectiveness of all College Council activities. Any improvements deemed necessary will be planned, implemented, and evaluated.” Administrative procedure 1201 has been revised after review by college council several times over the preceding three years. Minutes of the March 4, 2020, college council [IV.A.7-02] show a discussion on the revision of AP 1201, a revision to AP 1201 occurred on April 21, 2021 [IV.A.7-03], AP 1201 revision at the June 1, 2022, college council Meeting [IV.A.7-04]. Victor Valley College recognized the need to evaluate the institution’s governance and decision-making policies and procedures. The institutional effectiveness committee was established by the college council at the November 3, 2021, meeting [IV.A.7-05]. One of the charges of the institutional effectiveness committee is, “Provides quality control over the college’s participatory governance system by standardizing, maintaining, and monitoring compliance with formal practices for participatory governance committee operations and communications.” At the March 16, 2022, college council meeting [IV.A.7-06], a discussion was presented concerning the institutional effectiveness committee would be creating standard reporting practices for all participatory governance committees. The chair of the institutional effectiveness committee distributed a year end survey/evaluation instrument to all members of the participatory governance structure on July 7, 2022 [IV.A.7-07]. The results of the survey were discussed at the September 6, 2022, meeting of the institutional effectiveness committee [IV.A.7-08]. The membership of college council has recognized the need for improvement as discussed at the September 7, 2022, college council [IV.A.7-09] and at the November 2, 2022, college council [IV.A.7-10]. The previous evaluation instrument was presented to college council at the May 17th, 2023, meeting for analysis and evaluation and revised for distribution at the June 7th meeting of the college council. Shortly thereafter the instrument was distributed to all participatory governance committees. The results were compiled by the office of institutional effectiveness and published on the website and distributed campus wide via email. The results will be distributed to each committee for an evaluation at their first meeting in fall 2023.

Analysis and Evaluation

The college meets the Standard. The college had a process for an evaluation of the institution's governance and decision-making policies, procedures, and processes. However, it was determined that the evaluation was lacking in certain respects and needed to be revised. The college has recently revised and completed an evaluation process to meet this Standard.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Over the past few years, Victor Valley College leadership has encouraged and supported innovative thinking on campus to improve its institutional excellence. There have been several projects focused on overcoming student success barriers. All constituent groups on campus have a voice in the decision-making process, involving many areas of campus operations especially in curriculum development and student learning programs and services. The governing board is committed through its policy to consider relevant perspectives on many matters. All meeting agendas and minutes are housed in one platform for ease of access. The college recognizes the need for improvement in clarity of responsibilities for committee leaders.

Improvement Plan(s)

The college has recognized that the decision-making process is not entirely clear to all members of the campus community, work will need to be done to complete and institutionalize an integrated planning handbook to provide clarity to the campus community, especially to committee chairs so they

understand their responsibilities and timelines to ensure that the Leadership roles and the college's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness and can be used as a basis for improvement.

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The role of chief executive officer at Victor Valley Community College District is fulfilled by the college superintendent/president. The superintendent/president provides highly effective leadership in the overall administration of the college, overseeing and assessing all areas of the institution as described in the position job description [IV.B.1-01]. The superintendent/president reports to the college's governing board and has executive responsibility to administer policies adopted by the board which are delegated to the superintendent/president's authority as outlined in board policy 2430 and administrative procedure 2430 [IV.B.1-02, IV.B.1-03]. In addition, the superintendent/president is responsible for the interpretation of board policy, and in situations where there is no policy direction, has the power to act, subject to the review of the board. The superintendent/president provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness through the following evidence-based actions:

Planning

The superintendent/president initiated and led in planning and administration of the 2020-2025 Educational Master Plan (EMP) [IV.B.1-04], developed in alignment with the college's goals of student experience and success, high quality practice/excellence, and institutional learning. Under the superintendent/president's direction the EMP process began in 2019 with the completion of a comprehensive, environmental scan and program gap analysis and meetings conducted with every academic department [IV.B.1-05]. This was followed by an additional environmental scan to determine future trends in higher education and in each industry pertaining to programs offered at the college.

Organizing

The superintendent/president holds weekly cabinet meetings with vice presidents, additionally the cabinet meets once each month with all constituency leadership groups. The weekly cabinet meetings evaluate and formulate high-level decision-making across campus divisions. The vice presidents of each division then provide leadership and guidance to their specialized areas [IV.B.1-06]. The purpose of the monthly constituency group meetings is to regularly communicate on topics of interest from both cabinet and the constituency group, as well as answer questions and ensure that consistent information is dispersed among the entire campus community. In addition, the superintendent/president provides notes to the cabinet after each meeting, with expectations of clearly organized and allocated tasks to provide accountability of the leadership team [IV.B.1-07].

Budgeting

Authority is delegated to the superintendent/president to supervise the general business and budgeting processes of the college [IV.B.1-08]. The superintendent/president attends regular governor budget workshops, conferences, and webinars to stay current with state and local budget trends [IV.B.1-09]. The

superintendent/president oversees and provides input in the preparation of the annual college budget, meeting with all categorically funded program directors and supervising deans to review and approve requested budget plans [IV.B.1-10]. Once the annual budget has been approved by the governing board, the superintendent/president, through delegation of authority as outlined in BP 6100, ensures operations of the college fall within the approved budget. Under this leadership a reserve that exceeds the 16.7 percent requirement is met [IV.B.1-11].

Selecting and Developing Personnel

The superintendent/president is actively involved in the selection of personnel at the college, participating in all final level interviews of full time faculty and candidates for dean level and above [IV.B.1-12]. In many instances, the superintendent/president may also choose to participate in final level interviews of positions that have an essential role in student outreach, retention, and completion, to ensure individuals selected for these key positions have the characteristics that will foster a genuinely caring campus climate. The superintendent/president ensures access of, and advocates for professional excellence on all levels and provides professional development opportunities for faculty, staff, and leadership. The superintendent/president encourages development of skills and knowledge in multiple areas and as needed to promote equity and a caring campus mindset [IV.B.1-13, IV.B 1-14, IV.B 1-15]. The superintendent/president provides opportunities for faculty to engage in ongoing professional development to improve their teaching skills to stay current on the latest research and trends in their fields. The superintendent/president encourages a culture of continuous improvement, where faculty are empowered to experiment with new teaching and learning methods [IV.B.1-16].

Assessing Institutional Effectiveness

The superintendent/president works closely with the executive dean of institutional effectiveness, meeting biweekly to review and analyze data related to student outcomes and experiences. These meetings include progress towards implementation of college plans and data integrity [IV.B.1-17]. In 2021 the superintendent/president discovered there were several data integrity challenges and contracted with educational software company Ellucian to perform a forensic analysis of the current Ellucian Colleague enterprise resource planning system software to determine the best course of action to fix data integrity and system process issues being experienced at VVC. The technology audit revealed that too many customizations to the system over many years caused inaccurate data and unreliable systems to provide acceptable service to students. After presenting to the governing board [IV.B.1-18], a contract was approved in November of 2021 [IV.B.1-19; IV.B.1-20], and the superintendent/president directed Ellucian to bring the college back to baseline of how the software should work by moving to the “Software as a Service [SaaS] platform hosted by Ellucian off-site. When implementation of Colleague SaaS stalled due to various unforeseen technical issues, the superintendent/president determined the best course of action was to hold off on implementation until it could take place seamlessly, without impacting staff and students. Once implemented, this cloud-based system will result in a data warehouse that can be validated for accuracy.

The superintendent/ president initiated and led in assessment of the efficiency, quality, access, inclusiveness, and completion for students. The assessment examined all aspects of the student's experience from connection with, entry into, progress through, and completion of a course of study at the college. The college was selected to participate in a strategic enrollment management academy where institutional recommendations were developed with the intent of redesigning student success, focusing on student-centered scheduling practices, outreach messaging and professional development for all college personnel [IV.B.1-21; IV.B.1-22]. The superintendent/ president initiated and led in the implementation efforts as described in the March 2021 Strategic Enrollment Management Plan [IV.B.1-23].

The superintendent/president understands that surveys can be a valuable mechanism for institutional planning. This can be evidenced in the Student Voices on Race and Equity at VVC survey, the excellence essential practices survey, and in evaluation of the superintendent/president's performance [IV.B.1-24, IV.B.1-25, IV.B.1-26]. These examples are just a few of the surveys that have been deployed by the superintendent/president, and results are communicated with college stakeholders, including faculty, staff, students, and the governing board. By collecting feedback from these groups, the college can gather insights and data that can inform decision-making and help improve the institution's overall effectiveness.

As evidenced above, the superintendent/president understands the importance of ensuring stake holder voices are heard and clear communication is provided on planning based on these assessments of how the administrative structure is performing. The superintendent/president actively communicates through multiple outlets the institutional values, goals, standards, and other relevant information with the college. Evidence of this includes regular college wide chats, state of the college presentations, one-on-one "coffee breaks" with classified and confidential employees, and other updates at twice-annual convocation events [IV.B.1-27]. The superintendent/president is also actively involved in communications with communities served by the college, which can be read more about under standard IV.B.6.

Analysis and Evaluation
Through the superintendent/president's distinct and effective leadership and the clear and evident vision, which is communicated with all groups, Victor Valley College meets this Standard.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
As outlined in Board Policy 3100 [IV.B.2-01], the organizational structure of the college and lines of responsibility are delineated by the superintendent/president. Current organizational charts are maintained in the office of human resources and can be found online [IV.B.2-02]. The superintendent/president sets goals annually, and in 2020, focused on evaluation of the administrative structure to ensure it was organized and staffed to reflect the institution's purpose, size, and complexity as outlined in this Standard [IV.B.2-03].

The superintendent/president reported in the annual evaluation executive summary the following:

> "In the areas of instruction, a pathway model has been developed that will help our students achieve their educational goals in a more clear and refined way by dividing instructional areas into four schools as follows: School of Humanities, Arts & Social Sciences; School of Science, Technology, Engineering and Math; School of Public Safety & Industrial Technology; and School of Business, Law, & Academic Resources." [IV.B.2-04]

Also in 2020, the superintendent/president delegated authority to the vice president of human resources to begin the process of a classification and compensation study to ensure the currency of job/classification descriptions and appropriate placement on the district's salary schedule [IV.B.2-05; IV.B.2-06]. The process was completed for the management group in August 2022, and at the time of this writing is in negotiations with the classified professionals group. This process continues as a focused goal of the superintendent/president [IV.B.2-07].

The superintendent/president meets weekly with his vice presidents during cabinet meetings as well as individually in one-on-one meetings each week. The superintendent/president has five vice presidents that include:

- Deputy superintendent/executive vice president, administrative services
- Executive vice president, instruction, innovation, and student success
- Vice president, student services
- Vice president, human Resources
- Associate vice president, instruction
- Chief information officer

At the end of 2022, the superintendent/president reorganized his leadership team with the creation of the president's council, a group of senior leaders that include vice presidents, deans and select director level positions [IV.B.2-08]. The president's council meets once each month.

After several years of careful assessment of the current structure and changing landscape of the college, the superintendent/president identified a need to create and fill critical leadership positions for the long-term success of the college. In 2022, the district reestablished a student services dean position to assist the student service vice president. Having both a dean and vice president in this division benefits students as the dean position can focus on student support services allowing the vice president to oversee a broader range of areas. The two positions work closely together to ensure all aspects of student services are functioning well, providing a more comprehensive, student focused approach to supporting student success [IV.B.2-09]. Additionally, the superintendent/president saw a need to reorganize the division of instruction and created an associate vice president of instruction position (AVP) while also rewriting the job description for the instructional vice president. The AVP of instruction reports directly to the vice president of instruction, innovation, and student success, and oversees the academic deans, helping improve coordination between departments and faculty members. The vice president of instruction, innovation, and student success continues to lead the instructional division, but with the added position of the AVP, will be freed up to focus on ensuring the successful implementation of key initiatives undertaken by the college [IV.B.2-10; IV.B.2-11; IV.B.2-12]. The purpose of each reorganization focuses on the superintendent/president's desire to increase efficiency and help streamline processes, and to work strategically and collaborate cross functionally to better distribute and facilitate priority initiatives and project efforts the college is working on to reach excellence.

Analysis and Evaluation
The college meets this Standard. Victor Valley Community College governing board Policy 3100 provides for the delegation of authority for superintendent/president to delineate the lines of responsibility of college employees. The superintendent/president meets regularly with vice presidents to delegate duties which are consistent with their roles and responsibilities. The superintendent/president regularly reviews staffing priorities within the institution with cabinet to ensure the college is staffed appropriately to meet the college's mission, goals, and priorities and to reflect the size and complexity of the institution.

3. **Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
   - **establishing a collegial process that sets values, goals, and priorities;**
   - **ensuring the college sets institutional performance standards for student achievement;**

- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The superintendent/president promotes collegiality, working closely through the college's participatory governance process to develop the guiding vision, values, mission, and strategic priorities as established in the education master plan of the college. Policies and procedures provide the basis of the college's participatory governance structure which guides institutional planning, resource allocation, evaluation, and guidance in support of student achievement [IV.B.3-01; IV.B.3-02; IV.B.3-03; IV.B.3-04]. The superintendent/president works collaboratively with the leadership team, faculty, and staff to set institutional performance standards for teaching and learning that reflect best practices in the field and that meet the needs of the college's diverse student population. A guiding force to ensure VVC students are provided the absolute best experience and educational outcomes was established when the superintendent/president developing the goal for Victor Valley College to be recognized as an Aspen award winning college. This dedication to improving student success in a systematic and thoughtful way continues to be a goal each year, along with multiple goals in support of this Standard [IV.B.3-05]. With a singular focus on student success, the work of the Aspen Congress has identified and addressed barriers to student outcomes and created a more caring campus. Relentless outreach, offering a better schedule mix, and auto degree awarding address multiple barriers, and the implementation of guided pathways, creation of engagement centers, and a focus on underserved populations have increased student success [IV.B.3-06; IV.B3-07; IV.B.3-08]. The superintendent/president is passionate about communicating these successes to the college.

Through a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community, the institution can support educational excellence. The superintendent/president leads in the development of comprehensive plans, and ensures educational planning is integrated with resource planning to support student learning and achievement. Plans are vetted through the participatory governance process and communicated regularly with stakeholders. These plans are flexible and responsive to changing student needs and are regularly reviewed and updated [IV.B. 3-09; IV.B.3-10; IV.B.3-11]. In early 2023, Victor Valley College's extensive work toward planning and implementation efforts to support student achievement were recognized when the college was selected for the Dr. John W. Rice Award. Under the superintendent/president's leadership, the college was awarded for setting the standard in advancing diversity, equity, and accessibility to improve student outcomes [IV.B.3-12; IV.B.3-13].

Analysis and Evaluation

The college meets this Standard. The superintendent/president plays a critical role in guiding institutional improvement of the teaching and learning environments by setting goals and priorities, institutional standards, resource planning and allocation to support student achievement. The superintendent/president works collaboratively with faculty, staff, and students to create a culture of continuous improvement that supports student success and ensures that the college remains responsive to the needs of its diverse student population.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

As outlined in the college's policies and procedures, the superintendent/president continuously leads the Accreditation process to ensure the college not only meets but exceeds Accreditation Standards [IV.B.4-01, IV.B 4-02]. The superintendent/president appointed responsibility of Accreditation liaison officer to the executive vice president of instruction, innovation, and student success (EVPIISS) [IV.B.4-03]. The EVPIISS serves as the primary point of contact between the ACCJC and the institution and works in close collaboration with the superintendent/president to assure compliance with reporting requirements. An Accreditation steering committee is charged with guiding the progress and process related to Accreditation as defined by the ACCJC. Members become experts on ACCJC Eligibility requirements, Accreditation Standards and institutional policies [IV.B.4-04]. The superintendent/president communicates and provides for quarterly reports at governing board meetings to ensure the board and stakeholders are appraised of matters pertaining to the college Accreditation [IV.B.4-05, IV.B.4-06, IV.B.4-07]. Accreditation is a standing item on the regular campus wide president's chats [IV.B.4-08]. The superintendent/president provides training to faculty and staff to assist in understanding the Accreditation process and writing of the Institutional Self-Evaluation Report [IV.B.4-09]. The superintendent/president confirms ACCJC Annual Reports and ACCJC Annual Fiscal reports [IV.B.4-10].

Analysis and Evaluation

The college meets this Standard. Through collaboration with the institution's Accreditation Liaison Officer, the superintendent/president guides all Accreditation efforts of the college. The superintendent/president reviews and confirms all reporting to the ACCJC and ensures stakeholders understand the process. This leadership creates a commitment to continuous quality improvement.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The superintendent/president ensures board policies are written to be consistent with provisions of the law and guide institutional practices [IV.B.5-01]. Board policies are regularly reviewed and updated in the superintendent/president's office and presented to the governing board for their review, feedback, and approval [IV.B.5-02]. The superintendent/president provides members of the governing board with revised administrative procedures biennially for their review [IV.B.5-03]. The superintendent/president holds vice presidents accountable to maintain updates on all policies and procedures under their divisions and requires progress updates at cabinet meetings [IV.B.5-04]. The superintendent/president updates policies and procedures to guide effective control of the district's budget. The superintendent/president appoints responsibility and authority to the deputy superintendent/executive vice president of administrative services (DSEVP) to supervise the general business of the college to assure proper administration of budget expenditures and effective control of the district's budget in compliance with applicable laws and regulations. Every contract that passes through the college must first be reviewed and initialed by the DSEVP before the superintendent/president reviews and signs [IV.B.5-05, IV.B.5-06, IV.B.5-07]. The superintendent/president meets with each governing board member prior to each board meeting to review the board agenda and communicate applicable statutory and compliance information, including

Title V, Ed Code, Accreditation Standards, and state mandated programs and reporting [IV.B.5-08]. The superintendent/president ensures appropriate periodic reports to the governing board are presented on such topics [IV.B.5-09].

Analysis and Evaluation
The college meets this Standard. Victor Valley College policies and procedures describe the superintendent/president's role in assuring the implementation of statues and regulations, including effective control of budget and expenditures. The superintendent/president ensures policy and budget reports are provided to the governing board and interested stakeholders. All contracts and financial reports must be reviewed by the DSEVP before being signed by the superintendent/president. All governance decisions are linked to the college mission, values, and vision for student success.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The superintendent/president communicates often and effectively with the communities served by the college. The superintendent/president is an active leader in the community, serving on and attending meetings of numerous educational and community service organizations, such as the Desert/Mountain Economic Partnership, Region 9 CEO Group, VVC Foundation Board of Directors, and High Desert Chamber [IV.B.6-01, IV.B.6-02, IV.B6-03]. The superintendent/president is often asked to present to various groups and organizations providing state of the college presentations or speaking on other relevant topics as requested [IV.B.6-04, IV.B.6-05, IV.B.6-06, IV.B.6-07, IV.B.6-08]. The superintendent/president involves the community in planning so that the community interests are represented. The superintendent/president hosts industry sector luncheons with various trade industries to identify issues, ideas, and solutions to interconnect the college with industry leaders [IV.B.6-09, IV.B.6-10, IV.B.6-11, IV.B.6-12, IV.B.6-13].

Analysis and Evaluation
The superintendent/president understands the critical responsibility to communicate effectively to the communities served by the college to build trust, foster transparency, and help ensure the community is informed and engaged in the institution's activities. Through regular speaking engagements and meetings with outside partners and agencies, the superintendent/president can communicate the accomplishments, challenges, and future of the college. The messaging is clear and concise and his collaborative approach by involving the community in planning helps ensure the communities' voice is heard and their interests are represented.

Conclusions on Standard IV.B: Chief Executive Officer
The superintendent/president of Victor Valley College oversees through an established organizational structure provides leadership that flows through to vice presidents, deans, and directors. Victor Valley College through the leadership of the superintendent/president has shown substantial institutional improvement as evidenced by increased student access, enrollment, and student success as evidenced by recent enrollment growth and statewide recognition for improving student success. The superintendent/president oversees the Accreditation process and ensures the college is meeting Standards. Board policies and administrative procedures have an active cyclical review process. The college retains a strong financial status and can support students and staff.
Improvement Plan(s)
None

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Victor Valley Community College is a single college district governed by a board of five trustees who are elected by qualified voters within each trustee area [IV.C.1-01]. Board policy 2410 describes the statements of intent by the board on issues within their legal jurisdiction [IV.C.1-02, IV.C.1-03]. Board Policy 2200 (duties and responsibilities) recently updated by the board to include additional antiracist language, is the guiding policy outlining the authority and responsibilities of the board to ensure the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution [IV.C.1-04].

The governing board holds regular monthly meetings and special meetings that typically include one or more program updates or study sessions that provide valuable information needed for their decision making in areas of academic quality, student learning programs and services and the financial strength of the college [IV.C.1-05, IV.C.1-06, IV.C.1-07, IV.C.1-08, IV.C.1-09, IV.C.1-10]. Each academic year, the board establishes goals that define how the trustees will add value to the district through their governance [IV.C.1-11]. With their focus on the mission, quality, outcomes and improvement, the board demonstrates their policy and mission directed leadership role and responsibility for institutional effectiveness and student success as outlined in the Guide to Accreditation for Governing Boards. The board regularly assesses policies to ensure quality improvement and adherence to the mission and vision of the college [IV.C.1-12, IV.C.1-13].

Analysis and Evaluation

The college meets this Standard with policies regularly reviewed and in place to guide trustees in their roles and responsibilities to ensure academic quality, integrity, and the effectiveness of student learning programs and services.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The governing board of Victor Valley College possesses varied backgrounds and histories as trustees at VVC and are dedicated to their responsibility as elected officials. The governing board acts as a collective body with one voice in accordance with the policies they adopt [IV.C.2-01, IV.C.2-02]. Many votes taken by the board are unanimous, and in the rare instances when a member is in opposition to the majority, the member supports the decision of the majority vote as outlined in board policy 2330 [IV.C.2-03]. This is evidenced in the board agenda and minutes documents [IV.C.2-04]. The board collaborates and establishes annual goals that govern areas of focus for the academic year, and reports on these at each governing board meeting [IV.C.2-05, IV.C.2-06]. Each goal is tied to at least one Accreditation Standard [IV.C.2-07, IV.C.2-08]. Goals are tracked within the BoardDocs system and used as a basis for the governing board's annual evaluation [IV.C.2-09].

Analysis and Evaluation

The college meets this Standard. The Victor Valley College governing board is an independent policy making entity that acts cooperatively, reaching most decisions under their authority collectively, and in support of what is in the best interest of the college and the communities it serves.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
Selection
Board policy 2431 gives authority to the board to establish a search process to fill a vacancy of the superintendent/president position that is fair and open and complies with relevant regulations [IV.C.3-01]. When a need arises to fill a vacancy of the superintendent/president position, the board hires an outside consultant to oversee the search process [IV.C.3-02]. The consultant provides a workshop to the board on the process and a timeline is established [IV.C.3-03]. Publications outlining the desired qualifications are advertised locally and throughout the California college system and interested candidates are invited to attend an interview [IV.C.3-04]. Once candidates are narrowed down, they are invited to participate in a forum to answer questions from college employees and community stakeholders. Interviews are conducted and the board has the ultimate authority to make the final selection.

Evaluation
The board has an established process for the evaluation of the superintendent/president's performance as outlined in board policy 2435 and administrative procedure 2435 [IV.C.3-05, IV.C.3-06]. The board evaluates the superintendent/president at least annually at the time of the employment agreement anniversary and as outlined in the superintendent/president's employment agreement, section 7 [IV.C.3-07]. Typically, the annual goals set by the superintendent/president are the basis for his evaluation by the board [IV.C.3-08, IV.C.3-09, IV.C.3-10]. On occasion, a survey is distributed to the employees and students at the college for their feedback on the superintendent/president's performance in key areas [IV.C.3-11].

Institutional Performance Reporting
The board sets clear expectations for regular reports on institutional performance from the superintendent/president. At each board meeting under the superintendent/president's report, standing reports are provided on college facilities, the foundation, and the associated student body (ASB) goals. In addition, regular presentations are provided that inform the board on programs, services, and implementation of plans such as the educational master plan and the strategic enrollment plan [IV.C.3-12, IV.C.3-13, IV.C.3-14].

Analysis and Evaluation
The college meets the Standard. The governing board follows established guidelines for the selection and evaluation of the superintendent/president. The board and the superintendent/president align their goals in support of the college mission and vision, and the superintendent/president ensures the board is regularly informed on the performance of the institution.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure [ER 7].

Evidence of Meeting the Standard

The governing board serves as an independent, policy-making body, acting on behalf of the district and in the best interest of the communities it represents. The board has the responsibility to represent the public interest and operate with an open, accessible, welcoming spirit that maintains an antiracist culture [IV.C.4-01]. The board is elected by trustee area as outlined in board policy 2100 (board elections) [IV.C.4-02]. Recently, the governing board approved a new redistricting plan based on the 2020 Census to ensure that each board member represented an equal number of constituents [IV.C.4-03, IV.C.4-04]. Members of the public may attend open meeting sessions held the second Tuesday of each month. Meetings are also available live and on demand [IV.C.4-05, IV.C.4-06, IV.C.4-07]. Agendas and minutes are public records and are readily available online [IV.C.4-08, IV.C.4-09]. The governing board provides opportunities for members of the public to participate in board meetings through public comments [IV.C.4-10].

The governing board honors its role to fulfill the mission of the college and holds itself accountable to appropriately represent the public's interests. The board maintains a high-level standard of ethical conduct and adheres to board policy outlining such conduct [IV.C.4-11]. The board also honors its policy on ethics and lacks conflict of interest [IV.C.4-12].

Analysis and Evaluation
The college meets this Standard. The governing board exists to represent the public and works together to support the district and to represent the interests and concerns of the constituents who elected them to office. Through their policies and goals, the board ensures they govern with integrity and affirm that they maintain a high standard of ethical conduct with no conflicts of interest to disclose.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, financial integrity and stability.

Evidence of Meeting the Standard
Establish Policies
As outlined in board policy 2200 [IV.C.5-01], the Victor Valley College governing board establishes policies that define and are consistent with the college's mission, monitor institutional performance for educational quality, address legal matters, and assure fiscal health and stability. The board regularly assesses policies both for revisions and as a regular review to ensure they are current with policy direction [IV.C.5-02].

The board establishes board goals each academic year to guide focused objectives for themselves. These goals demonstrate their policy and mission directed leadership role and responsibility for institutional effectiveness and student success [IV.C.5-03, IV.C.5-04].

Monitor Institutional Performance for Educational Quality
Through regular reports and updates at board meetings, the governing board remains aware of, and provides feedback and direction regarding the institution-set standards and analysis of results that have led to the improvement of student achievement and learning [IV.C.5-05, IV.C.5-06, IV.C.5-07, IV.C.5-08]. In addition, the board reviews and approves curricular and program offerings [IV.C.5-09]. As outlined in board policy 3250, the superintendent/president ensures the board has an opportunity to assist in the development of the general institutional mission and comprehensive plans [IV.C.5-10]. The board adopts and regularly receives updates on the implementation of the college's comprehensive plans such as the

educational master plan, strategic enrollment plan, and any other activities pertaining to the institution's performance, upholding the college's mission and vision to clearly reflect student and community expectations [IV.C.5-11, IV.C.5-12].

Responsibility for Legal Matters
The governing board is accountable to decide on legal matters, typically undertaken during closed sessions at their monthly board meetings.

Assure Fiscal Health and Stability
The governing board is regularly informed on the financial health and performance of the college, ensuring leadership maintains adequate reserves and monitoring external audits and reviews [IV.C.5-13, IV.C.5-14, IV.C.5-15, IV.C.5-16].

Analysis and Evaluation
Victor Valley College meets this Standard. As evidenced above, the governing board takes an active role to ensure their policies are continually reviewed and revised to be consistent with the college mission and institutional goal of ensuring the quality, integrity, and improvement of student learning programs and services. The governing board oversees legal matters of the district and establishes a budget and reserve to ensure financial integrity and stability of the college.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
Approved board policies and administrative procedures are published on the college website, which is readily available from the college's homepage under quick links. Board policies such as 2010, 2110, 2200, 2210, 2305 and 2310 outline the board size, duties, composition, process of electing officers and filling vacancies, and meetings of the board [IV.C.6-01, IV.C.6-02, IV.C.6-03, IV.C.6-04, IV.C.6-05, IV.C.6-06, IV.C.6-07]. The board regularly assesses their policies regarding their composition and specifications to ensure they are current with policy direction [IV.C.6-08]. In 2021, during the redistricting process based on the 2020 Census, the governing board held discussions and took a vote on the potential need to expand the size of the board from five trustees to seven, determining the size of the board was sufficient based on information provided by the demographers hired for the redistricting process [IV.C.6-09, IV.C.6-10, IV.C.6-11, IV.C.6-12].

Analysis and Evaluation
The college meets this Standard. The governing board adheres to the requirements of their policies defined by the Education Code and other legal statutes and review these policies cyclically. Board policies are readily available on the college webpages.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them, as necessary.

Evidence of Meeting the Standard
As outlined in board policy 2410, the governing board adopts policies written to be consistent with provisions of law or determined necessary for the efficient operation of the college [IV.C.7-01]. The board takes an active role in regularly assessing policies, ensuring they are continually reviewed and revised to

be consistent with the college mission, and guide the trustees in their roles and responsibilities to ensure academic quality, integrity and the effectiveness of student learning programs and services.

A system for evaluating and revising policies was established under the current superintendent/president after realizing that many policies were due for review. The college subscribes to the Community College League of California Statewide Policy and Procedure services for legal guidance and updates [IV.C.7-02]. Each spring and fall these updates are provided to the president's cabinet who establish a deadline for the review and edits to be completed. Edits are then vetted through the board and/or college wide committees such as the academic senate and college council [IV.C.7-03]. Additionally, the superintendent/president's office is responsible for ensuring board policies are current and revisions are provided to the governing board for their review, feedback, and approval. Proposed changes or additions are introduced at least one regular meeting prior to the one recommended. The board has recently reviewed and approved multiple board policies over the past year, which can be evidenced within the board's agendas and minutes and goal tracking on BoardDocs [IV.C.7-04].

Analysis and Evaluation
The college meets this Standard. The board has a system for and takes an active role in the assessment of its policies, ensuring they are reviewed and revised on a regular basis to be consistent with the college mission, and guide the trustees in their roles and responsibilities to ensure academic quality, integrity and the effectiveness of student learning programs and services.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The governing board is committed to fulfilling their responsibility of monitoring institutional performance and educational quality [IV.C.8-01]. The superintendent/president ensures the board is presented regular reports on key indicators of student achievement and implementation of institutional plans for improving academic quality, which enables the board's interaction in performance assessment of the college. This is evidenced within the BoardDocs system in the board agendas and minutes [IV.C.8-02]. The governing board adopts goals each academic year that demonstrate their commitment to supporting and improving student outcomes, including enrollment and retention strategies to maintain full time equivalent students through planning and resource allocation. Their objectives outline clear expectations of the college to provide regular reports on items such as implementation of the educational master plan, strategic enrollment plan, and updating college facilities [IV.C.8-03]. Board goal objectives are tracked annually to ensure expectations are being met [IV.C.8-04].

Analysis and Evaluation
The college meets this Standard. The governing board regularly reviews key indicators of student performance as provided to them in regular reports at their monthly board meetings. Through these ongoing updates, the board is always current and well informed on college programs, plans and initiatives.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
The governing board values learning and development to undertake their roles most effectively. In December 2022, the board updated board policy 2740 (board education) which outlines educational and professional development guidelines created to facilitate the professional development of the trustees to keep the trustees informed and up to date on issues affecting California Community Colleges [IV.C.9-01]. During election years, trustee candidates, both incoming and incumbents, are provided with various information about the college [IV.C.9-02]. A consultant is employed to provide a candidate information workshop to further orientate candidates on the roles, duties, and responsibilities of a college trustee [IV.C.9-03, IV.C.9-04, IV.C.9-05]. Newly elected trustees are provided with key college documents, such as recent Accreditation Self-Evaluation Report, college catalog, association contracts, and the most recently adopted budget.

New and experienced trustees are provided training in areas such as their role in the Accreditation process and professional development to cultivate and enhance their leadership skills [IV.C.9-06, IV.C.9-07]. In addition, new and experienced trustees are encouraged to attend the annual workshops and conferences sponsored by the Community College League of California (CCLC). Workshops and conferences provided by the CCLC include the effective trustee workshop, annual trustee conference, and the excellence in trusteeship program. In 2022, all five trustees attended the annual trustee conference [IV.C.9-08]. Student trustees are also encouraged to attend the CCLC annual student trustee conference [IV.C.9-09].

The governing board has a formal, written method of providing leadership continuity and staggered terms of office as outlined in board policy 2100 [IV.C.9-10].

Analysis and Evaluation
The college meets this Standard. The governing board has established a climate in which commitment to their ongoing development is valued. Routine reports to the board, conference attendance, and topic-focused workshops are provided enabling the board to honor its role in fulfilling the college's mission. The board holds itself accountable to appropriately represent the public's interests.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
The governing board is committed to the regular evaluation of its practices and performance to identify its strengths and areas in which it may improve. As outlined in board policy 2745, a committee of the board is appointed each April to determine the instrument or process to be used in their self-evaluation [IV.C.10-01, IV.C.10-02]. Typically, the board enlists the expertise of an outside agency to assist in the process of self-evaluation and goal setting [IV.C.10-03]. During the self-evaluation process which takes place at a special call meeting, the board holds an in-depth group discussion to self-reflect on progress made on their focused board goals from the previous academic year. Using the results of this self-evaluation, board goals for the upcoming academic year are developed and adopted to carry on the process of continual improvement and growth in their role, function, and effectiveness as a governing board [IV.C.10-04, IV.C.10-05]. Results of the board's self-evaluation are publicized and accepted into the

regular governing board meeting minutes which are accessible to the public within the BoardDocs system [IV.C.10-06, IV.C.10-07].

Analysis and Evaluation
Victor Valley College meets this Standard. The governing board's self-evaluation process is clearly defined in board policy 2745, and the proper implementation as outlined in this policy process is evidenced above. Results are used to make improvements in the board's performance and to establish focused goals for the upcoming academic year.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution [ER 7].

Evidence of Meeting the Standard
The governing board upholds a code of ethics and conflict of interest policy outlined in board policy 2710 and 2715 [IV.C.11-01, IV.C.11-02]. These policies spell out the expectations of trustees to maintain high ethical conduct, and potential consequences should these expectations be violated. As mandated by law, a Statement of Economic Interests (Form 700) is completed by each trustee annually to disclose their financial interest that may be affected by their public office official decisions. Copies of the completed forms are maintained in the deputy superintendent/executive vice president of administrative services office and are available to review upon request [IV.C.11-03]. Additionally, no member of the governing board has employment, family, ownership, or financial interest in the institution.

Although there have been no unethical or conflict of interest incidents over the past many years, the board still ensures it is regularly educated in ethics, Brown Act, and conflict of interest topics. All five trustees attended the 2022 CCLC Annual Trustee Conference and took part in the various training offered in these areas [IV.C.11-04]. Additionally, as a follow up to the conference training, many of the trustees participated in the California Fair Practices Commission online ethics training course during February/ March 2023.

Analysis and Evaluation
The college meets this Standard. The Victor Valley College governing board is ethical and acts with integrity, promoting a positive climate for the college. The board has a code of ethics policy and a process outlined for dealing with behavior that violates its code. The board ensures it is educated in topics related to ethics, Brown Act and conflict of interest and submits their Statement of Economic Interest Form 700 annually.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
The governing board has established policies that provide direction for the delegation of power and authority to the superintendent/president [IV.C.12-01, IV.C.12-02]. This can also be evidenced in

resolutions adopted by the board during times of crisis and unrest [IV.C.12-03, IV.C.12-04]. The board holds the superintendent/president accountable for the authority delegated and assesses performance through a regular evaluation as outlined in board policy 2435 [IV.C.12-05]. This can be clearly evidenced through the correlation of the COVID-19 board resolution 20-05 which authorized the superintendent/president to take all actions necessary to ensure the continuation of public education, and the health and safety of students and staff to the board's evaluation of that delegated authority [IV.C.12-06]. Additionally, the board sets clear expectations of the superintendent/president to provide regular reports on institutional performance so they are well informed of the operations of the college and have sufficient information to ensure they can fulfill their responsibility for educational quality, legal matters, and financial integrity [IV.C.12-07, IV.C.12-08].

Analysis and Evaluation
The college meets this Standard. The governing board, through policy, delegates authority to the superintendent/president to effectively manage and operate the college and holds the superintendent/president accountable through annual evaluations of his performance.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
Board Policy 3200 directs the superintendent/president to ensure the governing board is informed and involved in the Accreditation process [IV.C.13-01]. The board adopted goals for the 2022-2023 academic year that align with the Accrediting Commission Standards, including Goal 1 which focuses on supporting and providing feedback on the writing of the Institutional Self-Evaluation Report, and supporting actions that demonstrate the college meets Accreditation Standards [IV.C.13-02, IV.C.13-03]. These goals are tracked in the superintendent/president's office and on the BoardDocs system [IV.C.13-04], and each month the governing board reports on the progress of their goals [IV.C.13-05]. During a special board meeting workshop on June 9, 2022, college trustees received training on their role as a governing board in the Accreditation process [IV.C.13-06, IV.C.13-07]. The board receives quarterly reports on the timeline and progress of the college's comprehensive Institution Self-Evaluation Report [IV.C.13-08, IV.C.13-09, IV.C.13-10, IV.C.13-11].

Analysis and Evaluation
Victor Valley College meets this Standard. The governing board recognizes its role is closely related to the goals of the Accrediting Commission as both bodies are committed to supporting strong and effective learning institutions on behalf of the students they serve. Through their policies, goals and expectations of the superintendent/president, the governing board has evidenced through its ongoing actions that it meets this standard.

Conclusions on Standard IV.C: Governing Board
The Victor Valley Community College governing board maintains authority and responsibility for assuring academic quality, integrity, student learning and financial stability of the college. Clearly defined and revised board policies guide the board on decisions such as selecting and evaluating the superintendent/president, board size, duties, responsibilities, and structure. The board regularly reviews

key indicators of student and institutional performance. The board evaluates itself in a transparent manner and receives training on board governance, ethical behavior, trustee excellence and its role in the Accreditation process.

Improvement Plan[s].
None

Evidence List
Evidence IV.A.1
IV.A.1-01 Survey Results
IV.A.1-02 POET Meeting Notes 10-12-21
IV.A.1-03 College Council Minutes 3-15-2023
IV.A.1-04 IEBC BOT Contract
IV.A.1-05 EIR BOT Contract
Evidence IV.A.2
IV.A.2-01 BP 1200
IV.A.2-02 AP 1201
IV.A.2-03 BP 2510
IV.A.2-04 Curriculum Committee Handbook
Evidence IV.A.3
IV.A.3-01 AP 1201
IV.A.3-02 Diversity, Equity & Inclusion Minutes
IV.A.3-03 Environmental Health & Safety Minutes
IV.A.3-04 Facilities Minutes
IV.A.3-05 Finance Budget Planning Committee Minutes
IV.A.3-06 Institutional Effectiveness Minutes
IV.A.3-07 Employee Professional Development Minutes
IV.A.3-08 Student Equity and Achievement Minutes
IV.A.3-09 Technology Minutes
Evidence IV.A.4
IV.A.4-01 BP 2510
IV.A.4-02 AP 6200
IV.A.4-03 2022-2023 IPRC (p. 12)
Evidence IV.A.5
IV.A.5-01 BP 2510
IV.A.5-02 AP 1201
IV.A.5-03 Diversity, Equity & Inclusion Operating Agreement
IV.A.5-04 Diversity, Equity & Inclusion Minutes
IV.A.5-05 Environmental Health & Safety Operating Agreement
IV.A.5-06 Environmental Health & Safety Minutes
IV.A.5-07 Facilities Operating Agreement
IV.A.5-08 Facilities Minutes
IV.A.5-09 Finance/Budget & Planning Operating Agreement
IV.A.5-10 Finance/Budget & Planning Minutes
IV.A.5-11 Institutional Effectiveness Operating Agreement
IV.A.5-12 Institutional Effectiveness Minutes
IV.A.5-13 Employee Professional Development Operating Agreement
IV.A.5-14 Employee Professional Development Minutes

IV.A.5-15 Student Equity and Achievement Operating Agreement
IV.A.5-16 Student Equity and Achievement Minutes
IV.A.5-17 Technology Operating Agreement
IV.A.5-18 Technology Minutes

Evidence IV.A.6

IV.A.6-01-Academic-Senate-Minutes-03-02-2023
IV.A.6-02-BoardDocs-platform
IV.A.6-03 Academic Senate Agenda
IV.A.6-04 College Council Action Email

Evidence IV.A.7

IV.A.7-01 AP 1201
IV.A.7-02 College Council Minutes March 4, 2020
IV.A.7-03 College Council Minutes April 21, 2021
IV.A.7-04 College Council Minutes June 1, 2022
IV.A.7-05 College Council Minutes November 2, 2022
IV.A.7-06 College Council minutes March 16, 2022
IV.A.7-07 Standing Governance Survey
IV.A.7-08 IEC Minutes September 6, 2022
IV.A.7-09 College council Minutes September 7, 2022
IV.A.7-10 IEC Operating Agreement

Evidence IV.B.1

IV.B.1-01 CEO Job Description
IV.B.1-02 Board Policy 2430
IV.B.1-03 Administrative Procedure 2430
IV.B.1-04 Educational Master Plan
IV.B.1-05 Environmental Scan and Program Gap Analysis
IV.B.1-06 Cabinet meeting agenda example
IV.B.1-07 Consultation meeting agenda example
IV.B.1-08 Board Policy 6100
IV.B.1-09 Sample Calendar Events for Budget Workshops
IV.B.1-10 Sample Calendar Events for meetings on budget related items
IV.B.1-11 Board Policy 6200
IV.B.1-12 Sample S/P Calendar of final level interviews
IV.B.1-13 Professional Development Calendar Invite
IV.B.1-14 Leading for Excellence Academy Timeline and Rollcall
IV.B.1-15 Professional Development Classified Caring Campus Calendar Invite
IV.B.1-16 Invitation to Faculty for Ram Coaching
IV.B.1-17 Sample Bi-Weekly Calendar Invite with Executive Dean of Institutional Effectiveness
IV.B.1-18 Board Meeting Minutes – Presentation on Student Information Systems
IV.B.1-19 Approval of Ellucian Contract at 11/9/21 Board Meeting
IV.B.1-20 Ellucian Contract
IV.B.1-21 Action Plan Recommendations – SEM Academy 2019-2020
IV.B.1-22 SEM Academy 2020 Final Report
IV.B.1-23 Strategic Enrollment Management Plan
IV.B.1-24 Student Voices on Race & Equity
IV.B.1-25 Excellence Essential Practices Survey
IV.B.1-26 2020 Superintendent/President 360 Evaluation Survey

IV.B.1-27 Calendar Snapshot of Coffee Breaks with the President

Evidence IV.B.2

IV.B.2-01 Board Policy 3100 – Organizational Structure
IV.B.2-02 Organizational Chart
IV.B.2-03 Superintendent/President 2020 Goals – Goal 9
IV.B.2-04 Superintendent/President 2020 Evaluation Executive Summary – Goal 9
IV.B.2-05 Superintendent/President 2022 Goals – Goal 8
IV.B.2-06 Board Agenda Item w/approval 02.11.2020 – Koff & Associates for Classification & Compensation Study
IV.B.2-07 Board Approval of new management salary schedule/job descriptions
IV.B.2-08 President's Council List
IV.B.2-09 Dean of Student Services Job Description
IV.B.2-10 New Job Description for the Exec VP Instruction
IV.B.2-11 Board Approval of Exec VP Instruction
IV.B.2-12 Associate VP Instruction Job Description

Evidence IV.B.3

IV.B.3-01 Board Policy 1200
IV.B.3-02 Administrative Procedure 1201
IV.B.3-03 Board Policy 2510
IV.B.3-04 Board Policy 3250
IV.B.3-05 Superintendent/President 2019-2023 Goals
IV.B.3-06 Superintendent/President 2021 Executive Summary Evaluation
IV.B.3-07 Presentation – In Pursuit of the Aspen Prize for Community College Excellence – Year 2
IV.B.3-08 Presentation – Gaining Traction: Progress on the Aspen Prize November 2022
IV.B.3-09 Strategic Enrollment Management Plan
IV.B.3-10 Equal Employment Opportunity Plan
IV.B.3-11 Emergency Conditions Recovery Plan
IV.B.3-12 Dr. Walden's email to campus -Press Release – Dr. John W. Rice Award
IV.B.3-13 Presentation to the Governing Board

Evidence IV.B.4

IV.B.4-01 Board Policy 3200
IV.B.4-02 Administrative Procedure 3200
IV.B.4-03 VPIISS Job Description
IV.B.4-04 Steering Committee Roster
IV.B.4-05 Tracking of reports
IV.B.4-06 Board Agenda – Quarterly Update ACCJC Report
IV.B.4-07 Board Minutes - Quarterly Update ACCJC Report
IV.B.4-08 Agenda Campus Wide Chat
IV.B.4-09 Calendar Invite to ISER Training
IV.B.4-10 VVC Accreditation Annual Report Webpage

Evidence IV.B.5

IV.B.5-01 Board Policy 2410
IV.B.5-02 Agenda example BPs going to board
IV.B.5-03 Email of Updated APs to Governing Board
IV.B.5-04 Cabinet agenda for updates on APs
IV.B.5-05 Board Policy 6100
IV.B.5-06 Board Policy 6200
IV.B.5-07 Administrative Procedure 6200

IV.B.5-08 Calendar Snapshot of Trustee Agenda Review Meetings
IV.B.5-09 Board Meeting Minutes – Fiscal Reports

Evidence IV.B.6

IV.B.6-01 MDEP Calendar snapshot
IV.B.6-02 Region 9 CEO Calendar Snapshot
IV.B.6-03 Calendar Snapshot Foundation Board of Directors Meetings
IV.B.6-04 Speaking Engagement Calendar Invite –Seniors with Inquisitive Minds Calendar
IV.B.6-05 State of the College Presentation
IV.B.6-06 Speaking Engagement – Chamber of Commerce
IV.B.6-07 Leadership High Desert Class of 2023 Speaking Engagement Calendar
IV.B.6-08 Email from Sup/Prez to Board on Multiple communications with community
IV.B.6-09 Industry Sector Calendar snap shots
IV.B.6-10 Reverse Town Hall Agenda
IV.B.6-11 Town Hall Attendees List
IV.B.6-12 Town Hall Notes
IV.B.6-13 Community Feedback from Reverse Town Hall Meeting Presentation

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Evidence IV.C.1

IV.C.1-01 Board Policy 2010
IV.C.1-02 Board Policy 2410
IV.C.1-03 Board Policy 2510
IV.C.1-04 Board Policy 2200
IV.C.1-05 Governing Board Webpage for Meeting Agenda and Minutes
IV.C.1-06 Tracking Document of Reports & Study Sessions
IV.C.1-07 Strategic Enrollment Update
IV.C.1-08 Sample Agenda Item Audit Presentation
IV.C.1-09 Basic Needs Presentation Handout
IV.C.1-10 Study Session on Student Success and Equity Handout
IV.C.1-11 2022-2023 Governing Board Goals
IV.C.1-12 BoardDocs Evidence of Assessing Policies
IV.C.1-13 Sample Board Agenda with Policy Updates

Evidence IV.C.2

IV.C.2-01 Board Policy 2010
IV.C.2-02 Board Policy 2715
IV.C.2-03 Board Policy 2330
IV.C.2-04 Webpage to Board Agendas and Minutes
IV.C.2-05 Board of Trustees 2022-2023 Goals
IV.C.2-06 Board of Trustees Goal Presentation Schedule 2022-2023
IV.C.2-07 Board Goals with Standards Outlined
IV.C.2-08 Sample Agenda Item Evidence of Meeting Board-Goal 1
IV.C.2-09 2021-2022 Board Self-Evaluation -sample BoardDocs tracking

Evidence IV.C.3

IV.C.3-01 Board Policy 2431
IV.C.3-02 Agenda Item – PPL
IV.C.3-03 Workshop Meeting Minutes
IV.C.3-04 Superintendent/President Search Pamphlet
IV.C.3-05 Board Policy 2435
IV.C.3-06 Administrative Procedure 2435

IV.C.3-07 Employment Agreement excerpt on evaluations
IV.C.3-08 Dr. Walden's 2022 Goals
IV.C.3-09 Dr. Walden's Executive Summary
IV.C.3-10 Trustee Evaluation Letter
IV.C.3-11 360 Degree Employee Feedback Survey
IV.C.3-12 Multiple examples of agenda items on reporting to the board
IV.C.3-13 Multiple Excerpts of Minutes from Reports
IV.C.3-14 Example of report PowerPoint

Evidence IV.C.4

IV.C.4-01 Board Policy 2200
IV.C.4-02 Board Policy 2100
IV.C.4-03 Webpage on Redistricting Process
IV.C.4-04 Redistricting Resolution and Documentation
IV.C.4-05 Board Policy 2310
IV.C.4-06 Webpage Live-Stream Board Meetings
IV.C.4-07 Webpage On-Demand Board Meeting
IV.C.4-08 Board Policy 2340
IV.C.4-09 Board Policy 2360
IV.C.4-10 Board Policy 2345
IV.C.4-11 Board Policy 2715
IV.C.4-12 Board Policy 2710

Evidence IV.C.5

IV.C.5-01 Board Policy 2200
IV.C.5-02 BoardDocs Evidence of Regular Review of Policies
IV.C.5-03 Board Goals 2021-2022
IV.C.5-04 Board Goals 2022-2023
IV.C.5-05 Multiple examples of agenda items on reporting to the board
IV.C.5-06 Multiple Excerpts of Minutes from Reports
IV.C.5-07 Sample PowerPoint Presentation provided to Board -SEM
IV.C.5-08 Sample Presentation provided to Board -Student Equity and Success
IV.C.5-09 Sample Board Agenda Items Curriculum and Program Offerings
IV.C.5-10 Board Policy 3250
IV.C.5-11 Board Agenda Approving EMP
IV.C.5-12 Sample Board Agenda with Updates on District Plans
IV.C.5-13 Board Policy 6200
IV.C.5-14 Board Policy 6250
IV.C.5-15 Agenda Sample – Presentation of Audit reports 2021-22
IV.C.5-16 Meeting Minutes-March 8, 2022

Evidence IV.C.6

IV.C.6-01 Board Policies and Administrative Procedures Webpage
IV.C.6-02 Board Policy 2010
IV.C.6-03 Board Policy 2110
IV.C.6-04 Board Policy 2200
IV.C.6-05 Board Policy 2210
IV.C.6-06 Board Policy 2305
IV.C.6-07 Board Policy 2310
IV.C.6-08 BoardDocs Evidence of Regular Review of Policies
IV.C.6-09 Webpage on Redistricting Process

IV.C.6-10 June 8, 2021 Board Meeting Minutes discussion of expanding board size [excerpt highlighted].
IV.C.6-11 September 14, 2021 Board Meeting Agenda and Action on expanding board size
IV.C.6-12 September 14, 2021 Board Meeting Minutes

Evidence IV.C.7

IV.C.7-01 Board Policy 2410
IV.C.7-02 Purchase Order for CCLC Policy and Procedure Subscription
IV.C.7-03 Excerpt from Cabinet Meeting
IV.C.7-04 BoardDocs Evidence of Regular Review of Policies

Evidence IV.C.8

IV.C.8-01 Board Policy 2200
IV.C.8-02 Multiple Samples of Reporting on Institutional Performance
IV.C.8-03 2022-2023 Governing Board Goals and Objectives
IV.C.8-04 Reports to the Board Tracking

Evidence IV.C.9

IV.C.9-01 Board Policy 2740
IV.C.9-02 Email to candidates
IV.C.9-03 Contract with consultants PPL, Inc. for Trustee Candidate Orientation
IV.C.9-04 Slide Deck from Trustee Candidate Orientation
IV.C.9-05 Board Policy 2200
IV.C.9-06 06.09.22 Board Agenda – Workshop: Board's Role in Accreditation Process
IV.C.9-07 01.13.22 Board Agenda – Workshop: Redefining Entrepreneurship & Leading with an Entrepreneurial Mindset
IV.C.9-08 Registration Receipts for- CCLC 2022 Annual Trustee Conference
IV.C.9-09 Registration for Student Trustee- CCLC 2022 Student Trustee Conference
IV.C.9-10 Board Policy 2100

Evidence IV.C.10

IV.C.10-01 Board Policy 2745
IV.C.10-02 04.12.22 Board Meeting Minutes
IV.C.10-03 06.14.22 Board Agenda hiring PPL
IV.C.10-04 06.09.22 Board Meeting Minutes
IV.C.10-05 07.12.22 Board Meeting Agenda
IV.C.10-06 07.12.22 Board Agenda Accepting/approving evaluation results
IV.C.10-07 Self Evaluation

Evidence IV.C.11

IV.C.11-01 Board Policy 2710
IV.C.11-02 Board Policy 2715
IV.C.11-03 Confirmation Letters of Trustees who have filed Form 700
IV.C.11-04 2022 CCLC Annual Trustee Conference Schedule-at-a-Glance

Evidence IV.C.12

IV.C.12-01 Board Policy 2200
IV.C.12-02 Board Policy 2430
IV.C.12-03 Resolution 20-05 -Covid Emergency
IV.C.12-04 Resolution 20-11 -Civil Unrest
IV.C.12-05 Board Policy 2435
IV.C.12-06 Board of Trustee Evaluation Letter to Superintendent-President 2020
IV.C.12-07 Multiple examples of agenda items on reporting to the board
IV.C.12-08 Multiple Excerpts of Minutes from Reports

Evidence IV.C.13

IV.C.13-01 Board Policy 3200
IV.C.13-02 2022-2023 Board Goals
IV.C.13-03 2022-2023 Board Goals
IV.C.13-04 Board goal tracking document
IV.C.13-05 09.13.22 Board Meeting Minutes
IV.C.13-06 06.09.22 Special Board Meeting Agenda
IV.C.13-07 06.09.22 Special Board Meeting Minutes [excerpt highlighted]
IV.C.13-08 09.13.22 Board Agenda Item - Quarterly Update Institution Self-Evaluation Report
IV.C.13-09 12.13.22 Board Agenda Item - Quarterly Update Institution Self-Evaluation Report
IV.C.13-10 Presentation – Quarterly Update Institution Self-Evaluation Report
IV.C.13-11 Board Meeting Minutes

Quality Focus Essay

Distance Education and Online Programs

Introduction and Rationale

Improving distance education programs and faculty professional development training is essential to promoting improved teaching and student learning in online and correspondence courses. The goal is to improve online faculty teaching-centered quality of online deployment and review of online course cycles necessary to meet student needs at Victor Valley College (VVC). Victor Valley College's administrators, faculty, and academic senate recognize the unique contribution educational technology can make in enhancing educational opportunities and experiences for the district's growing and diverse population.

Victor Valley College's faculty, post COVID-19 pandemic efforts have surpassed expectations regarding the number of capable faculty to teach distance education online courses. Currently, over 380 faculty are certified to teach online. The dean overseeing distance education conducted a recent service area outcome assessment related to the Institutional Self-Evaluation Report. The findings (n=80) found 23 percent of faculty were grandfathered in from the college's transition from Blackboard to Canvas learning management system, three percent of faculty were certified through @ne online, and 68 percent certified through the VVC faculty online Instructor certification training program. Further, 84 percent of these same faculty participants indicated, "My online Canvas LMS teaching abilities are sufficient to create accessible, collaborative, effective teaching and learning opportunities for increasingly diverse student populations." Furthermore, 97 percent of the faculty surveyed indicated an understanding of American Disabilities Acts (ADA) compliance in course design. Specifically, students must have access to embedded online course assignments and materials on the learning management system that provides:

- Accessible live chat and discussion board functions in the learning management system
- Accessible documents that are scanned images on web pages and websites
- Accessible videos that are not captioned
- Clear alternative text on all images
- Accessible course registration through a website
- Accessible student enrollment systems

Victor Valley College will continue to establish policies and procedures for approving online courses and programs for distance education. Further, faculty compliance with these policies and practices ensures that distance education courses comply with federal definitions of distance education (with regular and substantive interaction initiated by the instructor). Similarly, correspondence education course activities are primarily "paperwork related," including reading materials, homework, and exams. The student prompts question and answer interaction with the instructor as needed through written request.

The college's distance education advisory committee (DEAC) regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements. This committee regularly assesses the changing needs of students and uses the results of such assessments to plan or improve delivery modes, teaching methodologies, and learning support services. The college provides equitable learning support services for distance education students and traditional on campus students through student support services

and online tutoring for math and English courses. Presently, the college relies heavily on faculty and distance education staff attempt to ensure that distance education courses achieve increasing measurable quality of education and student learning success.

Anticipated Impact on Student Learning and Achievement
Victor Valley College faculty continues to provide the highest quality delivery in online, hybrid, and correspondence courses, promoting increased student learning and achievement. In Fall 2010, distance education enrollments at VVC comprised 20 percent of total college enrollments. In fall 2015, distance education enrollments were 25 percent of total college enrollments; that percentage remained steady for the following four years (2016=26 percent, 2017=25 percent, 2018=29percent, 2019=27percent). However, the COVID-19 pandemic from spring 2020 until fall 2021 required VVC to move most classes, exclusive of critical sector classes online due to campus closures.

As stated in VVC education master plan, with the dramatic increase of alternative providers in the higher education marketplace, these three elements will be of critical importance over the next several years for distance and digital learning:

1. We are ensuring quality and equity.
2. We are offering niche programs/formats.
3. We are expanding the use of state-of-the-art digital learning content and tools and adaptive learning platforms to expand delivery modalities and increase student success.

To ensure students online success, all constituencies involved must agree about their roles in distance education development, implementation, and maintenance processes. Collaboration and consensus are essential to facilitate success, processes, and standards in a variety of distance education areas.

Outcome Measures
This quality focus essay pinpoints deficiencies of VVC's distance education and digital learning required to ensure students are learning and completing courses toward applicable transfer, job placement, and career success. As a result, the outlined projects will include immediate and medium range action plans necessary for continuous quality improvements in these areas. To this end, the goal of each project embeds digital learning as a pivotal component to meet the following intended outcomes:

- Serving the diverse learning preferences of students while student demographics are evolving;
- increasing students' digital literacy;
- capitalizing on these delivery modalities to increase student enrollment, completion, affordability (e.g., using open, digital educational resources), and post-completion success; and
- keeping pace with distance and digital learning that is being offered at other colleges/universities and alternative education providers and to meet business and industry demands.

To do so, VVC will be focusing on these strategic areas.

- Fully commit to distance and digital learning as key priority and the build infrastructure to support it with sufficient resources and budgets to achieve ideal distance and digital learning environments.
- Adhere to a strategic portfolio approach to distance and digital learning expansion and enhancements (credit general education, career education, etc., noncredit, not for credit, online,

hybrid, web enhanced, etc.), and integrate with other delivery modalities for more flexible learning.

- Build necessary capabilities and expertise to design and implement quality, equitable distance and digital learning and prepare both faculty and students to succeed, including obtaining digital literacy.
- Strengthen analytics and monitoring for fully assessing the impact of distance and digital learning on VVC enrollment, retention, and student success.

Project Action Plan

Quality Focus Project: Provide faculty training in a wide variety of distance education, including Canvas learning management system workshops, California Virtual College/Online Education Initiative (CVC/OEI) participation, and the Peer Online Course Review (POCR) process certifications.

Activity	Responsible Party	Resources Required	Timeline
Develop and deploy continuous faculty distance education or online training; Including ADA compliance specifics.	Distance education coordinator Canvas administrator Academic senate designee	Administration direction as related to equipment, and funding allocation.	Fall 2023 and Spring 2024
Increase number/type of distance education courses in CVC/OEI exchange – particularly niche courses not offered already in the exchange by other colleges	Associate vice president of instruction Dean of distance education Academic senate Office of instruction	Administration direction as related to equipment, and funding allocation.	Fall 2023 and Spring 2024
Implement course development and POCR training and certification to support student learning objectives and competencies, learner engagement, and high impact online practices	Associate vice president of instruction Distance education coordinator Dean of distance education Academic senate Office of instruction Department chairs Department Faculty	Administration direction as related to equipment, and funding allocation.	Fall 2023 and Spring 2024
Develop a POCR team to ensure CVC/OEI rubric is used in the development and evaluation of courses to enhance student learning.	Associate vice president of instruction Dean of distance education Academic senate Office of instruction Department chairs Department faculty	Administration direction as related to equipment, and funding allocation.	Fall 2023 and Spring 2024