
AGENDA

**Victor Valley Community College District
Board of Trustees Regular Meeting**
Board Room, Administration Building
Victorville, California

This meeting is electronically recorded.

January 11, 2005

CALL TO ORDER

5 p.m.

PLEDGE OF ALLEGIANCE

ACTION

1. CLOSED SESSION

- (a) Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL —
EXISTING LITIGATION: two (2) cases
 Gloria Henderson vs. Victor Valley Community College,
 Bettye Underhill, Nick Halisky, VCVVS 030263;
 Nicholas Halisky and Cathleen Halisky vs. Victor Valley
 Community College District, Dennis Henderson, et. al, VCVVS 026112;
- (b) Government Code Section 54957.6:
CONFERENCE WITH LABOR NEGOTIATORS
Agency designated representatives: Bill Schmidt,
Willard Lewallen, Jeff Cooper, Thomas O'Neil;
Employee organizations: CSEA, CTA
- (c) Government Code Section 54957:
DISCIPLINE/DISMISSAL/RELEASE OF A PUBLIC EMPLOYEE: two (2) cases

2. RECONVENE TO OPEN SESSION

6 p.m.

2.1 Action as a result of Closed Session

Consider action as a result of Closed Session

YES ___ NO ___

3. GOVERNING BOARD

3.1 Consider approval of the minutes of the December 14, 2004, regular Board meeting.

YES ___ NO ___

3.2 Announcement that persons may speak to agenda items if the Agenda Discussion Form has been completed.

Information

3.3 Agenda Additions/Revisions

YES ___ NO ___

BOARD OF TRUSTEES: Tom Elder, Dorothy Franke, Dennis Henderson, Joe Range, Bettye Underhill, ASB Member

4. REPORTS

Information

- 4.1 Superintendent/President
- 4.2 Instruction
- 4.3 Student Services
- 4.4 Administrative Services
- 4.5 Foundation
- 4.6 Board of Trustees
- 4.7 Constituency Representatives
 - a) ASB
 - b) CCA
 - c) CSEA
 - d) Faculty Senate
 - e) AFT Part-Time Faculty United
 - f) Management
- 4.8 Public Comments

This is the time for the general public to address the Board. State law prohibits the Board from addressing any issue not included on the agenda. Please limit comments to three minutes per individual and a total of 15 minutes per topic. Discussion of personnel matters is inappropriate for open session. The Board is committed to protecting the privacy interests of district personnel. Should any member of the public wish to discuss a personnel matter, it must first be brought to the attention of the director of human resources. Speakers are cautioned that under California law, no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because those comments are made at a public meeting.

5. CONSENT AGENDA

Consider approval of the following consent items to be approved in one motion.

YES ___ NO ___

- a. Board of Trustees Payment Report
Consider approval of the payments as listed (see Exhibit 5.1).
- b. Budget Calendar
Consider approval of the proposed budget calendar for 2005-2006, which lists timelines for the budget development process.
- c. Curriculum Changes
Consider approval of the curriculum changes that were approved by the College Curriculum Committee on December 9, 2004.

- d. Classified Bargaining Unit Appointments, Promotions, and/or Transfers
 - (1) Consider approval of the appointment of the following individual:
Robert Lee, Senior Systems Analyst, effective on or after 01/12/05.
 - (2) *Recruitment for Senior Programmer/Software Developer is currently underway. A recommendation for appointment will be brought to the January 11, 2005, Board meeting as an amendment.*

- e. Non-Classified Employees
Consider approval of the non-classified employee appointments as listed.

- f. Administrative/Management/Confidential Appointments
 - (1) *Recruitment for the position of interim dean of Student Services is currently underway. Recommendations for appointment will be brought to the January 11 Board meeting as an amendment.*
 - (2) *Recruitment for Director of Facilities Construction is currently underway. Recommendations for appointment will be brought to the January 11 Board meeting as an amendment.*

- g. Temporary Academic
Consider approval of the temporary academic appointments as listed.

- h. Academic Ratification of Equivalency Requests
Consider ratification of the equivalencies as listed.

ACTION AGENDA

6. BOARD OF TRUSTEES

6.1 CCCT Board Election – 2005

Consider nominating a member of the Board of Trustees for the California Community College Trustees (CCCT) board election.

YES ___ NO ___

7. SUPERINTENDENT/PRESIDENT

7.1 Second Reading: Proposed Board Policy No. 7103, Ethics Statement for Employees

Consider acceptance for second reading and adoption of the proposed Board Policy No. 7103, Ethics Statement for Employees.

YES ___ NO ___

8. INSTRUCTION

8.1 Out-of-State Student Travel

Consider approval of the out-of-state travel and expenses for Ed Heaberlin, John Rude, and 13 students (as listed) to attend the Kennedy Center/American College Theatre Festival in Phoenix, Arizona, February 7-13, 2005. Fiscal Impact: Approximately \$6,700 will be needed. Funds will be coming from ASB, Theatre Club Account, fundraisers, Faculty Association, District Theatre Account, and the Victor Valley College Foundation.

YES ___ NO ___

8.2 MOU, U.S. Borax, Inc.

Consider approval of the Memorandum of Understanding between the Victor Valley College Agriculture and Natural Resources department and U.S. Borax, Inc. for the period of January 12, 2005, through December 31, 2007. Fiscal Impact: U.S. Borax, Inc. will provide funding to the Agriculture and Natural Resources department in the amount of \$20,000 per year for each of the three years.

YES ___ NO ___

8.3 Institutional Self-Study for Reaffirmation of Accreditation 2005

Consider approval for the Institutional Self-Study in Support of Reaffirmation of Accreditation for 2005.

YES ___ NO ___

9. STUDENT SERVICES

No items.

10. ADMINISTRATIVE SERVICES

No items.

11. HUMAN RESOURCES

11.1 Administrative/Management/Confidential – New Position

Consider approval of the new classified management position and job description for Director of Technical Services. Fiscal Impact: Budgeted.

YES ___ NO ___

11.2 Administrative/Management/Confidential Payment of Accrued Vacation Days

Consider approval potential accrued vacation hours for Leonard Crawford, Dean of Student Services, not to exceed 34.8 days, \$14,790.

YES ___ NO ___

12. FOR INFORMATION ONLY

12.1 Monthly Financial Statements

Financial reports are being presented for the period ending November 30, 2004, for the General Fund (01), Capital Outlay Projects Fund (71), Child Development Center Fund (72), Student Center Fee Fund (73), Health Trust Fund (75), Insurance Trust Fund (78), Bookstore, Auxiliary Services, and the ASB Fund.

12.2 Classified Resignation

Kyle Rotte, Network Manager, has submitted his resignation effective January 7, 2005. Per Board policy 7350, the resignation has been accepted by the superintendent/president.

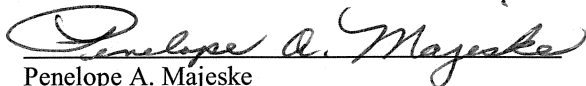
12.3 Administrative/Management/Confidential Resignation

Dr. Leonard Crawford, dean of Student Services, submitted his resignation effective December 21, 2004, and the Board received his resignation at its December 14, 2004, Board meeting. Dr. Crawford has since requested that his last day of work be revised to January 3, 2005.

13. ADJOURNMENT

It is the intention of Victor Valley Community College District to comply with the Americans with Disabilities Act in all respects. Any person with a disability may request that this agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to Jeffrey Holmes, Victor Valley College, 18422 Bear Valley Road, Victorville, California 92392-5849, (760) 245-4271, Ext. 2596, from 8:30 a.m. to 5:00 p.m., Monday through Friday, at least 48 hours prior to the meeting to make reasonable arrangements. Government Code Section 54954.2.

I, Penelope Majeske, Executive Assistant to the Superintendent/President, do hereby certify that I caused to be posted the foregoing agenda on Friday, January 7, 2005, at 5:00 p.m. pursuant to California Government Code §54954.2.



Penelope A. Majeske
Executive Assistant to the Superintendent/President

MINUTES
VICTOR VALLEY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES
 Regular Meeting
 Board Room – Administration Building
 Victorville, California

December 14, 2004

5 p.m.

CALL TO ORDER: The Board of Trustees of Victor Valley Community College District met in regular session on December 14, 2004, in the Board Room of the Administration Building. Board President, Dr. Dorothy Franke, called the meeting to order at 5:02 p.m.

PLEDGE OF ALLEGIANCE: Mr. Jeff Cooper, Deputy Superintendent/Executive Vice President, Instruction, led the audience in the Pledge of Allegiance to the flag.

MEMBERS PRESENT: Dr. Dorothy Franke, President; Dennis Henderson, Vice President; Joe Range, Clerk; Thomas M. Elder, II, Trustee; and Dr. Bettye Underhill, Trustee. (ASB President and Student Trustee Eddie Miro arrived for Open Session at 5:45 p.m.)

MEMBERS ABSENT: None.

STAFF/GUESTS PRESENT: Dr. Patricia A. Spencer, Mr. Jeff Cooper, Dr. Willard Lewallen, Dr. Louis Zellers, Dr. Tom O'Neil, Mr. Henry Yong, Mr. Nick Parisi, Penelope Majeske, other staff, and members of the public.

CLOSED SESSION Dr. Franke recessed the Open Session at 5:03 p.m., and the Board met in Closed Session from 5:03 p.m. to 6:40 p.m. to discuss the following:

1. CLOSED SESSION

- (a) Government Code Section 54956.9:
 CONFERENCE WITH LEGAL COUNSEL —
 EXISTING LITIGATION: three (3) cases
 Gloria Henderson vs. Victor Valley Community College,
 Bettye Underhill, Nick Halisky, VCVVS 030263;
 Nicholas Halisky and Cathleen Halisky vs. Victor Valley
 Community College District, Dennis Henderson, et. al, VCVVS 026112;
 Laymon Jordan vs. Victor Valley Community College District, VCVVS 034629
- (b) Government Code Section 54957.6:
 CONFERENCE WITH LABOR NEGOTIATORS
 Agency designated representatives: Bill Schmidt,
 Willard Lewallen, Jeff Cooper, Thomas O'Neil;
 Employee organizations: CSEA, CTA

- (c) Government Code Section 54956.9(b):
CONFERENCE WITH LEGAL COUNSEL —
POTENTIAL LITIGATION: one (1) case
- (d) Government Code Section 54957:
DISCIPLINE/DISMISSAL/RELEASE OF A PUBLIC EMPLOYEE: two (2) cases
- (e) Government Code Section 54957:
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
Director of EOPS and CARE
Director of Instructional Compliance

Break 6:40 p.m. to 6:50 p.m.

OPEN SESSION The board reconvened to Open Session at 6:50 p.m.

ACTION AS A RESULT OF CLOSED SESSION Dr. Franke reported that there were two actions taken by the Board in Closed Session.

(1) It was MSC (Henderson/Range, 5-0) to file a civil suit against Nick Halisky, Lynn Puckett, and Ronald Krimper in reference to the Halisky case.

(2) It was MSC (Elder, Range, 5-0) that the Board authorizes the Superintendent/President to provide notice to the Director of Instructional Compliance that her contract will be renewed for a period of one year, effective July 1, 2005, to June 30, 2006.

GOVERNING BOARD It was MSC (Underhill/Elder, 5-0) to approve the minutes of the November 9, 2004, regular board meeting.

Dr. Franke announced that persons may speak to agenda items if the Agenda Discussion Form has been completed.

AGENDA ADDITIONS, REVISIONS: Dr. Spencer reported that one agenda item had been revised:

5.f Administrative/Management/Confidential Appointments

3.4 Election of Board Officers

a. President

It was MSC (Henderson/Elder) to elect by acclamation Joe Range as President of the Board.

b. Vice President

It was MSC (Franke/Elder) to elect by acclamation Dennis Henderson as Vice President of the Board of Trustees.

c. Clerk

It was MC (Elder) to elect by acclamation Betty Underhill as Clerk to the Board of Trustees.

d. Representative to the County Committee on School District Organization

It was MC (Underhill) to elect by acclamation Dorothy Franke as Representative to the County Committee on School District Organization.

REPORTS:

Newly elected Board President Joe Range said he is looking forward to the exciting challenge of serving as President and thanked the Board for electing him.

Superintendent/President

Dr. Spencer announced that Victor Valley College was recently given the Chancellor's Office Diversity Award last month at the CCLC Conference. Also, Rita Jackson was appointed as a statewide representative on CSEA's Merit System Committee for the coming year. Dr. Spencer thanked all those who attended the Holiday Celebration Around the World event last week and announced the table winners and the dessert competition winners. In addition, she gave a special *thank you* to the 18 members of the Spirit Team: Annette McComas, Audrey Williams, Bill Greulich, Brent Wood, Carl Smith, Joe Estephan, Lori Ornelas, Margarita Barbosa, Patti Jennings, Robert Sewell, Sandy Mistretta, Sandy Visser, Sharon Wright, Sheree Caldwell, Shirley Gonzalez, Starla Underwood, Steve Toner, and Willie Pringle.

Instruction

Mr. Cooper acknowledged VVC's Theater Arts Department. Thirteen students will go on to the Kennedy Center/American College Theatre Festival competition in February in Phoenix, Arizona. Additionally, the Music Department's Choral Singers have been invited to perform in British Columbia. Mr. Cooper reported a very strong Winter Session enrollment with approximately 260 classes. The college has begun advertising on the radio and in newspapers, and the college's web site has a pop-up showing the enrollments in classes that are still open. He congratulated Joe Range on his election to the position of Board President and wished everyone a happy holiday.

Student Services

Dr. Lewallen reported that Ed Fund is the nation's second largest loan guarantee corporation. The competition to be included in their calendar has been intense, but VVC was one of the colleges selected for Ed Fund's new calendar.

Administrative Services

Dr. Zellers had no official report; however, he wanted the Board to be aware that the Governor's budget would be coming out soon.

Foundation

Ms. Diana O'Malley congratulated Joe Range on his election to Board President and expressed the Foundation's appreciation to him. She reported that the Foundation will be holding the Gala Hall of Fame on January 29 to honor several community members. Also, the Foundation received a grant from the Wellness Foundation to assist the college to achieve diversity in Health Science. In addition, the Foundation has submitted the first application of four Community Development Block Grant (CDBG) applications. She wished everyone a Merry Christmas.

Board of Trustees

Dr. Underhill reported that \$535 for *Toys for Tots* was raised by the Apple Valley Chamber. Board President Joe Range thanked everyone for the cards and flowers during his recent hospital stay.

ASB

ASB President Eddie Miro handed out copies of the *RamPage* and pointed out the articles on the Model UN and on Richard Saldana, Business Senator. He also recognized Jonathan Barbatoe, the new ASB Vice President. Further, he reminded everyone that the Akashikita High School Green Band from Japan will be providing a benefit concert at VVC on Tuesday, January 4. Blanca Gomez, the new ASACC representative, thanked the Board for allowing her the opportunity of attending the national conference in Tennessee and read aloud her report from the conference.

CCA

CCA President Debby Blanchard congratulated the new Board President Joe Range and thanked Dr. Franke for her work as Board President this year. She also recognized all of the deaf students and interpreters in attendance and encouraged the Board to hire an interpreter to attend every Board meeting. She regretted to inform the Board that CCA had reached an impasse and that the union had filed an unfair labor practice regarding the academic calendar.

CSEA

CSEA President Arlene Greene read aloud from a page (copy on file in the President's Office). She then turned the microphone over to Kevin Crowley who said the union objected to a few of the hires on this evening's agenda. Arlene Green also said CSEA objected to hiring the interpreter listed on tonight's agenda. CSEA believes there are inadequate conditions for interpreter services for the students. Lacy Gillespie, Labor Relations Representative of the CSEA, said CSEA is asking the Board to not violate paragraph 25 (of the MOU) by hiring these students tonight.

Dr. Schmidt said that the college is following the agreement. An issue is the timeliness in which CSEA completes the hiring checklists; in some instances that time limit was exceeded. Arlene Green responded that CSEA does not hold hiring checklists and that they return them to Human Resources the same day they are received.

Faculty Senate

Debby Blanchard said the college is missing nine full-time faculty positions and that they should be replaced. She read a list of names and vacant positions. Ms. Blanchard thanked all faculty, staff, and administration for working on the accreditation process.

AFT Part-Time Faculty United

No Report.

Management

Robert Sewell congratulated the Board on their new officer elections. He also recognized two people in the Print Shop, Bev Huiner and Scott Mulligan, for their excellent work.

Public Comments

Noreen Jacquez spoke on behalf of several other Campus Police officers, who patrol 24/7 to ensure the safety of the VVC campus and for Excelsior High School.

Giovanni Miglia spoke about student success and said that if he does not have a certified interpreter for his classes, it would not be possible for him to reach his goals.

Joseph McCoy, a volunteer part-time interpreter at VVC in DSPS, spoke about the need for interpreters for deaf students. Dr. Spencer pointed out that the college has struggled in its effort to find interpreters. Jeffrey Holmes, Director of Disabled Student Services and ADA, said we have a very difficult time in delivering services to our deaf students. He encouraged the deaf community to remain active. Joe Range asked if there was a ratio. Jeffrey Holmes said there should be at least three interpreters for every 2-hour class. One of the students pointed out that some student interpreters do not understand the privacy issue when interpreting in class and during counseling sessions.

Break

8:24 p.m. – 8:37 p.m.

Public Comments
(continued)

Several others spoke in strong support of interpreters for the deaf. They included Linda Hardy, Josephine Yopez, Susan Randolph, Nancy Turner, Richard Symmes, Jessica Haselroth, Misty Covington, Rhiannan Aragues, Ginnina Miglia, James-

Michael Yates, Lynn Crowley, Jeremy Failing, and Eli Miglia. Some of the suggestions included the following:

- Hire more interpreters for the deaf.
- Appoint an interpreter coordinator.
- Increase the salaries for well-qualified, certified interpreters.
- Hire note-takers for the deaf.
- Hire a team of interpreters that could relieve each other during long class sessions. Interpreters need to stay for the entire class session.
- The hearing-impaired person cannot function on half-time interpreters.
- Provide preparation time for interpreters.

Board President Range thanked the volunteer interpreter, Ginnina Miglia, for her services. Dennis Henderson thanked everyone for coming and invited them to come again. Board President Range thanked all of the speakers for coming this evening.

Dr. Spencer thanked everyone who had worked on the accreditation self-study. She thanked Dr. Fay Freeman for taking the college through the process. Dr. Spencer announced that we learned at the last College Assembly meeting that there was not enough time to go back and forth to the all of the constituency groups. There will be a special College Assembly meeting this Friday at 12:30 p.m. for all of the constituency groups to bring their recommendations and input. The Steering Committee will compile all of the information and finalize the document.

5. CONSENT AGENDA

It was MSC (Elder/Underhill, 5-0) to approve the consent items, 5.a through 5.m, including amended agenda item 5.f.

- a. Revised Department Chairpersons for 2004-2005
Consider approval of the revised list of instructors as department chairpersons for the 2004-2005 academic year.
- b. Curriculum Changes
Consider approval of the curriculum changes that have been recommended by the College Curriculum Committee.
- c. Agreement, Chino Valley Fire
Consider approval of the clinical agreement with Chino Valley Fire for the purpose of contributing to the education for Emergency Medical Technician-Paramedic, Emergency Medical Technician, and other related Allied Health programs for the benefit of students and for community needs.
- d. Agreement, San Bernardino City Fire Department
Consider approval of the clinical agreement with the San Bernardino City Fire Department for the purpose of contributing to the education for Emergency Medical Technician-Paramedic, Emergency Medical

Technician and other related Allied Health programs for the benefit of students and for community needs.

e. Classified Bargaining Unit Appointments, Promotions, and/or Transfers

1) Consider approval of the appointment of the following individuals:

- a) Rocio Chavez, Human Resources Technician, effective December 1, 2004;
- b) Debbie Chesser, Sign Language Services Interpreter (classified special), effective on or after December 15, 2004.

2) Consider approval of the promotion of the following individuals:

- a) Melina Rodriguez, Child Development Center technician from Office Assistant, Child Development Center, effective on or after December 15, 2004.
- b) Diana Sisk, Instructional Assistant II, Writing Center (50%) from Instructional Assistant I, Language Lab (50%), effective December 20, 2004.

3) *Recruitments for senior programmer/software developer and senior systems analyst are currently underway. A recommendation for appointments will be brought to the December 14 Board meeting as an amendment.*

f. Administrative/Management/Confidential Appointments/and Promotion

1) Consider approval of the appointments of the following individuals:

- a) Mary Marble, Director, Admissions & Records, effective January 4, 2005.
- b) Bruce Baron, Vice President, Administrative Services, effective on or after January 10, 2005.

2) *Recruitments for Director of Facilities Construction and Director of Financial Aid are currently underway. Recommendations for appointment will be brought to the December 14 Board meeting as an amendment.*

The superintendent/president has approved the promotion of the following individual and requests board approval:

Sharon Groom, Director, Financial Aid, effective January 3, 2005.

g. Full-Time Academic Personnel/Winter 2004

Consider approval of the teaching and non-teaching staff for assignments as listed for Winter 2004.

h. Temporary Academic

Consider approval of the temporary academic appointments as listed.

Amended Agenda Item 5.f

- i. Academic Ratification of Equivalency Requests
Consider ratification of the equivalency for Child Development as listed on the attachment.
- j. Academic Ratification of Eminence Requests
Consider ratification of the eminence requests as listed on the attachment.
- k. Non-Classified Employees
Consider approval of the non-classified employee appointments as listed.
- l. Board of Trustees Payment Report
Consider approval of the payments as listed (see Exhibit 5.1).
- m. Agreements
Consider ratification of the agreements as detailed below:

| Vendor/Consultant | Service | Amount |
|-------------------|---|-----------------|
| Fors, Alex | Consulting for MIS State Reporting | \$500.00 |
| Bradley, Julie | Consultation for Sign Language Interpreters | \$300.00 |
| TOTAL | | \$800.00 |

ACTION AGENDA

6. BOARD OF TRUSTEES

No items.

7. SUPERINTENDENT/PRESIDENT

7.1 First Reading: Proposed Board Policy No. 7103,

Ethics Statement for Employees

It was MSC (Elder/Underhill, 5-0) to accept for first reading the proposed Board Policy No. 7103, Ethics Statement for Employees.

8. INSTRUCTION

8.1 Agreement, Child Development Services #GPRES-4299

It was MSC (Underhill/Henderson, 5-0) to approve the amended agreement with the California Department of Education for Child Development Services contract #GPRES-4299 for fiscal year 2004-2005. Fiscal Impact: Revenue to the District, \$218,534.

8.2 Agreement, TANF-CDC Grant

It was MSC (Franke/Henderson, 5-0), to approve the agreement with the Foundation for California Community Colleges to receive the grant award of \$20,385 for the 2004-2005 Temporary Assistance for Needy families-Child Development Centers (TANF-CDC) Project. Fiscal Impact: Revenue to the District, \$20,385.

9. STUDENT SERVICES

9.1 Annual Maintenance Agreement Renewal, HP

It was MSC (Underhill/Elder, 5-0) to approve the renewal of the HP maintenance agreement for 24-hour hardware and software support for the district's HP 9000 server, which are mission critical to the operation of the administrative information system (Datatel Colleague). Fiscal Impact: Budgeted item. \$1,671/month, \$20,052 annual.

9.2 Agreement, Strata Information Group (Amended)

It was MSC (Underhill/Elder, 5-0) to approve Amendment No. 2 to the original agreement made on June 10, 2004, with Strata Information Group (SIG), an independent consulting firm, to extend SIG's services through January 31, 2005. Fiscal Impact: One-time dollars available through Board Financial Assistance Program augmentation, no impact on the District budget. The amount of the agreement increased to \$235,735 from \$168,863 (an additional \$66,872 for fiscal year 2004-2005).

9.3 Student Equity Plan

It was MSC (Underhill/Elder, 5-0) to approve the Student Equity Plan. Subsequent to Board approval, the plan will be submitted to the Chancellor's Office. Fiscal Impact: Unknown, but is expected to be minimal. Strategies and goals of the plan will be accomplished primarily through existing campus resources.

10. ADMINISTRATIVE SERVICES

10.1 Agreement, Productive-WRQ Reflections

It was MSC (Elder/Underhill, 5-0) to approve the agreement with Productive-WRQ Reflections for annual maintenance for Reflections PITH NS/TV for the period from December 1, 2004, through November 30, 2005, for a total of 205 users for an amount not to exceed \$9,870. Fiscal Impact: Not to exceed \$9,870.

10.2 Agreement, Constellation NewEnergy

It was MSC (Henderson/Underhill, 5-0) to approve the amended agreement with Constellation NewEnergy to purchase electrical energy, which will extend our current agreement for the period of January 1, 2005, through June 30, 2005. Fiscal Impact: Reduced rates for electricity, guaranteed over the contract period.

10.3 Board Delegated Authority—Signatories

It was MSC (Elder/Underhill, 5-0) to acknowledge the new Vice President, Administrative Services, Bruce Barron, as authorized representative of the Board of Trustees to execute certain documents (as listed on agenda item 10.3) effective January 10, 2005.

11. HUMAN RESOURCES

11.1 Revised Job Description for Director of Child Development Center

It was MSC (Underhill/Elder, 5-0) to approve the revised job description for the director of Child Development Center with placement on the Management Salary Schedule at Range 27. Fiscal Impact: Budgeted.

11.2 Management Meet and Confer Proposal

It was MSC (Elder/Underhill, 5-0) to approve the proposal presented by the management team. Fiscal Impact: \$29,002 for 2004-2005; 2005-2006 and 2006-2007 to be budgeted.

11.3 Designate Additional Board Holiday

It was MSC (Franke/Underhill, 5-0) to approve Wednesday, December 29, 2004, as an additional holiday for classified and management personnel. This change is based upon an agreement with the classified bargaining unit.

12. FOR INFORMATION ONLY

12.1 Monthly Financial Statements

Financial reports are being presented for the period ending October 31, 2004, for the General Fund (01), Debt Service Payment Fund (29), Capital Outlay Projects Fund (71), Child Development Center Fund (72), Student Center Fee Fund (73), Health Trust Fund (75), Insurance Trust Fund (78), Bookstore, Auxiliary Services, and the ASB Fund.

12.2 Administrative/Management/Confidential Resignation

Dr. Leonard Crawford, dean of Student Services, has submitted his resignation effective December 21, 2004. Per board policy 7350, the resignation has been accepted by the superintendent/president.

Dr. Spencer thanked Dr. Crawford for his service to the students and to the college.

12.3 Institutional Self-Study for Reaffirmation of Accreditation 2005 Draft

This is an opportunity for the Board to read and review the Self-Study, which will be submitted to the Board of Trustees for approval on January 11, 2005.

12.4 Classified Memorandum of Understanding

The District and the California School Employees Association, Chapter 584, have reached agreement on the attached Memorandum of Understanding (MOU) concerning a one-year trial period for a 4-day per week, 10-hour per day schedule for the campus police. The MOU is included for the Board's information.

12.5 Administrative Procedure, AP 3910 (ADA – 504/508) Complaint Procedures

Administrative Procedure, AP 3910 (ADA – 504/508) Complaint Procedures, was approved by a unanimous vote in favor on October 19, 2004, by the College Assembly after two readings and is presented to the Board as an information item.

13. ADJOURNMENT

The meeting was adjourned at 9:13 p.m.

Respectfully submitted,
Patricia A. Spencer, Ph.D.
Secretary

APPROVED:

Joe Range, President

Bettye Underhill, Ph.D., Clerk

Date Approved

ADMINISTRATIVE SERVICES

JANUARY 11, 2005

TOPIC: BOARD OF TRUSTEES PAYMENT REPORT

TO THE SUPERINTENDENT/PRESIDENT:

This is of a routine nature.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Board of Trustees Payment Report.

REFERENCE FOR AGENDA: YES

Signed: Louis E. Jellers
Interim Vice President, Administrative Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: R. Buncer
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

INFORMATION ONLY _____

BOARD PAYMENT REPORT
 BOARD OF TRUSTEES MEETING JAN 11, 2005

| | General Fund | Cafeteria | Cap Projects Fund | Child Dev Ctr Fund | Insurance Trust | Debt Repayment |
|-----------------------------|--------------|-----------|-------------------|--------------------|-----------------|----------------|
| BATHC 283 | \$5,143.57 | | | | | |
| BATCH 283A | \$2,048.86 | | | | | |
| BATCH 284 | \$25,739.62 | | | | | |
| BATCH 284A | \$1,950.00 | | | \$242.08 | | |
| BATCH 285 | | | | | | |
| BATCH 286 | \$6,033.65 | | | | | |
| BATCH 286A | \$16,713.00 | | | | | |
| BATCH 287 | | | | \$465.30 | | |
| BATCH 288 VOIDED | | | | | | |
| BATCH 288A | \$2,540.33 | | | | | |
| BATCH 289 | \$431.78 | | | | | |
| BATCH 290 | \$603.28 | | | | | |
| BATCH 291 | \$626.58 | | | | | |
| BATCH 292 | \$240.60 | | | | | |
| BATCH 293 | \$193.05 | | | | | |
| BATCH 294 | \$41,154.73 | | | | | |
| BATCH 295 | \$8,120.10 | | | | | |
| BATCH 295A | \$4,492.00 | | | | | |
| BATCH 296 CONTAINS NO BATCH | | | | | | |
| BATCH 297 | | | | | \$100.00 | |
| BATCH 298 | \$3,322.00 | | | | | |
| BATCH 299 | | | | | | |
| BATCH 300 | \$2,395.39 | | | | | |
| BATCH 301 | \$37,310.00 | | | | | |
| BATCH 302 | \$12,880.51 | | | | | |
| BATCH 302A | \$11,871.50 | | | | | |
| BATCH 303 | \$69.49 | | | | | |
| BATCH 304 CONTAINS NO BATCH | | | | | | |
| BATCH 304A | | | \$37,801.57 | | | |
| BATCH 305 | \$6,804.54 | | | | | |
| BATCH 306 | \$595.00 | | | | | |
| BATCH 307 | \$23,917.71 | | | | | |

BOARD OF TRUSTEES MEETING JAN. 11, 2005

| | General Fund | Cafeteria | Cap Projects Fund | Child Dev Ctr Fund | Insurance Trust | Debt Repayment |
|------------------|--------------|-----------|-------------------|--------------------|-----------------|----------------|
| BATCH 307A | 1464 | | | | | |
| BATCH 308 | \$7,837.22 | | | | | |
| BATCH 308A | \$11,570.09 | | | \$97.59 | | |
| BATCH 309 | | | | | | |
| BATCH 310 | | | \$770.00 | | | |
| BATCH 311 | \$494.80 | | | | | |
| BATCH 312 VOIDED | | | | | | |
| BATCH 312A | \$1,231.71 | | | | | |
| BATCH 313 | \$488.64 | | | | | |
| BATCH 314 | \$2,152.77 | | | | | |
| BATCH 315 VOIDED | | | | | | |
| BATCH 315A | \$1,507.89 | | | | | |
| BATCH 316 | \$1,255.00 | | | | | |
| BATCH 317 | \$58,913.94 | | | | | |
| BATCH 318 VOIDED | | | | | | |
| BATCH 318A | \$3,219.00 | | | | | |
| BATCH 319 | \$3,595.00 | | | | | |
| BATCH 320 | \$4,040.00 | | | | | |
| BATCH 321 VOIDED | | | | | | |
| BATCH 321A | \$4,062.91 | | | | | |
| BATCH 322 | \$5,560.19 | | | | | |
| BATCH 323 | | | | \$338.44 | | |
| BATCH 324 | \$13,877.53 | | | | | |
| BATCH 325 VOIDED | | | | | | |
| BATCH 325A | \$7,597.50 | | | | | |
| BATCH 326 | \$164,832.46 | | | | | |
| BATCH 327 VOIDED | | | | | | |
| BATCH 327A | | | | \$50,000.00 | | |
| BATCH 328 | \$7,445.15 | | | | | |
| BATCH 328A | \$33,401.20 | | | | | |
| TOTALS | \$549,744.29 | | \$38,571.57 | \$51,143.41 | \$208.54 | |

ADMINISTRATIVE SERVICES

JANUARY 11, 2005

TOPIC: BUDGET CALENDAR

TO THE SUPERINTENDENT/PRESIDENT:

The district annually establishes a budget calendar, which lists timelines for the budget development process. This is published and made available to interested parties.

RECOMMENDATION:

It is recommended the Board of Trustees approve the proposed budget calendar for 2005-06 as listed.

REFERENCE FOR AGENDA: YES

Signed: Louis E. Zellers
Interim Vice President, Administrative Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: D. Spencer
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

INFORMATION ONLY _____

23

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT 2005-06 BUDGET CALENDAR

| <u>DATE</u> | <u>DESCRIPTION</u> |
|---|--|
| October 2004 through January 2005 | Budget Resources Identification Committee (BRIC) identifies new district-wide priorities, including faculty and staff hires, and statutory cost increases. Planning for any 2004-05 mid-year cuts if mandated by the Governor |
| January 2005 | Budget calendar submitted for approval by the Board of Trustees |
| January 2005 | BRIC and Cabinet review Governor's January budget, and incorporates into district planning |
| January 2005 | BRIC and Cabinet develop linkages between integrated master planning, program review, and resource allocation processes |
| January 2005 | Budget augmentation or reduction materials, including guidelines, distributed campus-wide by BRIC members to budget account managers, deans, and vice presidents |
| February 2005 | Budget Account Managers work with faculty and staff to identify budget augmentations needed and priorities or reductions |
| February 2005 | All budget augmentation requests or reductions due to deans/vice presidents, as appropriate |
| February 2005 | All budget augmentation requests or reductions are forwarded to vice presidents. Vice presidents provide feedback to Budget Account Managers regarding approved/disapproved budget augmentation needs and priorities or reductions |
| March 2005 | Compilation of augmentation requests and reductions reviewed by the BRIC and President's Cabinet for priority ranking |
| April 2005 | Fiscal Services compiles augmentations and reductions in order to prepare a tentative budget |
| May 3-17, 2005 | Tentative budget submitted to College Assembly for review. College Assembly representatives seek campus input. |
| May 2004 | Tentative budget may be revised based on Governor's May Revise |
| June 14, 2005 | Tentative Budget presented to VVC Board of Trustees. Budget Account Managers are distributed information regarding pooled budgets such as equipment, student workers, and associate instructors |
| September 13, 2005 | Public Hearing/Adoption of 2005-2006 Final Budget |

INSTRUCTION

JANUARY 11, 2005

TOPIC: CURRICULUM CHANGES

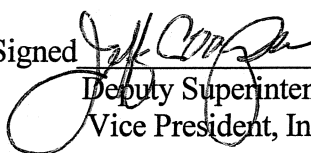
TO THE SUPERINTENDENT/PRESIDENT:

The College Curriculum Committee is meeting on a regular basis to review course changes that have been proposed by the instructional departments. The modifications in existing courses and the proposed new courses that were approved by the committee on December 9, 2004 are listed on the attached sheet.

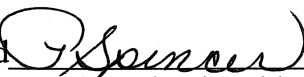
RECOMMENDATION:

It is recommended that the Board of Trustees approve the curriculum changes that have been recommended by the College Curriculum Committee.

REFERENCE FOR AGENDA: YES

Signed  _____
Deputy Superintendent/Executive
Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed  _____
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

2004/2005 CURRICULUM COMMITTEE RECOMMENDATIONS
December 6, 2004 Meeting

| COURSE | TITLE | CHANGE | DEGREE APPROPRIATE | DATE |
|-----------|--|---|--------------------|-----------|
| CHDV 115 | Family Day Care Provider | Course update | Transfer | 12/6/2004 |
| CHDV 132 | Montessori Methods of Education | Course update | Transfer | 12/6/2004 |
| CHDV 239 | Administration of Children's Programs I | Course update | Transfer | 12/6/2004 |
| CHDV 240 | Administration of Children's Programs II | Course update | Transfer | 12/6/2004 |
| CT | Renewable Energy Certificate | Approve new 17.0 unit certificate | | 12/6/2004 |
| CT 142 | Renewable Energy | New course | Transfer | 12/6/2004 |
| CT 143 | Renewable Energy Laboratory | New course | Transfer | 12/6/2004 |
| CT 143 | Renewable Energy Laboratory | Approve prerequisite/co requisite of CT 142 | | 12/6/2004 |
| CTMF | Basic Woodworking Certificate | Approve new 17.0 unit certificate | | 12/6/2004 |
| CTMF 120A | Woodworking Tools and Equipment | New course | Transfer | 12/6/2004 |
| CTMF 120B | Advanced Woodworking Tools and Equipment | New course | Transfer | 12/6/2004 |
| CTMF 120B | Advanced Woodworking Tools and Equipment | Approve prerequisite of CTMF 120A | | 12/6/2004 |
| CTMF 121A | Basic Woodworking | Approve renumbering from CTMF 126A to CTMF 121A | Transfer | 12/6/2004 |
| CTMF 121A | Basic Woodworking | Approve co requisite of CTMF 120A | | 12/6/2004 |
| CTMF 121B | Advanced Woodworking | Approve renumbering from CTMF 126B to CTMF 121B | Transfer | 12/6/2004 |
| | | | | |

2004/2005 CURRICULUM COMMITTEE RECOMMENDATIONS
 December 6, 2004 Meeting

| COURSE | TITLE | CHANGE | DEGREE APPROPRIATE | DATE |
|-----------------|-------------------------------|---|--------------------|-----------|
| CTMF 122A/B/C/D | Advanced Wood Topics | New course | Transfer | 12/6/2004 |
| CTMF 122A/B/C/D | Advanced Wood Topics | Approve prerequisite of CTMF 121A | | 12/6/2004 |
| CTMF 129A | Woodturning | Approve co requisite of CTMF 120A | | 12/6/2004 |
| CTMF 129B | Advanced Woodturning | New course | Transfer | 12/6/2004 |
| CTMF 129B | Advanced Woodturning | Approve prerequisite of CTMF 129A | | 12/6/2004 |
| GRAD REQ | Construction Technology Major | Add list of Construction Technology core classes that must be taken in order to receive an Associate Degree in Construction Technology. | | 12/6/2004 |

HUMAN RESOURCES

JANUARY 11, 2005

TOPIC: CLASSIFIED BARGAINING UNIT APPOINTMENTS, PROMOTIONS, AND/OR TRANSFERS

TO: THE BOARD OF TRUSTEES

1. The superintendent/president has approved the appointment of the following individual and requests board approval:

A. Robert Lee, Senior Systems Analyst, effective on or after January 12, 2005.

2. Recruitment for Senior Programmer/Software Developer is currently underway. A recommendation for appointment will be brought to the January 11 board meeting as an amendment.

Fiscal Impact: Budgeted Item

RECOMMENDATION:

It is recommended that the board approve the appointment and promotion listed.

REFERENCE FOR AGENDA: NO

Signed [Signature]
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

HUMAN RESOURCES

JANUARY 11, 2005

TOPIC: NON-CLASSIFIED EMPLOYEES

TO THE BOARD OF TRUSTEES:

The persons recommended for employment who are listed on the attached referenced sheets have been designated to perform specified job duties consistent with the provisions of Education Code § 88003.

Fiscal impact: Budgeted

RECOMMENDATION:

It is recommended that the board approve the appointments as listed.

REFERENCE FOR AGENDA: Yes

Signed [Signature]
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

NON-CLASSIFIED EMPLOYEES

January 11, 2005

| NAME | REQUESTED DATES OF EMPLOYMENT | POSITION/DEPT |
|--|-------------------------------------|------------------------------|
| <u>Student Workers Federal/State Work Study/Work Experience</u> | | |
| Alvarez, Jenny I | 01/12/05-02/10/05 | SW-FWS-Rambassador |
| Alvarez, Jenny I | 02/11/05-06/30/05 | SW-FWS-Rambassador |
| Anderson, Dana | 02/11/05-06/30/05 | SW-FWS-Academic Comm. |
| Baker, John W | 02/11/05-06/30/05 | SW-FWS-Library |
| Barahona, Maria | 01/12/05-02/10/05 | SW-EOPS-ESL |
| Barahona, Maria | 02/14/05-06/30/05 | SW-EOPS-ESL |
| Barnett, Lawrence | 02/11/05-06/30/05 | SW-FWS-DSPS |
| Biggs, Linda D | 02/11/05-06/30/05 | SW-FWS-Rambassador |
| Boonyadit, Surapongse | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Briseno, Maria | 02/11/05-06/30/05 | SW-FWS-DSPS |
| Cantafio, Virginia A | 02/11/05-06/30/05 | SW-FWS/CalWorks-CDC |
| Carr, Teriko | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Cordromp, Kristen | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Enriquez, Sean P | 02/11/05-06/30/05 | SW-FWS-Auxiliary Services |
| Fontaine, Keisha | 01/12/05-06/30/05 | SW-FWS-Off Campus |
| Garcia, Anabel | 02/11/05-06/30/05 | SW-FWS-Desert Rock |
| Garcia, Norma I | 02/11/05-06/30/05 | SW-FWS-IMS |
| Garcia Jr., Aurelio | 02/11/05-06/30/05 | SW-FWS-Admissions & Records |
| Garrett, Debbie K | 02/11/05-06/30/05 | SW-FWS-Academic Programs |
| Gatewood, Demetrius L | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Green, Frederick | 02/11/05-06/30/05 | SW-FWS-DSPS |
| Grubb, Brian | 02/11/05-06/30/05 | SW-FWS-Library |
| Gutierrez, Malisa | 02/11/05-06/30/05 | SW-FWS-CDC |
| Gutierrez, Michael D. | 02/11/05-06/30/05 | SW-FWS-CDC |
| Hong, Monique | 02/11/05-06/30/05 | SW-FWS-DSPS |
| Jones, Kya | 01/12/05-06/30/05 | SW-FWS-Off Campus |
| Jones, Sherry R | 01/12/05-02/10/05 | SW-FWS-Cooperative Education |
| Jones, Sherry R | 02/11/05-06/30/05 | SW-FWS-Co-op/ Humanities |
| Larsen, Mary A | 02/11/05-06/30/05 | SW-FWS-CDC |
| Lockett, Charmaine L | 01/12/05-02/10/05 | SW-FWS-President's Office |
| Lopez, Jamie M. | 02/11/05-06/30/05 | SW-FWS-CDC |
| Maciel, Denise | 02/11/05-06/30/05 | SW-FWS-DSPS |
| Martinez, Sandra | 02/11/05-06/30/05 | SW-FWS-DSPS |
| Maylath, Lidia | 01/12/05-02/10/05 | SW-EOPS Student Assistant |
| Maylath, Lidia | 02/14/05-06/30/05 | SW-EOPS Student Assistant |
| Miro, Edward T | 01/12/05-02/10/05 | SW-FWS-Athletics |

NON-CLASSIFIED EMPLOYEES

January 11, 2005

| NAME | REQUESTED DATES OF EMPLOYMENT | POSITION/DEPT |
|-------------------------------|-------------------------------------|------------------------------------|
| Miro, Edward T | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Rodriguez, Andrea | 02/11/05-06/30/05 | SW-FWS-CIDG |
| Sahagun-Molina, Noemi | 02/11/05-06/30/05 | SW-FWS-Biology |
| Searight, Jaime L | 01/12/05-02/10/05 | SW-FWS-Rambassador |
| Searight, Jaime L | 02/11/05-06/30/05 | SW-FWS-Rambassador |
| Toftner, Nolan C | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Torres, Alicia M | 01/12/05-02/10/05 | SW-FWS-PE |
| Turner, Jody K | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Venard, Shannon L | 02/11/05-06/30/05 | SW-FWS-Library |
| Wenger, Amber L | 02/11/05-06/30/05 | SW-FWS-Admission and Records |
| Williams Jr., Clyde | 02/11/05-06/30/05 | SW-FWS-Athletics |
| Young, Jennifer | 01/12/05-02/10/05 | SW-EOPS Student Assistant |
| Young, Jennifer | 02/14/05-06/30/05 | SW-EOPS Student Assistant |
| Zapien, Nancy | 01/12/05-02/10/05 | SW-FWS-Admission and Records |
| Zapien, Nancy | 02/11/05-06/30/05 | SW-FWS-Admission and Records |
| | | |
| <u>Student Workers</u> | | |
| Abunaya, Maysaa | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Acklin, Matrice | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Blomker, Terri | 02/14/05-06/11/05 | SW-Tutor-AGNR |
| Casady, Dawn | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Chui, Yeung S | 01/12/05-02/10/05 | SW-Tutor-SI/T |
| Cook, Paul G | 02/14/05-06/11/05 | SW-Tutor-AGNR |
| Crawford, Shauna | 01/12/05-02/11/05 | SW-Tutor-Biology |
| Cummings, Michael J | 02/14/05-06/10/05 | SW-Tutor IV- SI/T |
| Farmer, Jessica | 02/14/05-06/30/05 | SW-Tutor-Chemistry |
| Hanaoka, Janeen | 01/12/05-02/10/05 | SW-Tutor IV-SSS |
| Hanaoka, Janeen | 02/14/05-06/30/05 | SW-Tutor IV-SSS |
| Hendrix, Fredrick | 02/14/05-06/30/05 | SW-Tutor I-SSS |
| Houser, Preston | 01/12/05-02/10/05 | SW-Tutor-Restaurant Mgmt. |
| Houser, Preston | 02/14/05-06/30/05 | SW-Tutor-Restaurant Mgmt. |
| Hundric, Kevin | 01/12/05-02/10/05 | SW-Tutor-Restaurant Mgmt. |
| Hundric, Kevin | 02/14/05-06/30/05 | SW-Tutor-Restaurant Mgmt. |
| Jefferson, Ryan | 02/14/05-06/30/05 | SW-Student Other-Bookstore |
| Jones, Melissa | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Klusmann, Donna | 02/15/05-06/30/05 | SW-Student Clerical-Vocational Ed. |
| Leduc, Samantha | 01/12/05-2/10/05 | SW-Tutor-Writing Center |

NON-CLASSIFIED EMPLOYEES

January 11, 2005

| NAME | REQUESTED DATES OF EMPLOYMENT | POSITION/DEPT |
|-----------------------|-------------------------------------|-----------------------------------|
| Lewis, Lindsey | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Lynd, Laura | 02/14/05-06/10/05 | SW-Student Other-CDC |
| May, Bunda | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Miller, Lora | 01/12/05-02/10/05 | SW-Tutor II-SSS |
| Miller, Lora | 02/14/05-06/30/05 | SW-Tutor II-SSS |
| Mitchell, Cameron | 02/14/05-06/30/05 | SW-Tutor-CIDG |
| Montes, Cindy | 02/14/05-06/30/05 | SW-Tutor-Chemistry |
| Moyer, Chelsey | 02/14/05-06/30/05 | SW-Tutor-CIDG |
| Nissen, Jeremy | 01/12/05-02/10/05 | SW-Student Other-MIS |
| Nissen, Jeremy | 02/14/05-06/10/05 | SW-Student Other-MIS |
| Olney, Maxine | 02/14/05-06/30/05 | SW-Tutor-Biology |
| Pickett, Charlene | 01/12/05-02/10/05 | SW-Tutor-Restaurant Mgmt. |
| Pickett, Charlene | 02/14/05-06/30/05 | SW-Tutor-Restaurant Mgmt. |
| Potter, Steve | 02/14/05-06/30/05 | SW-Tutor-Chemistry |
| Riazati Kesheh, Payam | 01/12/05-02/10/05 | SW-Tutor-SI/T |
| Riazati Kesheh, Payam | 01/12/05-02/10/05 | SW-Tutor III-SSS |
| Riazati Kesheh, Payam | 02/14/05-06/30/05 | SW-Tutor IV-SSS |
| Rodriguez, Marta | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Salgado, Rose Marie | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Schwable, Evalina | 02/14/05-06/10/05 | SW-Student Other-CDC |
| Steen, Shari | 03/07/05-06/10/05 | SW-Student Other-Bookstore |
| Steffe, Nicole | 02/14/05-06/30/05 | SW-Tutor-Chemistry |
| Stokes, Jennifer | 02/14/05-06/30/05 | SW-Student Other-CDC |
| Sullivan, Melissa | 02/14/05-06/30/05 | SW-Student Other-CDC |
| Talley, Amanda | 01/12/05-02/10/05 | SW-Tutor IV-SSS |
| Talley, Amanda | 02/14/05-06/30/05 | SW-Tutor IV-SSS |
| Taniguchi, Anna | 02/14/05-06/10/05 | SW-Student Other-Auxiliary Srvcs. |
| Willingham, George | 01/12/05-02/10/05 | SW-Tutor IV-SSS |
| Willingham, George | 02/14/05-06/30/05 | SW-Tutor IV-SSS |
| Wright, Krista | 02/14/05-06/10/05 | SW-Student Other-Auxiliary Srvcs. |
| Yeung, Siu Chui | 02/14/05-06/10/05 | SW-Tutor II-SI/T |

Limited-Term Workers

| | | |
|-------------------|-------------------|-----------------------------|
| Bohnsak, Kaylin | 02/07/05-03/04/05 | Bookstore Stocker-Bookstore |
| Bohnsak, Brittney | 02/07/05-03/07/05 | Bookstore Stocker-Bookstore |
| Barcelos, Megan | 01/12/05-02/10/05 | Life Drawing Model-Art |

NON-CLASSIFIED EMPLOYEES

January 11, 2005

| NAME | REQUESTED DATES OF EMPLOYMENT | POSITION/DEPT |
|------------------------------------|--|-----------------------------------|
| Crutsinger, Nick | 01/12/05-02/10/05 | Life Drawing Model-Art |
| Gardner, Sydney M. | 01/12/05-02/10/05 | Life Drawing Model-Art |
| Gutierrez, David | 02/07/05-03/04/05 | Bookstore Stocker-Bookstore |
| Hussing, Cathy | 01/12/05-03-04/05 | Office Worker/Bursar |
| Inzunza, Lizbeth | 02/07/05-03/04/05 | Bookstore Stocker-Bookstore |
| Lanceta, Melissa | 02/07/05-03/04/05 | Bookstore Cashier-Bookstore |
| Loux, Jenna M. | 02/07/05-03/04/05 | Bookstore Cashier-Bookstore |
| Mata, Edmund | 02/07/05-03/04/05 | Bookstore Stocker-Bookstore |
| Matsuoka, Justin | 02/07/05-03/04/05 | Bookstore Stocker-Bookstore |
| Morales, Valerie | 12/15/04-02/18/05 | Office Worker-Admissions |
| Opie, Leah | 02/07/05-03/04/05 | Bookstore Stocker-Bookstore |
| Steen, Shari | 02/07/05-03/04/05 | Bookstore Stocker-Bookstore |
| White, Christia | 01/03/05-02/10/05 | Community Svc-Fee Base |
| White, Christia | 02/15/05-06/16/05 | Community Svc-Fee Base |
| | | |
| <u>Professional Experts</u> | | |
| Russell, Maria L. | 01/12/05-06/30/05 | PE-Natural Resources-Mojave Proj. |
| | | |
| <u>Substitute</u> | | |
| Favela, Maria | 01/12/05-06/30/05 | Sub-Food Service Specialist-CDC |
| Foland, Christopher | 01/31/05-06/30/05 | Sub-Grounds-Maintenance |
| Lopez, Jamie | 01/12/05-03/09/05 | Sub-CDC Office Assistant-CDC |
| Powers, Luke | 12/15/04-003/30/05 | Sub-Admin Secretary I |

HUMAN RESOURCES

JANUARY 11, 2005

TOPIC: ADMINISTRATIVE/MANAGEMENT/CONFIDENTIAL APPOINTMENTS

TO THE BOARD OF TRUSTEES:

1. Recruitment for the position of interim dean of Student Services is currently underway. Recommendations for appointment will be brought to the January 11 board meeting as an amendment.
2. Recruitment for the position of Director of Facilities Construction is currently underway. Recommendations for appointment will be brought to the January 11 board meeting as an amendment.

Fiscal Impact: Budgeted Item

RECOMMENDATION:

It is recommended that the board approve the appointments as listed.

REFERENCE FOR AGENDA: NO

Signed William H. ...
 Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
 Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

HUMAN RESOURCES

JANUARY 11, 2005

TOPIC: TEMPORARY ACADEMIC

TO THE BOARD OF TRUSTEES:

The persons listed on the attached reference sheet have been designated to perform the duties indicated.

Fiscal Impact: Budgeted Item

RECOMMENDATION:

It is recommended that the board approve the appointments as listed.

REFERENCE FOR AGENDA: YES

Signed [Signature]
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

TEMPORARY ACADEMIC

JANUARY 11, 2005

FALL 2004

| | |
|--------------------|---|
| Coultas, Steven | Special Assign: BAR Update 2005 course |
| Hendrickson, Brian | Special Assign: Temporary EMT Program Coordinator |
| Rutledge, Rita | Special Assign: Foster Care Kinship Education Coordinator |

WINTER SESSION 2005

| | |
|----------------------|---|
| Box, Jeff | Physical Education |
| Britt, Rebecca | Sociology |
| Cass, Kelsey | History |
| Corelli, Matt | Paramedic |
| Morgan, Stephen | Physical Education |
| Parks, Danielle | Special Assign: Contract Education-DCB |
| Poppleau, Hans | Sociology |
| Saenz, Albert | Sociology |
| Sullivan, Jacqueline | Physical Education |
| Summerford, Cathleen | Physical Education |
| Sutton, Fred | Special Assign: Head Coach-Men's Varsity Golf |
| Thompson, Don | History |
| Tucker, John | Physical Education |
| White, Stephanie | Physical Education |

SPRING 2005

| | |
|-------------------|---|
| Bean, Pat | Respiratory Therapy |
| Berg, Roger | Respiratory Therapy |
| Byrne, Andrew | Respiratory Therapy |
| Callahan, Deanna | Respiratory Therapy |
| Carey, Alisa | Respiratory Therapy |
| Cegielski, Sandee | Respiratory Therapy |
| Chastain, Anthony | Respiratory Therapy |
| Corelli, Matt | Allied Health-EMT-Paramedic |
| Doyle, John | Allied Health |
| Gordan, Dana | Business Real Estate |
| Hendrikson, Brian | Special Assign: Temporary EMT Program Coordinator |
| Kato, Kimberly | Biology |
| Lepore, Jacquelyn | English |
| Modlin, Jerry | Allied Health-EMT |
| Muchmore, Darin | Allied Health-EMT |
| Norton, Debra | Respiratory Therapy |
| Oleson, Dave | Allied Health-Paramedic |
| Peterson, Ute | Respiratory Therapy |
| Rankin, Tim | Allied Health-EMT |
| Richling, Josh | Allied Health-EMT |

SPRING 2005

Rutledge, Rita
Smith, Kim
Soria, Marty
Taylor, Thomas
Thompson, Daniel
Villoria, Don
Zamora, Ezequiel

Special Assign: FCKE Coordinator
Respiratory Therapy
Respiratory Therapy
Respiratory Therapy
Automotive
Allied Health-EMT
Special Assign: Radio Mexico

SPRING 2005

| | |
|-----------------------|-------------------------|
| Ausmus, Kenny | Chemistry |
| Bandibanga, Maurice | Math |
| Berseth, William | Math |
| Brown, William | PE |
| Bunn, Dale | PE |
| Castro, Emma | Biology |
| Cotton, Sarah | Biology |
| Crowl-Rosado, Cecilia | Adult PE |
| Droege, Kristin | Child Development |
| Drus, Gail | Biology |
| Dudgeon, William | PE |
| Dungca, Marilou | Math |
| Dunn, Rosie | Child Development |
| Elder, Gary | Biology |
| Farber, Lee | Math |
| Fink, Ed | Math |
| Franko, Karla | PE Dance |
| Grossman, Walter | Physical Science |
| Gummo, Thomas | Chemistry |
| Helms, Nancy | PE Dance |
| Hinrichsen, Dane | Math |
| Hodkin, Roger | Math |
| Holstrom, Geoffrey | Math & Physical Science |
| Jenkins, Theodore | Math |
| Johnson, Kelley | Child Development |
| Kato, Kimberly | Biology |
| Kaucher, John | Math |
| Knosp, Linda | Adult PE |
| Lewallen, Willard | PE |
| Lowe, Barbara | Physical Science |
| Macaulay, Lorraine | Child Development |
| Marquez, John | PE |
| McGhee, Bruce | PE |
| Meyer, David | Physical Science |
| Mobley, Ernest | PE/Adult PE |
| Nelson, Don | PE |
| Nguyen, Huan | Math |
| Porter, Corwin | Biology |
| Qumsiya, John | Math |
| Ramirez, Robert | Math |
| Romero, Carolina | Child Development |
| Schrieber, Jessica | Biology |
| Seifert, Phyllis | Child Development |
| Shibalovich, Paul | Math |
| Shrake, Alan | Physical Science |

SPRING 2005

| | |
|----------------------|-------------------|
| Smith, Benjamin | PE |
| Sullivan, Jacqueline | PE |
| Summerford, Cathleen | PE |
| Syed, Moinuddin | Math |
| Talley, Rebecca | PE |
| Uppala, Gurunatha | Math |
| Vegna, Paul | Math |
| Vidana-Barda, Kevin | PE |
| Wadagnolo, Julia | Adult Lit |
| White, Jerilyn | Child Development |
| White, Stephanie | PE |

HUMANITIES, ARTS & SOCIAL SCIENCESSPRING 2005

| | |
|----------------------|---------------------|
| Allbee, Karen | Speech |
| Arnold, Jean | English |
| Ayto, April | Library |
| Bachofner, Carol | English |
| Bissell, Douglas | History |
| Blackwood, George | English |
| Bosworth, Brian | Art |
| Bozonelos, Dino | Political Science |
| Britt, Rebecca | Sociology |
| Bruins, Berend | Political Science |
| Burne, Kevin | English |
| Burns, Eric (James) | English/Speech |
| Carlson, Brian | Psychology |
| Cass, Kelsey | History |
| Chesser, Deborah | Speech |
| Christian, Nancy | Theatre Arts |
| Copeland, James | History |
| Corey, Judy | Religious Studies |
| Cox, Veronica | English |
| Cummins, Megan | History |
| Delagarrigue, Edmund | Sociology |
| Densmore, Shannon | English |
| Draper, Lowell | English |
| Edmundson, Larry | Speech |
| Elgin, Fran | Library |
| Elsmore, Cheryl | English |
| Ereksen, Christa | Psychology |
| Foy, David | Political Science |
| Frangelica, Valery | English |
| French, Julie | English |
| Garza-Laird, Marta | Spanish |
| Gersten, Elizabeth | Psychology |
| Gildard, Allen | Theatre Arts |
| Gill, Amy | Psychology |
| Gold, Freddi | Speech |
| Grisham, Kevin | Political Science |
| Harris, Keith | Psychology |
| Harris, T. Lee | Theatre Arts |
| Hartmann, Dennis | Library |
| Holmes, Thomas | ESL |
| Holtzendorff, Dave | Political Science |
| Hoyle, Ilse | Foreign Lang/German |
| Janovich, Janelle | Music |

HUMANITIES, ARTS & SOCIAL SCIENCESSPRING 2005

| | |
|---------------------|----------------------|
| Johns, Meredith | Speech |
| Johnson, Robert | Psychology |
| Johnson, Terry | English |
| Johnston, Benjamin | Psychology |
| Kelsey, Neal | Religious Studies |
| Kennedy, Lisa | Psychology |
| Kerr (Fealy), Irina | ESL |
| Kirk, Erin | Music |
| Krasney, Kelly | Psychology |
| Lepore, Jacquelyn | English |
| Lindley, James | Political Science |
| Linstrom, Traci | Music |
| Lux, Judy | Sociology |
| Lyman, E. (Leo) | History |
| Macias, Eugenia | ESL |
| Malan, Linda | Sociology/Anthro Lab |
| Mann, Alan | Psychology |
| Manning, Kimberly | English |
| Marin, Steven | Political Science |
| McGuire, Lauren | English |
| McGuire, Mary | Foreign Lang/French |
| Mello, Michael | English |
| Melsh, Robert | Political Science |
| Minasian, Linda | Music |
| Muhs, James | Art |
| Myers, Michael | Philosophy |
| Ni, Huiliang | Philosophy |
| Niehus, Gerald | English |
| Norris, Windy | Speech |
| O'Brien, David | Foreign Lang/Spanish |
| O'Neil, L. Thomas | Religious Studies |
| Parks, Danielle | Speech |
| Pastrana, Nancy | Foreign Lang/Spanish |
| Peavy, Don | Religious Studies |
| Peterson, Jean | English |
| Pfeffer, Judith | English/Journalism |
| Piercy, Christopher | Political Science |
| Poepplau, Hans | Sociology |
| Pridmore, Craig | Music |
| Quarles, Julian | English |
| Quiring, John | Philosophy |
| Rajala, Dyanna | English |
| Ramal, Randy | Philosophy |

HUMANITIES, ARTS & SOCIAL SCIENCESSPRING 2005

| | |
|-------------------------|----------------------|
| Reid, John | Art/Photo |
| Rhoads, Laurel | Art |
| Riddell, Linda | English |
| Romano, Marc | Art |
| Ruane, Catherine | Art |
| Saenz, Albert | Sociology |
| Samaniego, Demetrio | Foreign Lang/Spanish |
| Scissel, Carol | Psychology |
| Serrano, Nila | Foreign Lang/Spanish |
| Shefchik, Michael | English |
| Shellcroft, Theresa | Art |
| Sikoff, Jeanne | English |
| Snow, Nancy | English |
| Sternfeld, Barbara | Music |
| Stevens-Ouniche-Jamalia | ESL/Non-Credit |
| Sumner, Richard | Music |
| Teal, Carmen | Art |
| Telgenhoff, Pamela | Music |
| Thompson, Donald | History |
| Tsai, Shang-Ying | Music |
| Tufano, Andy | Speech |
| Vance, Deborah | English |
| Vander Meiden, Sharon | Art |
| Vargascorona, Otilia | Foreign Lang/Spanish |
| Wehrle, John | Philosophy |
| Willborn, Norris | English |
| Williams, Marianne | English/Library |
| Winn, Odette | Foreign Lang/French |
| Wilson, Beverly | ESL |
| Wolcott, Bruce | English |

Spring 2005

| | |
|--------------------|---------------------|
| Abdalla, Dave | Automotive |
| Adams, Pat | Adult Ed-Home Ec |
| Alanis, R | Admin of Justice |
| Anderson, Randy | Bus Admin |
| Anderson, Sharon | BET |
| Atkinson, Brian | CIS |
| Austin, Yolanda | Clinical Nursing |
| Badders, Sheri | Clinical Nursing |
| Beam, Pat | Respiratory Therapy |
| Beltran, Edwin | Clinical Nursing |
| Berg, Roger | Respiratory Therapy |
| Bertrand, Ben | Electronics |
| Biewend, Susan | Clinical Nursing |
| Bishop, Art | Fire Technology |
| Bolesworth, Dave | Fire Technology |
| Bonato, Marty | Respiratory Therapy |
| Brand, Bradley | Automotive |
| Byrne, Andrew | Respiratory Therapy |
| Buckles, Brandall | Rest Mgmt |
| Burchfield, Thomas | Construction Tech |
| Bush, Gary | Fire Techn |
| Callahan, Deanna | Respiratory Therapy |
| Carey, Alisa | Respiratory Therapy |
| Cashion, Joe | Automotive |
| Castagnola, Steve | Fire Tech |
| Castellano, Mike | CIS |
| Cegelski, Sandee | Respiratory Therapy |
| Chastain, Anthony | Respiratory Therapy |
| Chouehne, Irma | Clinical Nursing |
| Cindy Martinez | Clinical Nursing |
| Cleary, Linda | Clinical Nursing |
| Coon, Greg | Fire Tech |
| Corelli, Matt | Allied Health |
| Coultas, Steve | Automotive |
| Cross, Doug | CIDG |
| Croteau, Debbra | Clinical Nursing |
| Crowley, Kevin | BET |
| Currie, John | Clinical Nursing |
| D Cruz, Margeurite | Business Admin |
| Darin Muchmore | Allied Health |
| Dave Oleson | Allied Health |
| Davis, Richard | Fire Tech |
| Dawson, Jeanne | Clinical Nursing |
| Delagaza, Toni | Adult Ed- Home Ec |
| Dennison, Wesley | CIS |

Spring 2005

| | |
|----------------------|----------------------|
| Dickover, Dean | Fire Tech |
| Do, Eileen | CIS |
| Fahnestock, Peter | Agriculture |
| Fonvergne, Kelli | Clinical Nursing |
| Frederiksen, Mary | Clinical Nursing |
| Gagne, Irene | Adult Ed-Home Ed |
| Gardner, Chase | Respiratory Therapy |
| Gonthier, Hugh | Admin of Justice |
| Gordon, Dana | Business Real Estate |
| Greco, John | Admin of Justice |
| Hagin-Wales, Kathryn | Clinical Nursing |
| Haas, Mike | Admin of Justice |
| Harriman, Darrell | Electronics |
| Hom, Stephanie | Clinical Nursing |
| Hooper, Ray | Admin of Justice |
| Hoppes, Joanne | BET |
| Howard, Pat | Fire Tech |
| Huiner, Bev | BET |
| Indermuehle, Denise | Clinical Nursing |
| Jacobs, Paul | Business Real Estate |
| James, Curtis | Agriculture |
| Johnston, Benn | Admin of Justice |
| Jordan, Julie | Clinical Nursing |
| Jung, Andreas | Electronics |
| Kent, Tovia | Automotive |
| Knapp, Charles | Fire Tech |
| Knosp, Linda | Adult Ed- Home Ec |
| Lexion, April | BET |
| Lindley, James | Economics |
| Lipschultz, Patricia | Clinical Nursing |
| Long, Gary | Fire Tech |
| Longoria, Renate | Clinical Nursing |
| Lough, Margie | BET |
| MacDonald, John | Fire Tech |
| Mansfield, Bill | Admin of Justice |
| Marcucci, Barbara | BET |
| Martinez, Chris | Fire Tech |
| Mathis, Dave | Fire Tech |
| Mc Call, Chuck | Automotive |
| McCoy, Vincent | Business Admin |
| McKinley, Kay | Clinical Nursing |
| McNack, Rosetta | Allied Health |
| Mertens, Donna | Business Admin |
| Modlin, Jerry | Allied Health |
| Montgomery, | Allied Health |

Spring 2005

| | |
|---------------------|--------------------------------|
| Muchmore, Darin | Allied Health |
| Munroe, Joann | Clinical Nursing |
| Murphy, Terrance | Fire Tech |
| Nadreau, Paul | Fire Tech |
| Nagel, Korey | CIDG |
| Nailon, Jason | Fire Tech |
| Nelson, Doug | Fire Tech |
| Norton, Debra | Respiratory Therapy |
| Olson, Dave | Allied Health |
| Osburn, Bruce | Automotive |
| Palumbo, Dave | Agriculture |
| Patchell, Anna | BET |
| Peak, Gloria | Clinical Nursing |
| Penfold, Duane | Agriculture |
| Peterson, Debbie | Rest Mgmt |
| Peterson, Ute | Respiratory Therapy |
| Priber, Dale | Fire Tech |
| Punter, Ann | Admin of Justice |
| Rameriz, Dan | Business Admin |
| Randolph, Curtis | Construction Tech |
| Rankin, Tim | Allied Health |
| Ray, Kay | Admin of Justice |
| Rennie, Albert | Clinical Nursing |
| Repucci, Ed | Admin of Justice |
| Richling, Josh | Allied Health |
| Riggs, Sheri Ann | Clinical Nursing |
| Rivera, Sylvia | Clinical Nursing |
| Robbins, Blake | Construction Tech |
| Roberts, John | Construction Tech |
| Rosander, George | Electronics |
| Salyards, Maryann | Agriculture |
| Sanders, Lani | Adult Ed- Home Ec |
| Schreihans, Cynthia | Business Admin |
| Scott, Maggie | Allied Health |
| Seagondollar, Troy | Clinical Nursing |
| Serrano, Jason | Fire Tech |
| Selters, Carolan | Allied Health |
| Shane, Larry | Agriculture |
| Sherrier, Thomas | Automotive |
| Shroyer, Lois | BET |
| Sirkegian, Robinson | Automotive |
| Smith, Ed | Fire Tech |
| Smith, Kim | Respiratory Therapy |
| Smith, Sheila | Clinical Nursing |
| Sorensen, R | Construction Tech-Public Works |

Spring 2005

| | |
|-------------------|---------------------|
| Soria, Marty | Respiratory Therapy |
| Speakman, Jeanine | Clinical Nursing |
| Stafford, Mike | Automotive |
| Steinback, David | Automotive |
| Stephens, Hank | Construction Tech |
| Stewart, Glen | Fire Tech |
| Strom, Margaret | Business Admin |
| Swan, Ed | Welding |
| Sweet Joyce | Construction Tech |
| Taylor, Thomas | Respiratory Therapy |
| Teel, Debbie | BET |
| Thomas, Jack | Admin of Justice |
| Thompson, Dan | Automotive |
| Toombs, Mike | Construction Tech |
| Wells, Bob | Admin of Justice |
| VanOver, Robert | Welding |
| Viloria, Donny | Allied Health |
| Visser, Mike | Admin of Justice |
| Warnock, Mike | Automotive |
| White, Bill | Allied Health |
| Williams, Brett | Admin of Justice |
| Winters, Jay | Automotive |
| Wolf, Jane | Agriculture |
| Zuccaro, Joe | Fire Tech |

HUMAN RESOURCES

JANUARY 11, 2005

TOPIC: ACADEMIC RATIFICATION OF EQUIVALENCY REQUESTS

TO THE BOARD OF TRUSTEES:

The equivalencies listed on the attached reference have been approved by the appropriate department, division dean, and Academic Senate for the discipline indicated. Henceforth, the equivalencies will apply to each candidate for said discipline.

Fiscal impact: none

RECOMMENDATION:

It is recommended that the board ratify the equivalencies as listed on the attachment.

REFERENCE FOR AGENDA: YES

Signed William J. Quinn
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed Robence
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

EQUIVALENCY REQUESTS

JANUARY 11, 2005

SUBJECT

EQUIVALENCY

ESL

Meets equivalent qualifications of Item 9D of the equivalency policy: bachelor's degree in English with 24 units in linguistics, plus 18.66 semester units of graduate level course work towards M.A. with TESL emphasis, and 2 years teaching experience in ESL is equivalent to a master's degree in ESL.

BOARD OF TRUSTEES

JANUARY 11, 2005

TOPIC: CCCT BOARD NOMINATIONS – 2005

TO THE BOARD OF TRUSTEES:

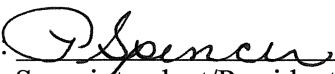
From January 1 through February 15, 2005, nominations for membership on the California Community College Trustees (CCCT) board will be accepted by the Community College League of California (CCLC) office. The CCCT board meets five times a year and serves a major role within the League. In addition, the CCCT board meets twice a year with the Board of Governors of the California Community Colleges.

Only one trustee per district may serve on the board. Each nominee must be a local community college district trustee, other than the student trustee, and must have consented to be nominated. Election of members of the CCCT board will take place between March 10 and April 25, 2005. Newly elected members of the CCCT board will assume their responsibilities following the May 1, 2005, annual conference.

RECOMMENDATION:

It is recommended that the Board discuss and nominate a member of the Board of Trustees for the CCCT board election.

REFERENCE FOR AGENDA: YES

Signed: 
Superintendent/President

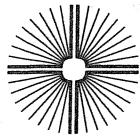
ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY _____



COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

Date: December 1, 2004
To: California Community College Trustees
California Community College Chancellors/Superintendents
From: David Viar
Subject: CCCT Board Election - 2005

The California Community College Trustees (CCCT) board serves a major role within the Community College League of California. Meeting five times a year, the twenty-one member board provides leadership and direction to ensure a strong voice for locally elected governing board members. In addition, the board meets twice a year with the Board of Governors of the California Community Colleges.

From January 1 through February 15, nominations for membership on the CCCT board will be accepted in the League office. Nominations are to be made by a member district board of trustees; and each district may nominate only members of its board.

Each nominee must be a local community college district trustee, other than the student trustee, and must have consented to be nominated. Only one trustee per district may serve on the board.

An official Biographical Sketch Form and Statement of Candidacy **must** accompany the Nominating Ballot mailed to the League office, and please use only these forms. Nomination materials should be sent by certified mail – return receipt requested. Faxed materials will **not** be accepted due to the quality of transmission.

The election of members of the CCCT board will take place between March 10 and April 25. Each member district board of trustees will have one vote for each vacancy on the CCCT board. Ten persons will be elected to the board this year. Seven incumbents are eligible to run for re-election. The Ten candidates who receive the most votes will serve two year terms. Election results will be announced May 1. The newly elected members of the board will assume their responsibilities at the conclusion of the annual conference, May 1.

If you have any questions about the CCCT board election process, please call the League office.

DLV/ja

Attachments: (mailed only to CCC Chancellors/Superintendents)

Official Nominating Ballot
Official Biographical Sketch Form
Official Statement of Candidacy
CCCT Board Terms of Office
CCCT Board Roster



CCCT BOARD
NOMINATION FORM

Must be returned to the League office **postmarked no later than February 15**, along with the statement of candidacy and biographic sketch form. **Faxed material will not be accepted.**

Community College League of California
2017 "O" Street
Sacramento, CA 95814

The governing board of the Victor Valley Community
College District nominates _____ to be a
candidate for the CCCT Board.

This nominee is a member of the Victor Valley Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.

Signature of Clerk or Secretary of Governing Board

SUPERINTENDENT/PRESIDENT

JANUARY 11, 2005

TOPIC: SECOND READING, PROPOSED BOARD POLICY NO. 7103
ETHICS STATEMENT FOR EMPLOYEES

TO THE BOARD OF TRUSTEES:

The College Assembly accepted for first reading the Ethics Statement for Employees at its October 19, 2004, meeting by unanimous vote. After a second reading at its November 2, 2004, meeting, the College Assembly accepted the Ethics Statement for Employees by a vote of 8 yes, 0 no, and 1 abstention. At its regular meeting on December 14, 2004, the Board of Trustees accepted for first reading the Ethics Statement for Employees, proposed Board Policy No. 7103.

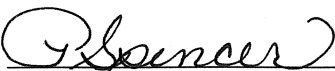
Fiscal Impact: N/A

RECOMMENDATION:

It is recommended that the Board accept for second reading and adopt the proposed Board Policy No. 7103, Ethics Statement for Employees.

REFERENCE FOR AGENDA: YES

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: 
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY _____

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VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

Chapter 7

Ethics Statement for Employees

7103

Employees of the Victor Valley Community College District, while performing their duties or interacting with other employees, students, members of the community, and all others, should be honest, fair, respectful of others, and free from discrimination and conflict of interest. Employees shall act in the best interest of students, promote good will, and create a positive image for the college.

INSTRUCTION

JANUARY 11, 2005

TOPIC: OUT-OF-STATE STUDENT TRAVEL

TO THE SUPERINTENDENT/PRESIDENT:

Authorization is requested from the Board of Trustees to allow Ed Heaberlin, Theatre Arts instructor, John Rude, Theatre Arts instructor, and 13 students, below, to travel to Phoenix, Arizona, from February 7-13, 2005, to attend the Kennedy Center/American College Theatre Festival.

Paula Curci
Kathy Pumphrey
Giovanni Maldonado
Mary Ann Martinez
Solomon Gibeau
Trenton Pruitt
Cassidi Richard Lerner

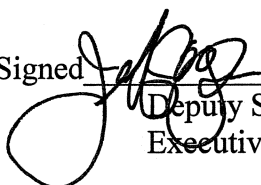
Bernadette Guzman
Scotty Ferris
Ashley Norris
Gary Ostrander
Kristen Perry
Javier Vargas

Fiscal Impact: Approximately \$6,700 will be needed. Funds will be coming from ASB, Theatre Club Account, Fundraisers, Faculty Association, District Theatre Account and the Victor Valley College Foundation.

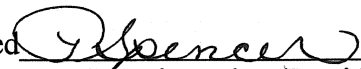
RECOMMENDATION:

It is recommended that the Board of Trustees approve out-of-state travel and expenses for Ed Heaberlin, John Rude and 13 students to attend the Kennedy Center/American College Theatre Festival in Phoenix, Arizona, from February 7-13, 2005.

REFERENCE FOR AGENDA: NO

Signed 
Deputy Superintendent/Executive
Executive Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed 
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

INSTRUCTION

JANUARY 11, 2005

TOPIC: MOU, U.S. BORAX INC.

TO THE SUPERINTENDENT/PRESIDENT:

U.S. Borax Inc. desires to enter into a Memorandum of Understanding with the Victor Valley College Agriculture and Natural Resources department. The purpose of the MOU is to introduce native plan species into the re-vegetation process at U.S. Borax's Boron Operations. This will be done through a process of research, experimentation in propagating plant stock, field test installation and monitoring. U.S. Borax Inc. will provide funding to the Agriculture and Natural Resources department in the amount of \$20,000 per year, as attached, for each of the three years of the relationship which is to begin January 12, 2005 and end December 31, 2007.

Fiscal Impact: Revenue to the District of \$20,000 per year for three years.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the MOU with U.S. Borax Inc. as attached.

REFERENCE FOR AGENDA: YES

Signed Jeff Casper
Deputy Superintendent/Executive
Vice President Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed _____
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

MEMORANDUM OF UNDERSTANDING

BETWEEN

U.S. BORAX INC.

AND

VICTOR VALLEY COMMUNITY COLLEGE

January 2005

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding dated this 1st day of January, 2005, records the basis upon which the parties to this Memorandum have agreed to work together.

The parties to this Memorandum are:

1. U.S. Borax Inc., Boron Operations, 14486 Borax Road, Boron, CA 93516
2. Victor Valley Community College, 18422 Bear Valley Road, Victorville, CA 92392

Introduction

The parties have successfully collaborated and agreed to extend their three-year relationship that brings together the Victor Valley Community College Agriculture and Natural Resources Department (“Victor Valley College”) and U.S. Borax Inc., Boron Operations (“U.S. Borax”).

The continued aim of the relationship is to jointly determine the most effective manner to introduce two important native plant species, creosote (*Larrea tridentate*) and white bursage (*Ambrosia dumosa*), into the re-vegetation process at U.S. Borax’s Boron Operations. This will be done through a process of research, experimentation in propagating plant stock, field test installation and monitoring.

Objectives of the Relationship

U.S. Borax’s objectives are to:

- Enhance U.S. Borax’s reputation for environmental stewardship.
- Support U.S. Borax’s communities, health, safety and environmental policies.
- Further develop the environmental awareness and knowledge of U.S. Borax’s employees.

- Utilize the technical expertise of Victor Valley College Agriculture and Natural Resources Department and their network of partnered organizations.

Victor Valley College's objectives are to:

- Provide applied student learning that prepares students to compete in Natural Resource career fields and continue their studies at other institutions of higher learning.
- Demonstrate Victor Valley College's willingness and ability to team with business and community.
- Enhance the college's role as a leader in natural resource management education.

Outcomes

This Memorandum of Understanding seeks to achieve the following outcomes:

- Better scientific data collection and successful completion of planned re-vegetation program at U.S. Borax's Boron Operations
- Improved employee and public awareness of U.S. Borax's continuing environmental efforts

Relationship Activities

Victor Valley College and U.S. Borax have identified and agreed upon a number of activities (the "Relationship Activities") to be undertaken as part of the parties' relationship. These are:

- U.S. Borax will provide technical support to the development of a research plan.
- U.S. Borax will provide financial support to hire personnel and materials.
- U.S. Borax will provide paid internship support for one student for two semesters each year of the Relationship.
- U.S. Borax funding for the relationship will increase to \$20,000 per year for each of the three years of the relationship.
- Victor Valley College will provide the local facilities and expertise to develop the appropriate techniques to propagate Creosote Bush and associated species.
- Victor Valley College will develop a research plan to document the results of this research effort, to include study of soil, soil microbe, plant/neighbor relationships and vegetation surveys of undisturbed sites as deemed necessary.
- Victor Valley College will provide workshops/seminars and classes to educate the community, partners and VVC student on the status of this project, re-vegetation and natural resource management in general.
- Both parties will exchange information that may assist in meeting the overall objectives of this Memorandum and the planned Relationship Activities.

Outputs

The Annual Workplan (2005 Plan attached) will provide for the following general outputs in achieving the parties' objectives:

- Victor Valley College, in cooperation with U.S. Borax, will produce a quarterly report describing in reasonable detail the work undertaken and the results and outcomes and, each December, an annual year-end report.
- Promotion of the relationship and Relationship Activities through Victor Valley College's and U.S. Borax's internal and external communications systems.
- Victor Valley College will include aspects of its relationship with U.S. Borax in existing classes – Horticulture Lab, Plant ID and Usage II, Plant Propagation, Greenhouse Management, Survey of Natural Resources, and GIS in Natural Resources.

External Communications

Each party can promote the benefits of the relationship described in this Memorandum of Understanding but neither party may disclose the confidential information of the other party to third parties without receiving the prior written consent of the party to whom the confidential information belongs.

The Annual Workplan will include opportunities to secure publicity for the relationship described in this Memorandum of Understanding, its participants and its activities.

Term

This Memorandum of Understanding shall become effective on January 1, 2005, and, unless earlier terminated as provided herein, will expire on December 31, 2007.

Either party may terminate this Memorandum of Understanding and the relationship described herein with or without cause, and without further obligation to the other party, by giving ninety (90) days' prior written notice of termination to the other party.

Management

The Relationship Activities will be managed on a day-to-day basis by the Department Chair, Agriculture and Natural Resource Department (the "Coordinator") and by direction from a steering group made up of representatives of each party (the "Steering Group").

The Coordinator will be responsible for reporting to and liaising with U.S. Borax. U.S. Borax will nominate a person to be its primary contact with the Coordinator.

The Steering Group shall be responsible for overseeing the implementation and conduct of the Relationship Activities. Subject to agreement, additional ad-hoc members may be invited to attend the meetings by either party.

The Steering Group will review the Relationship Activities of each year based on a report of the Coordinator, and will approve an Annual Workplan and allocation of budget for the following year.

The Steering Group shall be the initial forum for resolving any disputes relating to the relationship which is the subject of this Memorandum of Understanding to the extent that resolution of such disputes are not governed by existing Victor Valley College Board policies and/or the college's collective bargaining agreements. The parties agree to attempt in good faith to amicably settle any dispute which may arise between the parties regarding the interpretation of implementation of this Memorandum of Understanding by consultation or negotiation by the Parties within the spirit of the relationship before submitting the dispute to the jurisdiction of any Court. Either party may submit to the jurisdiction of a court any dispute which cannot be resolved within thirty (30) days of submission of such dispute to the Steering Group for resolution.

The Steering Group will meet at least four times per year.

Termination

Upon termination of the relationship for any reason:

- The obligation of U.S. Borax to make any further contributions shall cease immediately.
- Victor Valley College must refund to U.S. Borax the proportion of any of the payments made by U.S. Borax to Victor Valley College that have not been expended or otherwise committed under a budget approved by the Steering Committee.
- If Victor Valley College is required to pay a redundancy payment by its terms and conditions of employment to any person as the result of the termination of a contract of employment following solely and directly from the termination of this Memorandum of Understanding, U.S. Borax will pay to Victor Valley College an amount equal to the lesser of the redundancy payment or the sum of \$4,200.00 for the part-time instructional assistant and \$800.00 for the student internship. U.S. Borax's liability under this provision shall in no event exceed \$5,000 in the aggregate.

Miscellaneous

- Notwithstanding any use of the terms "partner" or "partnership" by the parties when referring to their relationship hereunder, or in any communications related to or arising from the parties' relationship, nothing in this Memorandum of Understanding is intended to or shall be interpreted to create a partnership within the meaning of the California Corporations Code, California Business and Professions Code or any other state, federal or municipal law, regulation or ordinance.
- Victor Valley College personnel and students shall not be considered employees of U.S. Borax for any purpose during the course of the parties' performance of the Relationship Activities described in this Memorandum of Understanding.
- Both parties agree to comply with all applicable laws, regulations and ordinances in the course of performing the Relationship Activities described in this Memorandum of

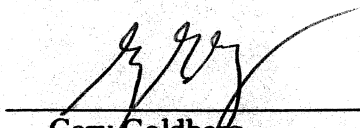
Understanding. Specifically, and without limiting the generality of the foregoing, to the extent that any Victor Valley College personnel or students are granted access to U.S. Borax's Boron Operations, Victor Valley College will ensure that said persons comply with all applicable provisions of the federal Mine Safety and Health Act of 1977, the California Occupational Safety and Health Act, U.S. Borax's Safety Program and U.S. Borax's company policies, procedures and directives.

- U.S. Borax reserves the right to exclude from U.S. Borax premises any person who creates or poses a threat to the safety of themselves or others, or to equipment or U.S. Borax property, or who fails to observe any law or regulation or who violates any company policy of U.S. Borax. Additionally, Victor Valley College acknowledges that U.S. Borax's Boron Operations is a drug-free workplace and that U.S. Borax reserves the right to exclude any person under the influence of any drug or alcohol from its premises at any time.

Governing Law

Interpretation of this Memorandum of Understanding shall be governed by and construed in accordance with the laws of the State of California and the United States.

U.S. Borax Inc.

By: 

Gary Goldberg
President and Chief Executive

Victor Valley Community College

By: _____
Name: _____
Title: _____

Borax 2005 Calendar

| DATE | DELIVERABLE |
|-------------|--|
| Jan. 19 | Meeting at VVC: Plans for annual plant propagation, test plots, and field trips. |
| Jan. 31 | Delivery Of U. S. Borax soil to VVC and construction of test plots. |
| Feb. 28 | Final test plot protocols drafted by VVC students. |
| Mar. 7 | Plant Inventory for Fall, 2005 Out-planting. |
| Mar. 23 | First quarter report due. |
| Apr. 14 | Conservation Research Lab class field trip to Boron: Transplant monitoring and measurement of biological transects. |
| Apr. 18 | Mycorrhizae experiment preliminary report. |
| Apr. 27 | Borax project press release. |
| May 9 | Test plot seed sewing; watering and monitoring schedule. |
| Jun. 6 | Second quarter report due. |
| Sept. 30 | Third quarter report and student work plan due. |
| Oct. 27 | Revegetation workshop: Partner and student presentations. |
| Nov. 1 | Nursery plant delivery to U. S. Borax. |
| Nov. 9 | VVC Class field trip to Boron; Students monitor 2004 transplants and observe tillage, seeding, and transplanting operations. |
| Dec. 18 | Fourth quarter report due. |

**AGNR Department Partner Foundation Funds (DPFF)
FYS 2004/2005 and 2005/2006 Forecast**

| | Current Balances | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 |
|------------------------------------|-----------------------------|----------------------|------------------------|----------------------|------------------------|
| INCOMING | | | | | |
| Mitsubishi Cement | 15,270.10 | | 20,000.00 | | 20,000.00 |
| U.S. Borax | 1,020.63 | | 20,000.00 | | 20,000.00 |
| Specialty Minerals | 0.00 | 10,000.00 | | 20,000.00 | |
| Mojave Water Agency | 470.26 | | | | |
| Agriculture-General | 1,617.75 | | | | |
| TOTAL INCOMING | 18,378.74 | 10,000.00 | 40,000.00 | 20,000.00 | 40,000.00 |
| INCOMING BALANCE | 18,378.74 | 28,378.74 | 50,878.74 | 36,208.74 | 76,208.74 |
| OUTGOING | | | | | |
| Salaries | | | | | |
| Neville Slade | | | 11,520.00 | | |
| Jonathan Cook | | 5,000.00 | 5,000.00 | | |
| Mimi Russell | | 1,200.00 | 13,050.00 | | |
| Curt James | | 2,480.00 | | | |
| Total Salaries | | 13,000.00 | 29,570.00 | 0.00 | 0.00 |
| Other | | | | | |
| Scholarships | | | 3,600.00 | | |
| Conferences and Trips | | 3,000.00 | 1,500.00 | | |
| Misc. <i>INSTRUMENTAL Supplies</i> | | 1,500.00 | | | |
| Total Other | | 4,500.00 | 5,100.00 | 0.00 | 0.00 |
| TOTAL OUTGOING | 0.00 | 17,500.00 | 34,670.00 | 0.00 | 0.00 |
| BALANCE FORWARD | 18,378.74 | 10,878.74 | 16,208.74 | 36,208.74 | 76,208.74 |

INSTRUCTION

JANUARY 11, 2005

TOPIC: INSTITUTIONAL SELF-STUDY FOR REAFFIRMATION
OF ACCREDITATION 2005

TO THE SUPERINTENDENT/PRESIDENT:

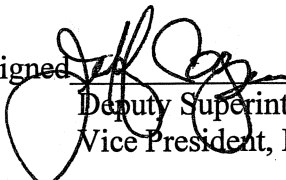
The purpose of this agenda item is to approve the Institutional Self-Study in Support of Reaffirmation of Accreditation 2005.

Fiscal impact: None

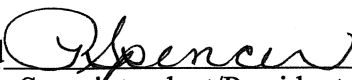
RECOMMENDATION:

It is recommended that the Board of Trustees approve the Institutional Self-Study for the Reaffirmation of Accreditation for 2005.

REFERENCE FOR AGENDA: YES

Signed  _____
Deputy Superintendent/Executive
Vice President, Instruction

TRANSMITTED TO THE BOARD WITH FAVORABLE RECOMMENDATION:

Signed  _____
Superintendent/President

ACTION TAKEN BY THE BOARD:

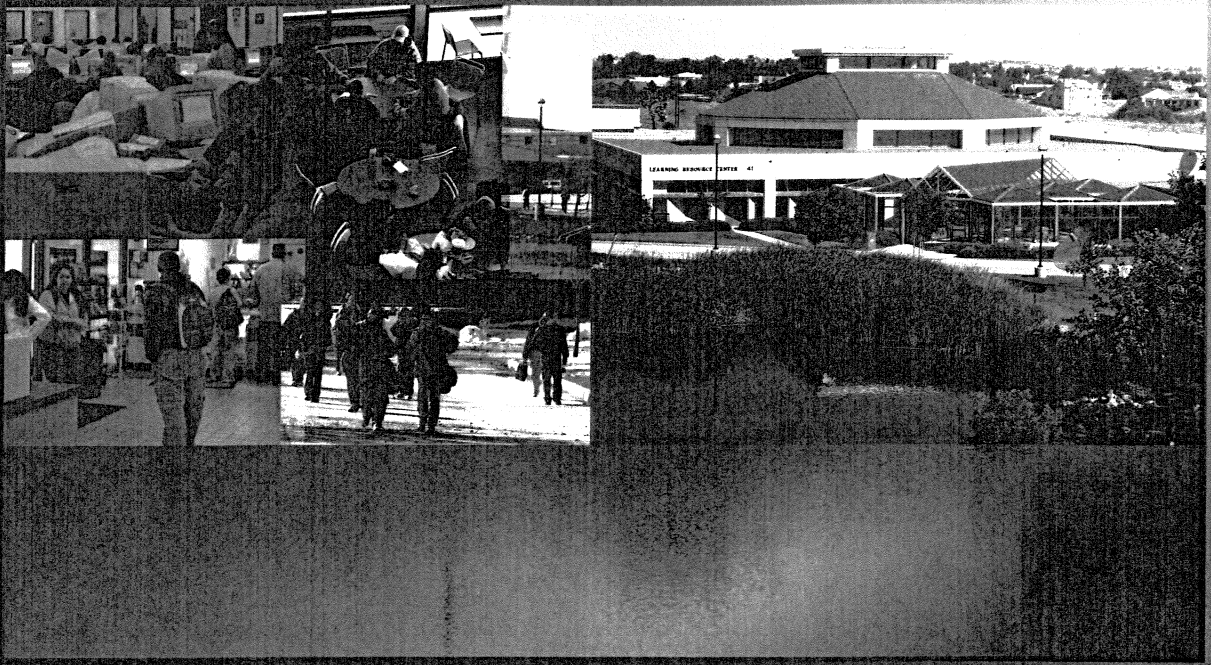
MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

VICTOR VALLEY COMMUNITY COLLEGE



Accreditation **Self-Study 2005**

VICTOR VALLEY
COLLEGE
1961

VICTOR VALLEY COLLEGE

**INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF REAFFIRMATION OF
ACCREDITATION
2005**

Submitted by

Victor Valley College
18422 Bear Valley Road
Victorville, CA 92395

Submitted to

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

Date Submitted

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VICTOR VALLEY COLLEGE
CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date:

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

From: Victor Valley College
18422 Bear Valley Road
Victorville, CA 92395

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and we believe the Self Study Report accurately reflects the natures and substance of this institution.

| | |
|----------------------------|---|
| _____ | Superintendent/President |
| Patricia A. Spencer, Ph.D. | |
| _____ | President, Board of Trustees |
| Joe Range | |
| _____ | President, Academic Senate and Faculty Association CCA/CTA/NEA |
| Debra Blanchard | |
| _____ | AFT Part Time Faculty United |
| Jack Robinson | |
| _____ | President, CSEA Chapter 584 |
| Arlene Greene | |
| _____ | President, Associated Student Body |
| Eddy Miro | |
| _____ | Co-Chair, Management Group |
| Robert Sewell | |
| _____ | Co-Chair, Management Group |
| Jeffrey Holmes | |
| _____ | Co-Chair, Self Study |
| Carol Gollither | |
| _____ | Accreditation Liaison Officer |
| Fay Freeman, Ed.D. | |

NEW MISSION STATEMENT OF VICTOR VALLEY COLLEGE

Approved by the Board of Trustees on November 11, 2003

The mission of Victor Valley Community College is three-fold:

To enable students to succeed and to develop competence through academic and vocational instruction at the lower division college level. This instruction will lead to the granting of certificates and degrees as well as transfer to other institutions;

To contribute to community and state-wide economic growth and competitiveness through vocational and technical instruction leading to employment, continuing education, student support services, adult non-credit instruction, and instruction in basic skills and English as a Second Language;

To foster personal development and life-long learning through culturally enriching programs and activities for the expanding learning community.

Victor Valley Community College is a learning organization that is committed to

- verified student learning success,
- instructional and institutional innovation and excellence,
- systematic self-evaluation and improvement,
- learning-centered planning and allocating of resources,
- respect and civility in personal conduct,
- integrity and collaboration among students, staff, faculty and administrators,
- active and responsible citizenship,
- equality of access,
- understanding and appreciation of diversity, and
- responding to community employment needs.

MASTER PLAN GOALS

The mission statement served as the foundation for the development of the Master Plan Goals. The Master Plan Goals were integrated with the accreditation themes.

DIALOGUE

Dialogue pervades throughout the goals. Dialogue facilitates college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement to guide change.

ORGANIZATION

Master Plan Goal 1 - Organizational Excellence - The College's governance roles and processes are structured to maximize institutional effectiveness.

INSTITUTIONAL COMMITMENTS

Master Plan Goal 2 - Institutional Commitment to Student Learning and Student Success Through Educational Excellence - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

EVALUATION, PLANNING, AND IMPROVEMENT

Master Plan Goal 3 - Economic and Community Development - The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political, and social responsibilities

INSTITUTIONAL INTEGRITY

Master Plan Goal 4 - Diverse Populations - The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

EVALUATION, PLANNING, AND IMPROVEMENT

Master Plan Goal 5 - Technology -The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.

STUDENT LEARNING OUTCOMES

Master Plan Goal 6 - Learning Centered Resource Management -Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the college will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
Board Of Trustees Goals 2004-2005

The Board recognizes and appreciates the hard work and commitment of the staff. The Board Goals are intended to set the agenda for the Board and the College and to co-align with the six Master Plan goals established by the College through the shared governance processes.

Goal 1 – Organizational Excellence – The College’s governance roles and processes are structured so as to maximize institutional effectiveness.

Board of Trustees’ Goals:

- a. Direct college to continue work on mission and vision statements.
 - (1) Use only the bold sections in the first part when brevity is important, e.g., on the back of business cards.
 - (2) Develop a vision statement that is succinct, inspirational, and separate from the mission.
 - (3) Consider using oasis of learning as a theme for the vision statement and capitalize/build on the meaning of oasis: growth, refreshment, life-giving, safety, comfort, beauty, vitality.
 - (4) Encourage and support exploring ways to use the mission statement, such as using the first part as the mission/purpose and the second part as the values statement of the college.
- b. Be a learning organization in which individual growth is the goal.
- c. Use the growth of the college to maximize organizational effectiveness and excellence.
- d. Continue the Board’s learning activities.

Goal 2- Institutional Commitment to Student Learning and Student Success through Educational Excellence.

Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

Board of Trustees’ Goals:

- a. Ensure that students are learning and are successful, as defined by graduation and employment rates, learning assessment, and other measures.
- b. Assure that the college is inclusive and has comprehensive support services.

Goal 3 – Economic and Community Development – The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political, and social responsibilities.

Board of Trustees' Goals:

- a. Commit resources to fund an office of planning, research, economic, and community development.
- b. Respond to community workforce and economic development needs and establish partnerships to meet these needs.
- c. Establish community partnerships that involve community support.
- d. Maximize the college as a cultural center.
- e. Utilize the Foundation as a community resource.

Goal 4 - Diverse Populations- The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

Board of Trustees' Goals:

- a. Assure that employees care deeply about students and are flexible and able to respond to diverse learning needs.
- b. Assure that the college is actively inclusive.

Goal 5 – Technology- The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.

Board of Trustees' Goal:

- a. Protect resources to secure and update technology for purposes of teaching and learning and conducting college business.

Goal 6 – Learning Centered Resource Management- Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the college will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.

Board of Trustees' Goals

- a. Set the global priorities for the budget within the mission to meet community needs, e.g., transfer, workforce development, economic development.
- b. Enhance planning for facilities and program delivery. The planning may include (1) buildings, (2) land use, (3) a second campus, (4) 24/7 education, (5) alternative delivery systems such as online learning, and (6) new instructional programs.
- c. Evaluate how many students can be served with our current facilities.
- d. Evaluate how many students the college anticipates serving in 2010/2014 (including non-traditional students), and what will be needed to serve those students.
- e. Maximize state funding through grants, federal programs, and the Foundation.
- f. Be legislatively proactive and assume an advocacy role to increase state funding.

Organization for the Institutional Self-Study for Reaffirmation of Accreditation

The planning for the self-study began in the Summer 2002. The Accreditation Steering Committee, and the standard committees provided overall assistance for the many accreditation activities. The Accreditation Steering Committee was composed of representatives from classified, faculty, students, the community, and a member of the Board of Trustees. The objectives of the self-study were:

- to utilize a participatory process in the development of the self-study;
- to examine aspects of institutional functioning as measured against the accreditation standards; and
- to create a plan for the future that focuses on quality assurance and institutional improvement.

On July 18, 2002, Dr. Fay Freeman, the Interim Superintendent/President who is also the current Accreditation Liaison Officer, and Carol Gollhofer, the Accreditation Steering Committee Co-Chair sent a letter to employees and the Board of Trustees inviting participation in the self-study process. In May 2003, Dr. Pat Spencer became the Superintendent/President, and provided leadership through visible support, commitment, and identification of resources that were crucial to the success of the self-study. The self-study process involved leadership at different levels of the College; dialogue, goal setting, communication, and problem solving that resulted in a collaborative institutional effort. A participatory process was used for the self-study. Authority flowed from formal to informal processes. Supervision was general; the span of control was wide. Work focused on the self-study and involved tasks that included a variety of skills, and

judgment on the individuals' parts. Participatory management provided an opportunity for the employees to contribute ideas, and learn about the self-study. Employees were allowed as much input as they liked, but it was equally important to provide everyone an opportunity to achieve a balance that was equitable to all.

An effort was made from the beginning to involve the segments of the campus in the self-study process. Gary Menser, the Welding Department Chair, the Co-chair of Standard IV, and the accreditation mentor. *The Guide To Evaluating Institutions*, and other accreditation materials were used in the completion of the self-study.

Eleven employees attended the ACCJC/WASC Self-Study Workshop in Cypress, California on September 25, 2003. On April 28, 2004, Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a presentation at Victor Valley College on the new Accreditation Standards and the six Accreditation Themes, with a focus on student learning.

Invitations to serve on the accreditation standard committees were extended to employees. Individuals requested their preference on standard teams, and were appointed based on those requests and/or expertise. At the first meeting, the chairs of the standard committees were selected by the committee members. Teamwork was an essential part of the self-study. The ultimate success of the self-study was the result of a collaborative institutional effort. Many people came together as a team and devoted a tremendous amount of time, energy, and resources to the preparation of the self-study document that focuses on the fascinating future of Victor Valley College.

Accreditation Timeline

| Event | Date |
|--|-------------------------------|
| Planning and Resource Development Webpage | December 1, 2001 |
| Steering Team selection, Standard Teams formation | June-August 2002 |
| Flex Day meetings of standard teams. Congratulation letters sent out to team members. | August 9, 2002 |
| Ongoing accreditation activities and descriptive summaries researched | August-December 2002 |
| Flex Day meetings of Standard Teams, Tentative time line and assignments for descriptive summaries established | January 10, 2003 |
| Descriptive Summaries Created | January - April 2003 |
| Descriptive Summaries Due | April 30, 2003 |
| Descriptive Summary revisions as needed | May - August 2003 |
| Flex Day meetings of standard teams | September 2, 2003 |
| ACCJC Accreditation training at Cypress College | September 25, 2003 |
| Draft of standard team reports due to Steering Team | December 17, 2003 |
| Review of draft of Standard Reports | December 2003 - December 2004 |
| Open Forum – Goal Setting for Master Plan | January 29, 2004 |
| Self-Study Open Forum | April 28, 2004 |
| Revisions to update current information, editing, critique standards and revisions. | July - November 2004 |
| Second Self-Study Open Forum | November 8, 2004 |
| College Assembly Review | November 16, 2004 |
| Accreditation presentation at Department Chair meeting | November 17, 2004 |
| College Assembly Review | December 7 & 17, 2004 |
| Revisions to update current information, editing, Critique standards and revisions | December 10 – 17, 2004 |
| Board of Trustees Review of Self-Study Report | December – January 2005 |
| Board of Trustees Review | January 11, 2005 |
| Printing and Mailing of Final Report | January 2005 |
| Prepare for site visit | January 2005 - March 2005 |
| Site Visit | March 8 - 10, 2005 |

History, Descriptive Background

Victor Valley College was established by authority of the voters who created the district in 1960. The College is located in the High Desert at an altitude of approximately 3,000 feet. The district is approximately 2,200 square miles.

Communities served include Adelanto, Apple Valley, Helendale, Hesperia, Las Flores, Lucerne Valley, Oro Grande, Phelan, Piñon Hills, Victorville, and Wrightwood.

The Victor Valley College geographic area is approximately 90 miles north of Los Angeles, 33 miles south of Barstow, and 195 miles southeast of Las Vegas along Interstate 15. The College is located about 40 miles from the major commercial and business centers of San Bernardino and Riverside, commonly known as the Inland Empire. The district serves a geographic area, which, at first glance, appears to be semi-rural in nature. However, over the past five years the region has seen a boom in development resulting in new home and business construction throughout the High Desert. In 1991, the district became part of the City of Victorville.

Changing Demographics

From the beginning, the College offered two-year academic transfer programs and corresponding vocational education programs. Opening enrollment in 1961 was approximately 500 students. In the Fall Semester, 1998, statistics showed 9,234 students taking advantage of the comprehensive educational programs in a wide number of academic, vocational and community service areas.

Between Fall 1999 and Fall 2003, the percentage of African-American, Asian, Hispanic, and American Indian/Pacific

Islander students has increased from 35.2% to 38.6%. The African-American population has increased from 9.1% to 9.6%; the Hispanic population has risen from 21.2% to 24.2%, while the White population has decreased from 64.0% to 59.4%.

The College opened in 1961 with 12 full-time instructors, 10 part-time instructors, and 2.4 administrators. Since its inception, the College has maintained high standards of instruction and an array of services to students. As of Fall 1998, the staff increased to 98 full-time instructors, 300 or more part-time instructors, 124 classified staff, and 29 administrative/ management/confidential employees. In 1998 Victor Valley College had a total of 251 full time employees. Of these 251 full-time employees, 57 % were female, 43 % were male, 80% were white, 11% were Hispanic, 2% were Asian/Pacific Islander, 5% were African-American, and 2% were American Indian.

As of Fall 2004, there are 135 full-time instructors, 350 or more part-time instructors, 184 classified support personnel, and 36 administrative/ management/confidential employees.

Classes began in 1961 using the facilities of Victor Valley High School in the late afternoon and evening. Construction of the present campus on Bear Valley Road began in 1963 and the new campus opened its doors to students in 1965. Initial buildings were constructed around the lake in the center of the campus site: business, library, science, gymnasium, and administration.

Since then the district has maintained a planned program of new construction and improvements. In 1968 the Music Building was completed and in 1970 the Art Building was added. The following year Automotive, Welding, and Aeronautic Technical facilities

were opened. The Agriculture facility was constructed in 1972 and has continued to expand. The district purchased the Boise Cascade Building in 1975. After extensive remodeling to meet Field Act requirements, the Student Center opened, housing the bookstore, placement, registration, counseling, EOPS, Financial Aid, Veterans Services, Career Center, Rams Inn Restaurant, Board Room, and Student Activities Room.

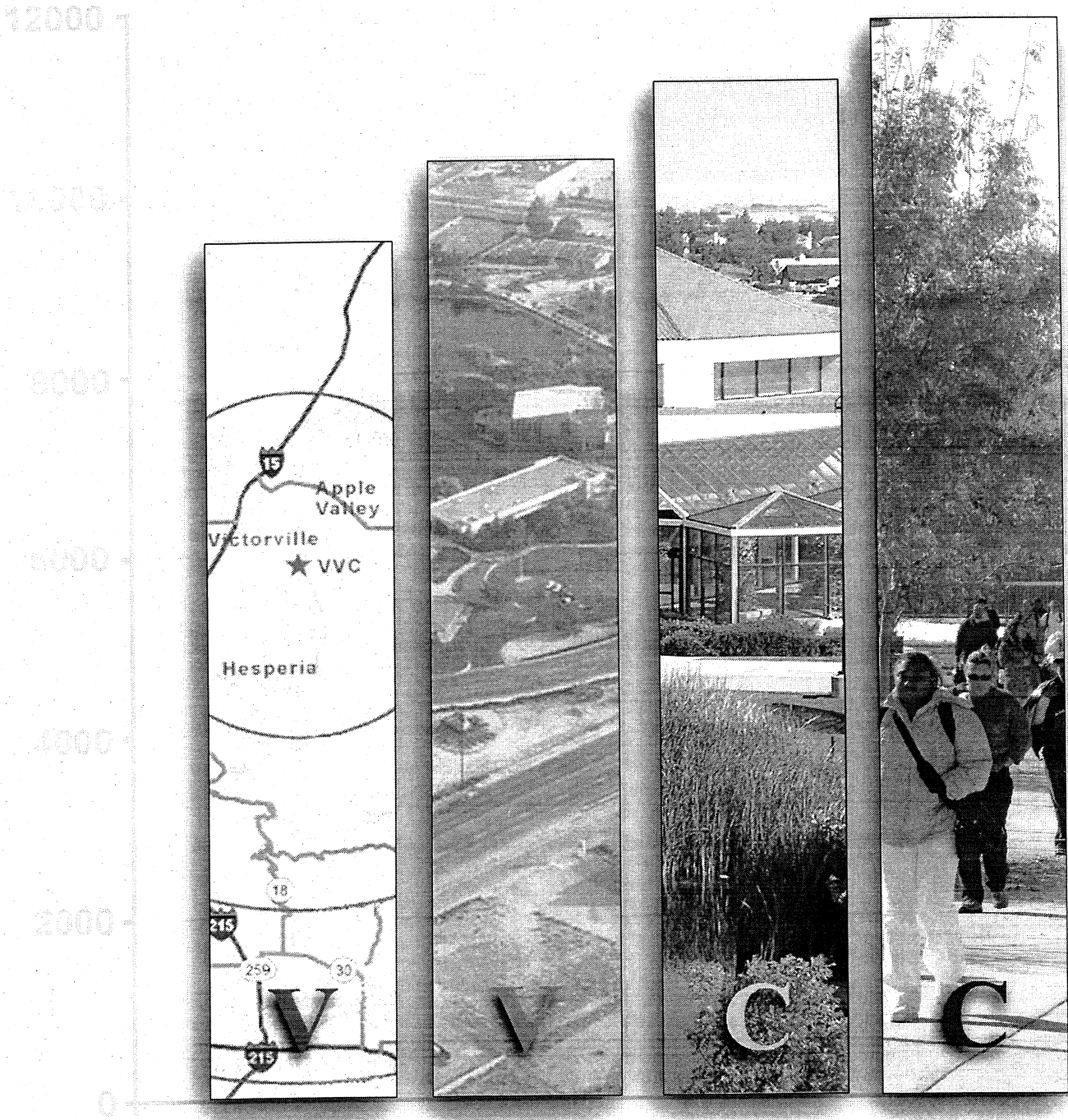
In 1980, a major addition to the vocational complex was completed including an Electronics Center, Homemaking Center, a separate welding shop, and new faculty offices. The Performing Arts Center opened in 1981. This facility is designed to accommodate 493 people in a wide range of cultural and community activities. The Allied Health Building was completed in 1983. In 1988, the Student Services Building was constructed across the end of the lake. The student services staff moved into their new location and the Boise Cascade Building was remodeled to house administration. The former Administration Building was remodeled and became the Humanities Building, housing classrooms and the Placement/Co-operative Education offices; modular buildings have been located on campus to accommodate faculty offices, additional science classrooms, and vending services. In 1992, the Print Shop moved off-campus, and moved back on-campus in 2001.

A new gymnasium was completed in May 1994. A disabled barrier removal project in 1995 added an elevator that connects the upper and lower campus. A new Construction Technology Center was completed in 1995 and opened for classes for the Spring Semester, 1996. A new Library/Learning Resource Center and Science Building, which includes a

planetarium, opened in Spring 1997. The new Student Activities Center opened in August 1997.

Since 1999, the campus has changed considerably. The old library has been remodeled into a learning center, language lab, and computer labs. In 2002, a new Child Development Center was completed. In addition, parking lots and tennis courts have become part of the landscape of the campus. On the horizon is the Advanced Technology Center, which will house over 15 high-tech computer labs for educational programs and services, as well as a Dramatic Arts and Speech addition to the Performing Arts Center.

Demographics and Student Achievement



Community Forecast

According to the author of the *Inland Empire Quarterly Economic Report 2004*, John Husing, the Inland Empire is forecasted to add 1.7 million people by 2020. As depicted in Table 1, considerable population increases have been viewed since 2000 (e.g. Victorville's population grew 5.3% from 2000 to 2001) and more recent years show a similar trend. Victor Valley College has shared in this population growth as seen by an increase in enrollment of 12.0% from 2000 to 2003 (See Figure 1).

Table 1: Population Trends (1994 – 2003)

| Year | VVC | | Adelanto | | Apple Valley | | Hesperia | | Victorville | | S. B. County | |
|--------|--------------------------------|--------------------|----------|--------------------|--------------|--------------------|----------|--------------------|-------------|--------------------|--------------|--------------------|
| | Fall Count (credit 1st census) | Annual % of Change | Count | Annual % of Change | Count | Annual % of Change | Count | Annual % of Change | Count | Annual % of Change | Count | Annual % of Change |
| 1994 | 7,098 | 0.9 | 12,000 | 15.8 | 53,500 | 2.1 | 59,300 | 1.5 | 57,300 | 5.8 | 1,591,800 | 1.7 |
| 1995 | 7,207 | 1.5 | 12,900 | 7.0 | 52,200 | -2.5 | 58,600 | -1.2 | 58,900 | 2.7 | 1,572,700 | -1.2 |
| 1996 | 7,699 | 6.4 | 13,350 | 3.4 | 52,800 | 1.1 | 59,300 | 1.2 | 59,900 | 1.7 | 1,587,200 | 0.9 |
| 1997 | 7,946 | 3.1 | 13,750 | 2.9 | 53,400 | 1.1 | 60,200 | 1.5 | 61,100 | 2.0 | 1,605,000 | 1.1 |
| 1998 | 8,516 | 6.7 | 14,300 | 3.8 | 54,400 | 1.8 | 61,200 | 1.6 | 62,000 | 1.5 | 1,631,500 | 1.6 |
| 1999 | 9,141 | 6.8 | 15,300 | 6.5 | 55,400 | 1.8 | 62,300 | 1.8 | 63,000 | 1.6 | 1,660,200 | 1.7 |
| *2000 | 9,450 | 3.3 | 18,180 | 15.8 | 54,239 | -2.1 | 62,582 | 0.5 | 64,029 | 1.6 | 1,709,434 | 2.9 |
| 2001 | 10,783 | 12.4 | 18,600 | 2.3 | 56,000 | 3.1 | 64,200 | 2.5 | 67,600 | 5.3 | 1,764,300 | 3.1 |
| **2002 | 11,033 | 2.3 | 18,650 | 0.3 | 56,800 | 1.4 | 65,100 | 1.4 | 69,300 | 2.5 | 1,783,700 | 1.1 |
| **2003 | 10,580 | -4.1 | 19,396 | 4.0 | 58,883 | 3.7 | 67,843 | 4.2 | 72,485 | 4.6 | 1,832,966 | 2.8 |

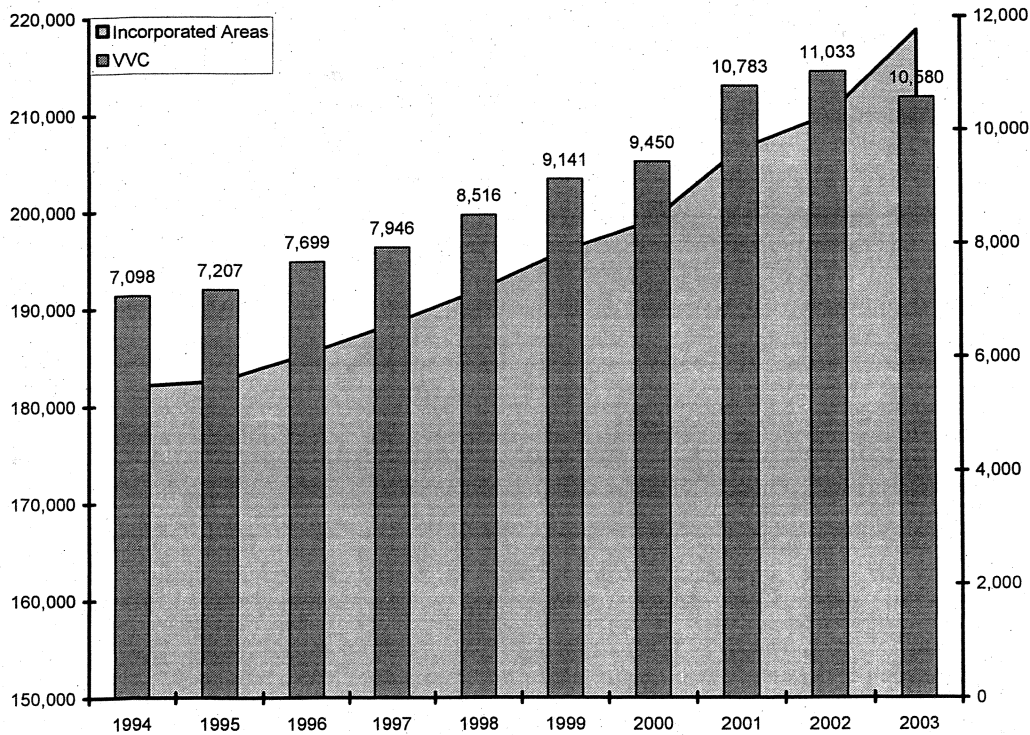
Source: *County of San Bernardino: Department of Economic and Community Development

Note: 1994 – 1999 and 2001 are projections provided by California State Department of Finance

**County of San Bernardino: Community Profiles 2002, 2003

<http://www.co.san-bernardino.ca.us/ecd> 2002 Demographic Profile

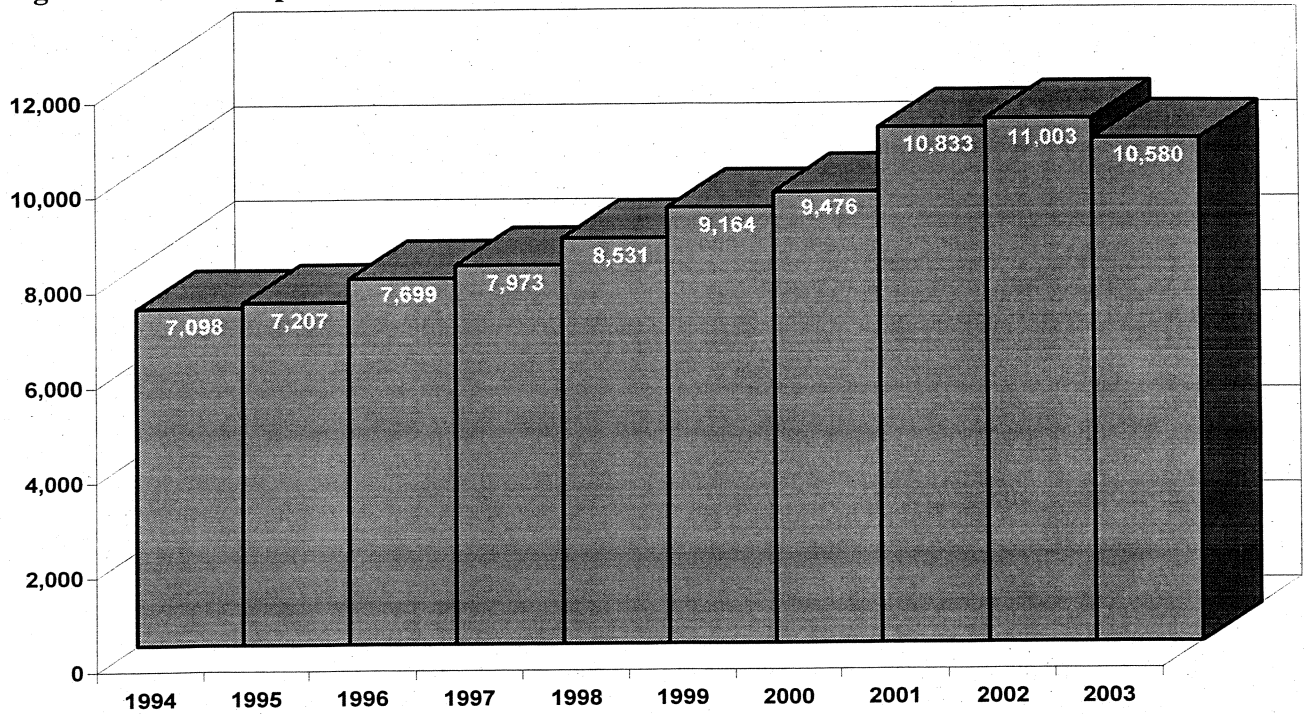
Figure 1: Population Trends (VVC vs. Incorporated areas of Victor Valley)



Enrollment Trends

The average percent increase between 1994 and 2002 was 5.7% for the fall semesters (See Figure 2).

Figure 2: Fall Unduplicated Headcount (1st Census)



As depicted in Table 2, from 1994 to 2003, the largest percentage point increase by age group was viewed in the 18-20 range (6.8%). During this same time period, the largest percentage point decrease by age group was viewed in the 31-40 range (8.7%).

Table 2: Fall Unduplicated Headcount (1st Census) - Age

| | | Fall | | | | | | | | | | | | | | | |
|------|------|-------|-------|-------|-------|-------|-------|-------|------|-------|------|-------|-----|------|-----|------|-------|
| | | <18 | 18-20 | 21-25 | 26-30 | 31-40 | 41-50 | 51-60 | >60 | total | | | | | | | |
| 1994 | 400 | 5.6% | 1679 | 23.7% | 1246 | 17.6% | 884 | 12.5% | 1728 | 24.3% | 867 | 12.2% | 227 | 3.2% | 67 | 0.9% | 7098 |
| 1995 | 431 | 6.0% | 1857 | 25.8% | 1214 | 16.8% | 896 | 12.4% | 1653 | 22.9% | 861 | 11.9% | 228 | 3.2% | 67 | 0.9% | 7207 |
| 1996 | 486 | 6.3% | 1943 | 25.2% | 1280 | 16.6% | 918 | 11.9% | 1735 | 22.5% | 965 | 12.5% | 287 | 3.7% | 85 | 1.1% | 7699 |
| 1997 | 591 | 7.4% | 2091 | 26.2% | 1356 | 17.0% | 875 | 11.0% | 1659 | 20.8% | 1038 | 13.0% | 265 | 3.3% | 98 | 1.2% | 7973 |
| 1998 | 724 | 8.5% | 2352 | 27.6% | 1383 | 16.2% | 878 | 10.3% | 1705 | 20.0% | 1074 | 12.6% | 317 | 3.7% | 98 | 1.1% | 8531 |
| 1999 | 879 | 9.6% | 2645 | 28.9% | 1467 | 16.0% | 828 | 9.0% | 1654 | 18.0% | 1216 | 13.3% | 354 | 3.9% | 121 | 1.3% | 9164 |
| 2000 | 902 | 9.5% | 2712 | 28.6% | 1592 | 16.8% | 876 | 9.2% | 1626 | 17.2% | 1265 | 13.3% | 371 | 3.9% | 132 | 1.4% | 9476 |
| 2001 | 1094 | 10.1% | 3053 | 28.2% | 1862 | 17.2% | 1036 | 9.6% | 1769 | 16.3% | 1417 | 13.1% | 469 | 4.3% | 133 | 1.2% | 10833 |
| 2002 | 1043 | 9.5% | 3242 | 29.4% | 2070 | 18.8% | 1034 | 9.4% | 1688 | 15.3% | 1381 | 12.5% | 437 | 4.0% | 138 | 1.3% | 11033 |
| 2003 | 717 | 6.8% | 3229 | 30.5% | 2129 | 20.1% | 1023 | 9.7% | 1651 | 15.6% | 1263 | 11.9% | 437 | 4.1% | 131 | 1.2% | 10580 |

4 unknowns - spring 94 ; 1 unknown - summer 94

Gender proportions have changed very little over the ten years. The average proportion of females ranged from 58.9 to 62.7 in fall terms (See Figure 3).

Figure 3: Fall Unduplicated Headcount (1st Census) - Gender

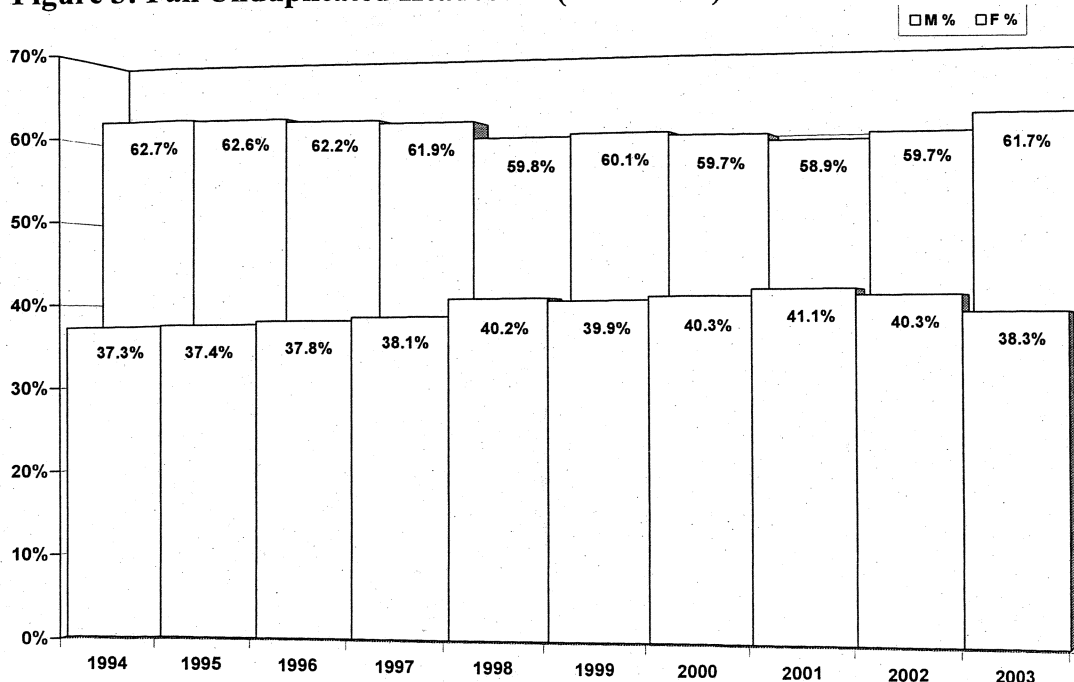
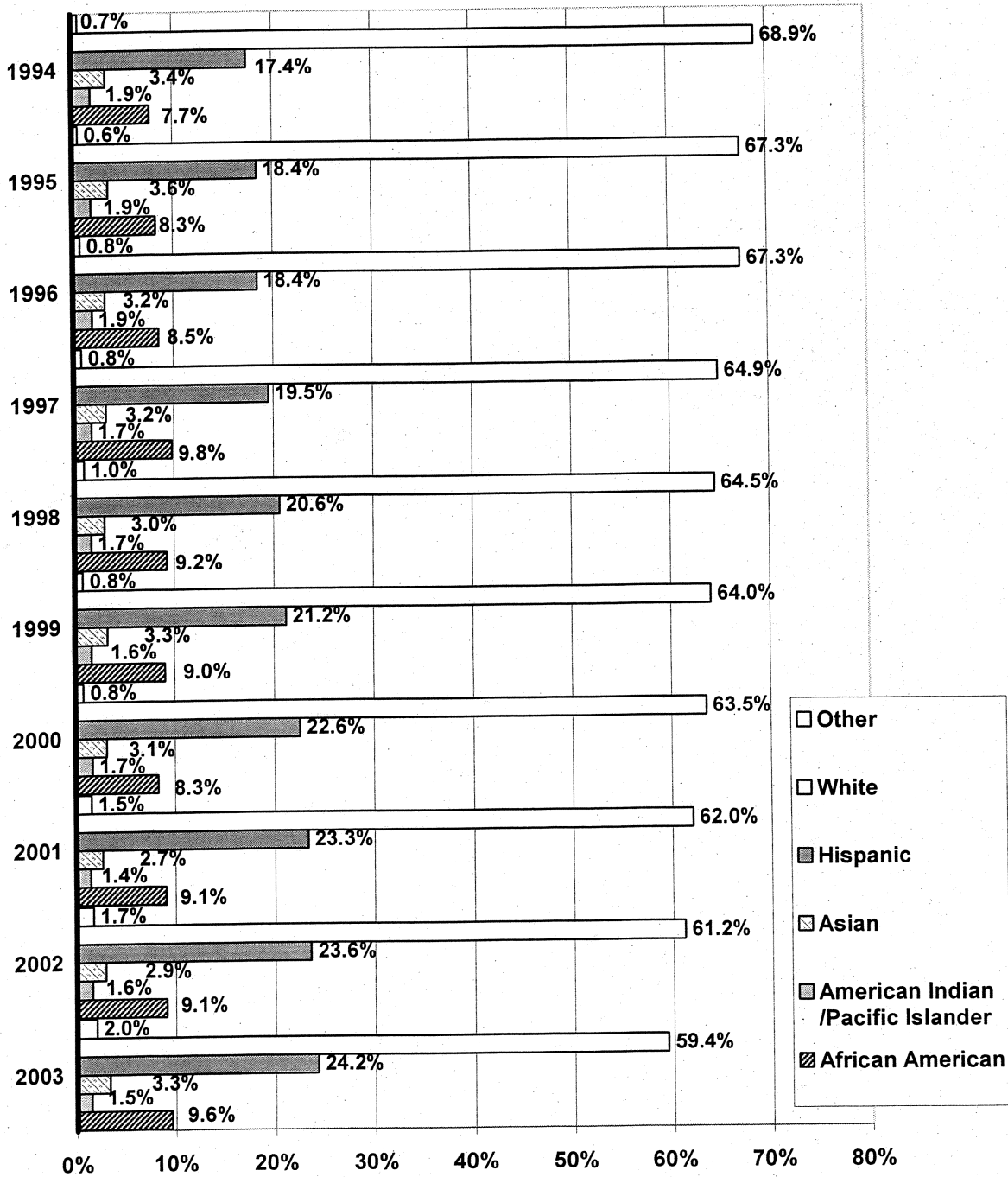


Figure 4 reveals a net percent increase of 39.1% for Hispanics from 1994 to 2003. During this same time period, a net percent decrease of 16.0% is shown for Whites.

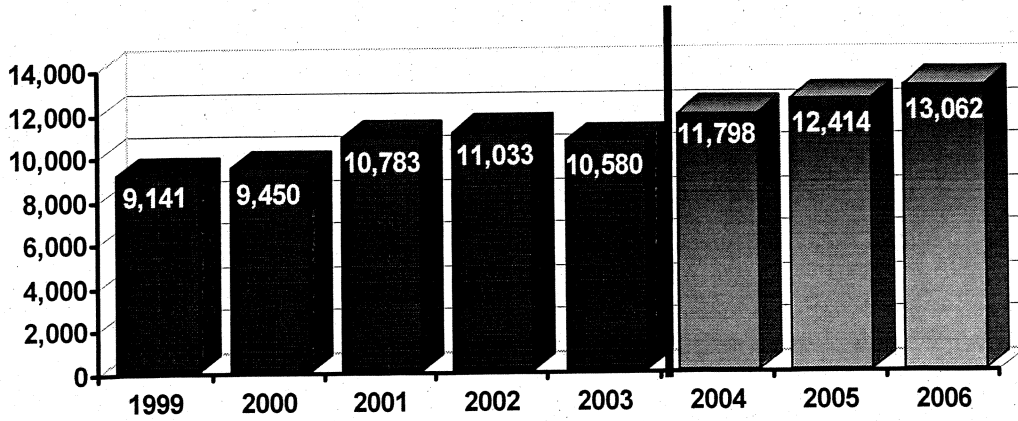
Figure 4: Fall Unduplicated Headcount (1st Census) – Race/Ethnicity



Enrollment Projections

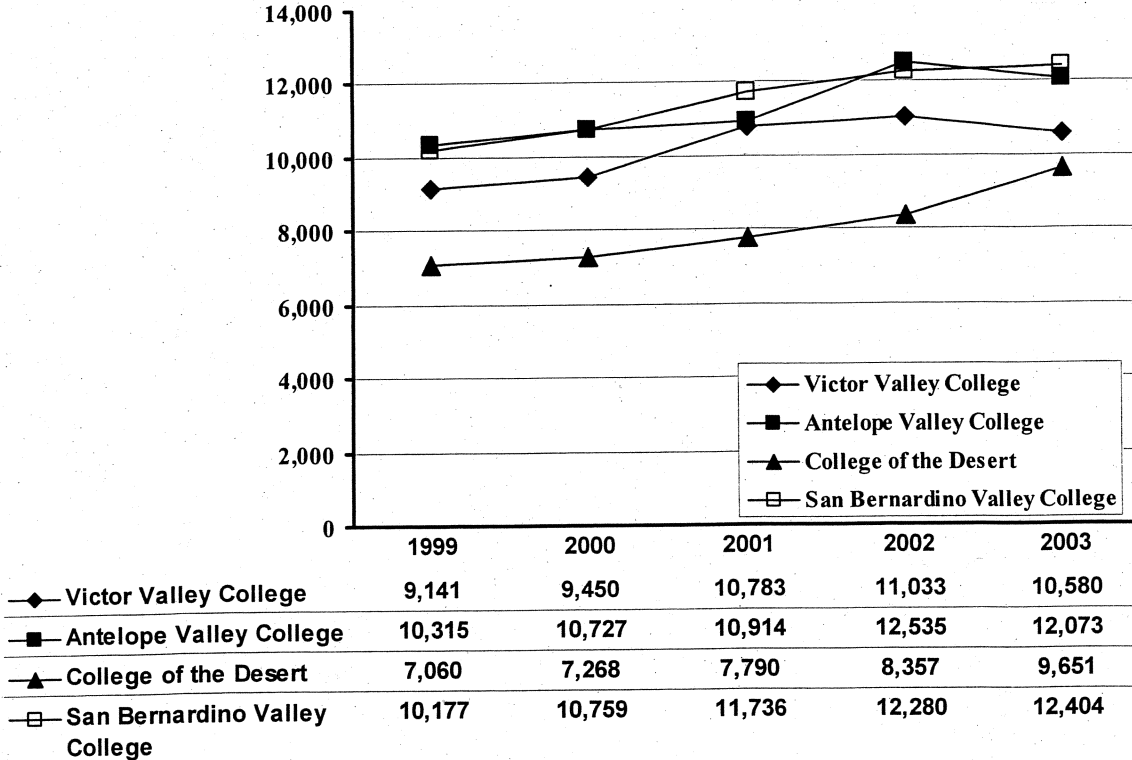
In response to Standard 1B (Improving institutional effectiveness) of the new accreditation standards, Victor Valley College (VVC) is devoted to planning for the future by acknowledging our past.

Figure 5: VVC – Projected Growth for Fall Semesters



As are other schools of similar size in Southern California (See Figure 6), VVC is experiencing sustained growth. For instance, Figure 5 reveals a projected percent increase from 2003 to 2006 of 23.5%.

Figure 6: VVC – Growth Comparisons



Note: Unduplicated credit headcount at first census

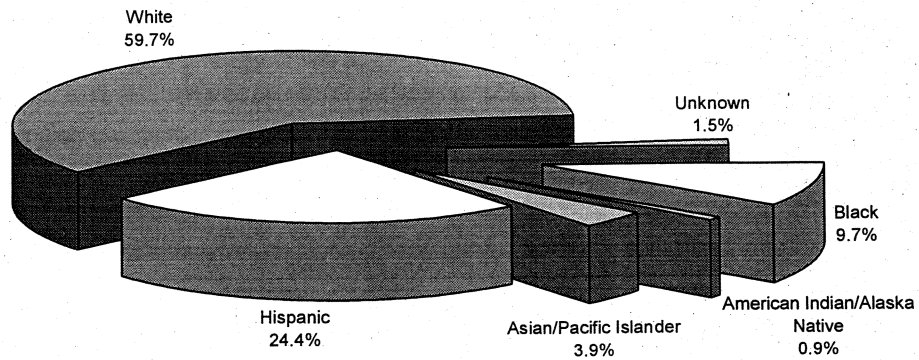
Table 3 graphically displays VVC's growth by surrounding area. 81.5% of credit students in 2003 resided in Apple Valley, Hesperia or Victorville. The largest gross percent increase in credit students by area from 2002 to 2003 was viewed in Adelanto (7.9%).

Table 3: Attendance by Area (Unduplicated count, Fall 1st census)

| Area | 1999 | | 2000 | | 2001 | | 2002 | | 2003 | |
|--------------------|--------------|---------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Adelanto | 418 | 4.6% | 435 | 4.6% | 501 | 4.6% | 529 | 4.8% | 571 | 5.4% |
| Apple Valley | 2,363 | 25.9% | 2,371 | 25.1% | 2,734 | 25.4% | 2,806 | 25.4% | 2,670 | 25.2% |
| Barstow | 78 | 0.9% | 93 | 1.0% | 131 | 1.2% | 116 | 1.1% | 108 | 1.0% |
| Helendale | 71 | 0.8% | 80 | 0.8% | 98 | 0.9% | 114 | 1.0% | 118 | 1.1% |
| Hesperia | 2,419 | 26.5% | 2,526 | 26.7% | 2,843 | 26.4% | 2,799 | 25.4% | 2,792 | 26.4% |
| Lucerne Valley | 176 | 1.9% | 167 | 1.8% | 150 | 1.4% | 205 | 1.9% | 176 | 1.7% |
| Phelan | 337 | 3.7% | 388 | 4.1% | 439 | 4.1% | 440 | 4.0% | 404 | 3.8% |
| Pinon Hills | 92 | 1.0% | 91 | 1.0% | 107 | 1.0% | 103 | 0.9% | 94 | 0.9% |
| Victorville | 2,737 | 29.9% | 2,786 | 29.5% | 3,155 | 29.3% | 3,217 | 29.2% | 3,158 | 29.8% |
| Wrightwood | 101 | 1.1% | 99 | 1.0% | 107 | 1.0% | 129 | 1.2% | 81 | 0.8% |
| Oro Grande | 14 | 0.2% | 9 | 0.1% | 16 | 0.1% | 14 | 0.1% | 18 | 0.2% |
| Big Bear Lake/City | 55 | 0.6% | 55 | 0.6% | 103 | 1.0% | 76 | 0.7% | 80 | 0.8% |
| Other Mtn. Areas | 21 | 0.2% | 41 | 0.4% | 40 | 0.4% | 53 | 0.5% | 17 | 0.2% |
| Other | 259 | 2.8% | 309 | 3.3% | 359 | 3.3% | 432 | 3.9% | 293 | 2.8% |
| TOTAL | 9,141 | 100.0% | 9,450 | 100.0% | 10,783 | 100.0% | 11,033 | 100.0% | 10,580 | 100.0% |

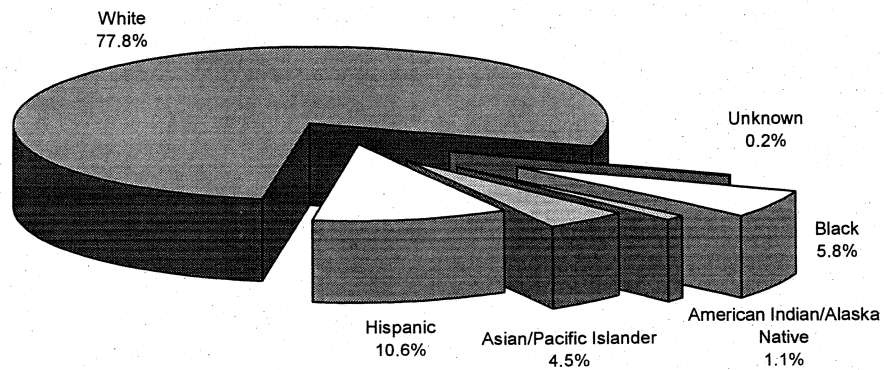
Student and Staff Diversity

Figure 7: Student Race/Ethnicity



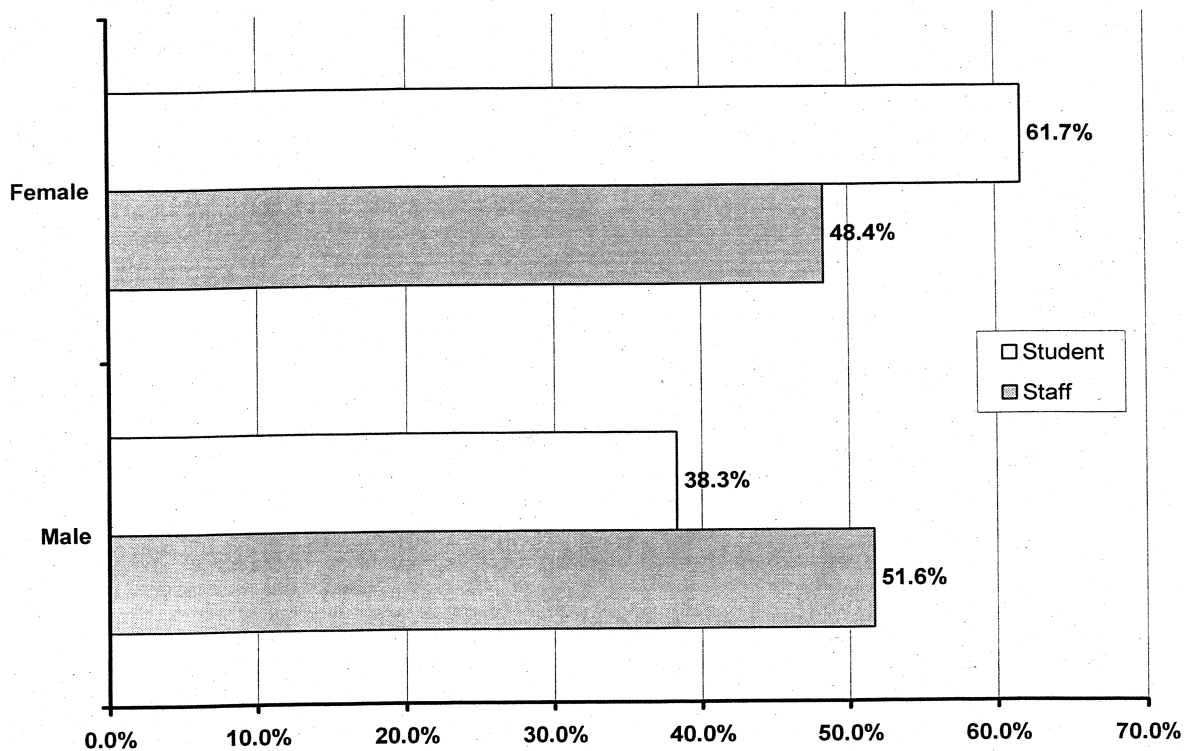
In comparing the race/ethnicity of the staff and students, categories such as Hispanic and Black are underrepresented in the staff; whereas, the White, Asian/Pacific Islander, and American Indian/Alaska Native categories are overrepresented in the staff (See Figures 7 & 8).

Figure 8: Staff Race/Ethnicity



As viewed in Figure 9, nearly two-thirds of students are female, while females represent less than half of the staff.

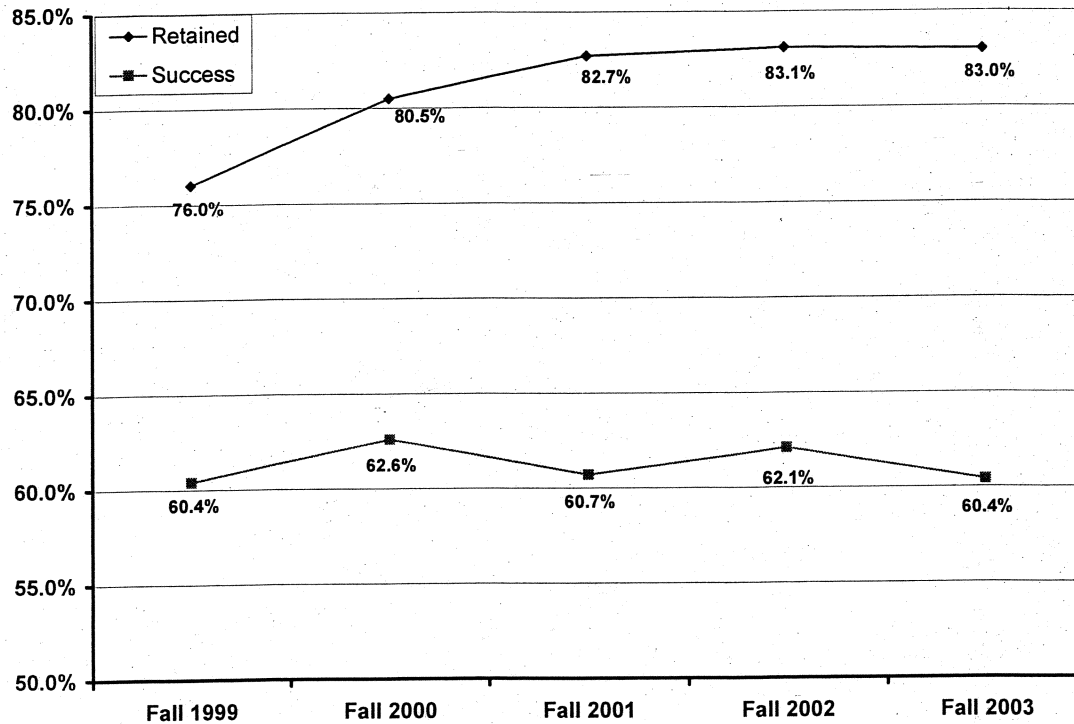
Figure 9: Fall 2003 Gender (Student vs. Staff)



Student Achievement

As depicted in Figure 10, a percentage point increase of 7.0% is viewed from 1999 to 2003. Success rate during this same time frame has remained very similar with a range between 60.4% to 62.6%.

Figure 10: Overall Retention and Success Rate Trends (1999 – 2003)



As part of the Student Equity Plan, indicators such as retention and success in various types of courses were viewed by certain student characteristics. Tables 4 through 7 graphically display these findings for Basic Skills and all courses.

Table 4 & 5: Basic Skills Retention & Success Rate

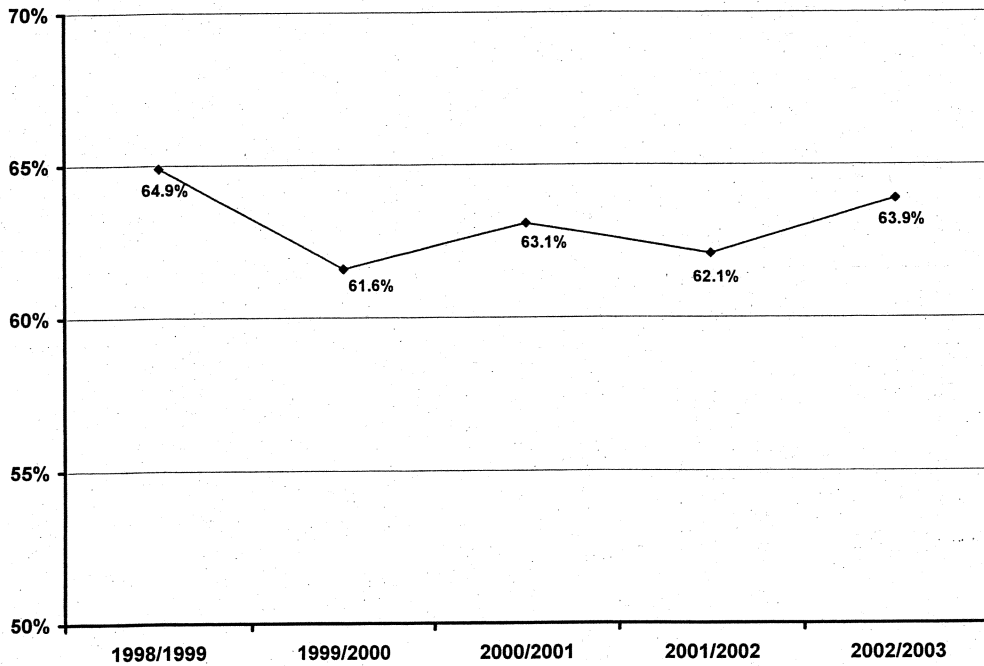
| Basic Skills (Retention) | 1999 | 2000 | 2001 | 2002 | 2003 |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| Gender | | | | | |
| Female | 80.4% | 79.2% | 71.5% | 79.9% | 74.5% |
| Male | 91.9% | 80.5% | 65.4% | 77.1% | 74.3% |
| Race | | | | | |
| African-American | 76.4% | 80.8% | 62.8% | 77.0% | 76.4% |
| American Indian/Alaskan Native | 75.0% | 75.0% | 50.0% | 50.0% | NE |
| Asian | 33.3% | 100.0% | 100.0% | 68.8% | 77.8% |
| Filipino | NE | NE | 33.3% | 80.0% | 66.7% |
| Hispanic | 88.5% | 87.4% | 76.4% | 76.7% | 75.5% |
| Middle Eastern | NE | 55.6% | 66.7% | 100.0% | 100.0% |
| Other Non-White | NE | 50.0% | 100.0% | 100.0% | 100.0% |
| Pacific Islander | 100.0% | 100.0% | NE | NE | 66.7% |
| Uncollected | NE | NE | 77.8% | 100.0% | 33.3% |
| White | 88.5% | 74.0% | 67.6% | 83.0% | 73.2% |
| Age | | | | | |
| < 18 | 80.8% | 82.5% | 78.3% | 88.5% | 73.3% |
| 18 - 20 | 89.0% | 81.3% | 74.4% | 73.9% | 75.0% |
| 21 - 25 | 84.8% | 80.0% | 63.9% | 83.6% | 80.9% |
| 26 - 30 | 100.0% | 92.6% | 57.8% | 75.0% | 82.9% |
| 31 - 40 | 85.2% | 71.6% | 67.8% | 77.8% | 64.2% |
| 41 - 50 | 73.5% | 79.5% | 73.6% | 85.5% | 67.2% |
| 51 - 60 | 91.7% | 88.9% | 64.7% | 83.3% | 100.0% |
| > 60 | 40.0% | 50.0% | 100.0% | 100.0% | 100.0% |
| Basic Skills (Success) | 1999 | 2000 | 2001 | 2002 | 2003 |
| Gender | | | | | |
| Female | 38.7% | 27.2% | 16.0% | 33.5% | 21.6% |
| Male | 25.6% | 20.4% | 9.9% | 17.0% | 8.8% |
| Race | | | | | |
| African-American | 29.2% | 25.0% | 3.6% | 23.0% | 11.2% |
| American Indian/Alaskan Native | 75.0% | 25.0% | 0.0% | 0.0% | NE |
| Asian | 0.0% | 50.0% | 20.0% | 18.8% | 22.2% |
| Filipino | NE | NE | 0.0% | 20.0% | 0.0% |
| Hispanic | 43.6% | 30.5% | 16.1% | 24.0% | 17.3% |
| Middle Eastern | NE | 11.1% | 33.3% | 33.3% | 100.0% |
| Other Non-White | NE | 0.0% | 75.0% | 33.3% | 0.0% |
| Pacific Islander | 50.0% | 0.0% | NE | NE | 0.0% |
| Uncollected | NE | NE | 0.0% | 33.3% | 0.0% |
| White | 31.7% | 23.2% | 18.4% | 36.8% | 22.2% |
| Age | | | | | |
| < 18 | 0.0% | 28.6% | 33.3% | 50.0% | 26.7% |
| 18 - 20 | 33.3% | 24.2% | 27.1% | 24.4% | 12.9% |
| 21 - 25 | 38.9% | 18.2% | 10.1% | 19.1% | 23.4% |
| 26 - 30 | 21.7% | 16.1% | 9.2% | 15.6% | 22.9% |
| 31 - 40 | 24.5% | 39.2% | 13.0% | 30.5% | 11.3% |
| 41 - 50 | 43.1% | 23.3% | 13.0% | 39.5% | 23.9% |
| 51 - 60 | 58.3% | 42.1% | 3.8% | 48.0% | 14.3% |
| > 60 | 33.3% | 20.0% | 100.0% | 100.0% | 100.0% |

Table 6 & 7: Overall Course Retention & Success Rate

| Overall (Retention) | 1999 | 2000 | 2001 | 2002 | 2003 |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|
| Gender | | | | | |
| Female | 75.9% | 80.3% | 82.0% | 82.3% | 82.6% |
| Male | 75.9% | 80.7% | 83.1% | 83.8% | 83.0% |
| Race | | | | | |
| African-American | 67.3% | 73.3% | 78.5% | 78.2% | 79.8% |
| American Indian/Alaskan Native | 70.5% | 70.8% | 79.0% | 79.6% | 79.2% |
| Asian | 77.4% | 83.1% | 80.1% | 85.9% | 85.2% |
| Filipino | 80.4% | 76.4% | 88.1% | 86.3% | 79.6% |
| Hispanic | 75.2% | 80.0% | 81.8% | 83.4% | 82.5% |
| Middle Eastern | 83.1% | 86.8% | 88.1% | 88.6% | 89.6% |
| Other Non-White | 78.1% | 87.0% | 80.6% | 82.7% | 84.4% |
| Pacific Islander | 72.0% | 69.9% | 81.3% | 82.6% | 74.9% |
| Uncollected | 73.8% | 89.3% | 81.2% | 81.3% | 79.8% |
| White | 77.5% | 81.9% | 83.3% | 83.4% | 83.6% |
| Age | | | | | |
| < 18 | 78.1% | 85.7% | 85.6% | 87.7% | 88.5% |
| 18 - 20 | 77.2% | 80.3% | 83.2% | 83.9% | 84.8% |
| 21 - 25 | 71.9% | 78.3% | 80.6% | 81.1% | 80.3% |
| 26 - 30 | 73.7% | 79.3% | 82.4% | 79.8% | 80.6% |
| 31 - 40 | 76.3% | 80.3% | 81.4% | 83.2% | 80.1% |
| 41 - 50 | 77.6% | 80.9% | 82.3% | 81.4% | 81.4% |
| 51 - 60 | 75.5% | 82.3% | 81.4% | 81.8% | 82.1% |
| > 60 | 70.1% | 81.1% | 76.6% | 82.8% | 87.1% |
| Overall (Success) | 1999 | 2000 | 2001 | 2002 | 2003 |
| Gender | | | | | |
| Female | 62.2% | 63.6% | 61.8% | 63.5% | 62.0% |
| Male | 57.7% | 61.2% | 59.1% | 60.1% | 57.9% |
| Race | | | | | |
| African-American | 44.0% | 46.2% | 44.5% | 47.1% | 47.5% |
| American Indian/Alaskan Native | 55.1% | 51.0% | 59.9% | 57.7% | 55.0% |
| Asian | 64.8% | 68.0% | 64.6% | 66.2% | 65.5% |
| Filipino | 63.9% | 57.2% | 64.2% | 64.5% | 60.0% |
| Hispanic | 56.9% | 59.5% | 56.4% | 59.9% | 57.2% |
| Middle Eastern | 71.6% | 68.3% | 74.6% | 60.0% | 60.9% |
| Other Non-White | 68.9% | 69.4% | 61.3% | 57.9% | 57.7% |
| Pacific Islander | 51.5% | 49.2% | 60.3% | 51.8% | 44.4% |
| Uncollected | 56.0% | 70.3% | 58.3% | 59.2% | 60.3% |
| White | 64.2% | 66.5% | 64.9% | 65.7% | 64.3% |
| Age | | | | | |
| < 18 | 61.3% | 65.3% | 64.3% | 68.0% | 67.9% |
| 18 - 20 | 57.5% | 58.1% | 57.4% | 60.2% | 58.8% |
| 21 - 25 | 54.2% | 58.6% | 56.5% | 57.3% | 55.4% |
| 26 - 30 | 62.6% | 65.0% | 62.1% | 57.6% | 59.0% |
| 31 - 40 | 65.2% | 67.7% | 64.9% | 68.3% | 62.2% |
| 41 - 50 | 68.9% | 70.6% | 67.5% | 67.0% | 67.8% |
| 51 - 60 | 66.3% | 73.5% | 68.8% | 70.3% | 68.2% |
| > 60 | 64.0% | 69.6% | 62.3% | 71.8% | 78.9% |

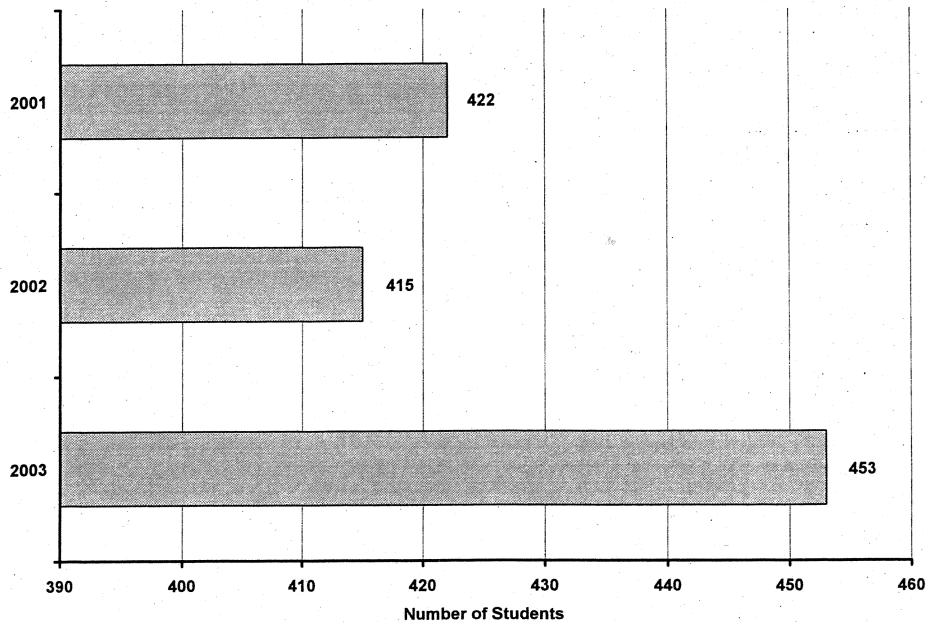
Persistence rate is based upon a student who received at least one grade in a credit course in the fall semester and then received at least one grade in a credit course the subsequent spring semester. As depicted in Figure 11, persistence rates have ranged between 61.6% and 64.9% over the last five years.

Figure 11: Persistence Rate (1998/1999 – 2002/2003)



Transfer-ready students are defined as those who successfully completed 56 or more units of transferable level courses with a minimum GPA of 2.00 (See Figure 12). Each year's numbers include students who may have registered at VVC as far back as Fall 1992.

Figure 12: Transfer-Ready Students



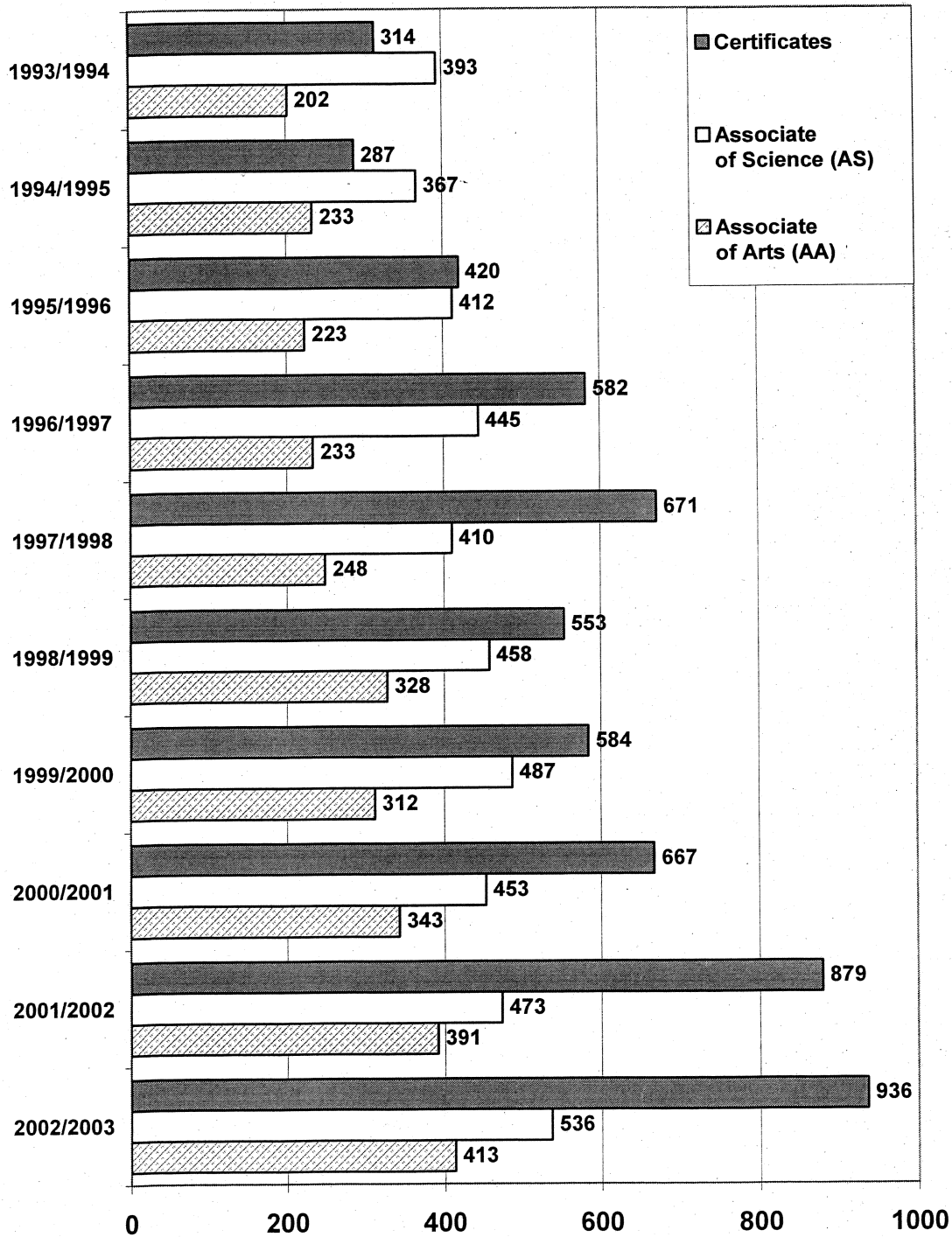
One of the prime missions of Victor Valley College is to train or update students that have technical and occupational goals. One set of measures, collected by the Chancellor's Office (See Table 8) and reported out by system and individual colleges, is referred to as "Core Measures" or "VTEA Core Indicator Reports". While the data are not inclusive, it provides an indication of college program performance and allows for contrasting of accomplishments with other colleges and a performance standard. Interpretation of this data should be made after reviewing the information available at the Chancellor's Office web site.

Table 8: VVC Aggregate Core Indicator Information (2004-2005)

| Core Indicator 1 - Achievement *Measurement approach has changed - see footnote. | State Negotiated Level | College Performance | Percent Above or Below (State Negotiated Level) |
|--|-------------------------------|----------------------------|--|
| College--all vocational students | 79.76 | 76.22 | -3.54 |
| Nontraditional | 79.76 | 78.48 | -1.28 |
| Displaced homemaker | 79.76 | 85.45 | 5.69 |
| Economically disadvantaged | 79.76 | N/R | N/R |
| Limited English proficiency | 79.76 | 89.74 | 9.98 |
| Single parent | 79.76 | 73.33 | -6.43 |
| Student with disability | 79.76 | 77.26 | -2.50 |
| Core Indicator 2 - Completions | | | |
| College--all vocational students | 60.82 | 85.67 | 24.85 |
| Nontraditional | 60.82 | 90.94 | 30.12 |
| Displaced homemaker | 60.82 | 70.00 | 9.18 |
| Economically disadvantaged | 60.82 | 86.53 | 25.71 |
| Limited English proficiency | 60.82 | 100.00 | N/A |
| Single parent | 60.82 | 87.50 | N/A |
| Student with disability | 60.82 | 94.92 | 34.10 |
| Core Indicator 3a - Employment | | | |
| College--all vocational students | 83.19 | 74.52 | -8.67 |
| Nontraditional | 83.19 | 62.81 | -20.38 |
| Displaced homemaker | 83.19 | 50.00 | -33.19 |
| Economically disadvantaged | 83.19 | 69.83 | -13.36 |
| Limited English proficiency | 83.19 | 0.00 | N/A |
| Single parent | 83.19 | 50.00 | N/A |
| Student with disability | 83.19 | 49.15 | -34.04 |
| Core Indicator 3b - Employment Retention | | | |
| College--all vocational students | 82.85 | 81.09 | -1.76 |
| Nontraditional | 82.85 | 78.98 | -3.87 |
| Displaced homemaker | 82.85 | 100.00 | N/A |
| Economically disadvantaged | 82.85 | 77.41 | -5.44 |
| Limited English proficiency | 82.85 | N/R | N/R |
| Single parent | 82.85 | 50.00 | N/A |
| Student with disability | 82.85 | 64.29 | -18.56 |
| Core Indicator 4a - Nontraditional Participation *Changed approach - see footnote | | | |
| College--all vocational students | 29.98 | 37.51 | 7.53 |
| Displaced homemaker | N/A | 50.77 | N/A |
| Economically disadvantaged | N/A | 17.40 | N/A |
| Limited English proficiency | N/A | 44.30 | N/A |
| Single parent | N/A | 51.28 | N/A |
| Student with disability | N/A | 20.16 | N/A |
| Core Indicator 4b - Nontraditional Completion | | | |
| College--all vocational students | 25.05 | 40.08 | 15.03 |
| Displaced homemaker | N/A | 71.43 | N/A |
| Economically disadvantaged | N/A | 47.70 | N/A |
| Limited English proficiency | N/A | 100.00 | N/A |
| Single parent | N/A | 83.33 | N/A |
| Student with disability | N/A | 62.00 | N/A |

Note: N/A (Not Applicable) or N/R (Not Reported) indicate categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with VTEA Title IC funds. For more detail see website / "Core Indicator Summary Reports". Shaded areas are for your information and are not included as accountability measures.

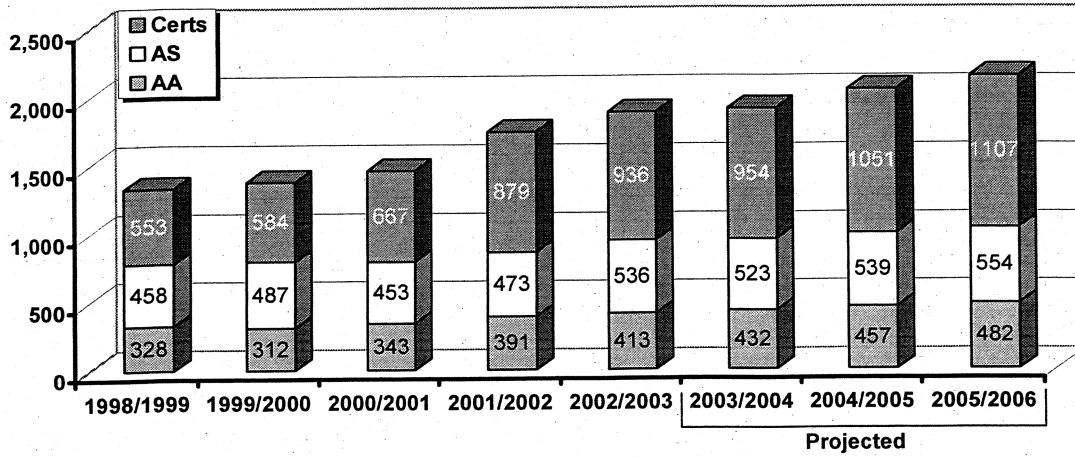
Figure 13: Degrees and Certificates Awarded by Academic Year (Fall-Summer)



Associate of Science and Associate of Arts degrees have steadily increased over the years with 2002/2003 denoting the largest number of degrees in both categories (See Figure 13). In addition, the number of certificates has increased nearly 200% since 1993/1994.

As viewed in Figure 14, the number of certificates awarded is projected to increase the most at 18.3% by 2005/2006. The number of Associate of Arts and Associate of Science degrees awarded is also anticipated to increase by 16.7% and 3.4%, respectively.

Figure 14: Projected Change in Awards



The following data was obtained by identifying 502 students in Spring 2003 who earned an AA or AS. This information was sent to the National Student Clearinghouse and 150 students were identified as transferring to another institution who partakes in the clearinghouse. Table 9 reveals that the highest percentage of students (39.3%) transfer to California State University San Bernardino.

Table 9: Transfers to Colleges and Universities

| | School | 2003 | |
|----------------|---|------------|----------------|
| | | Number | Percent |
| TOP TEN | California State University - San Bernardino | 59 | 39.3% |
| | Chapman University | 12 | 8.0% |
| | Azusa Pacific University | 10 | 6.7% |
| | California Baptist University - Undergraduate | 7 | 4.7% |
| | University of Phoenix | 5 | 3.3% |
| | California State Polytechnic | 5 | 3.3% |
| | California State University - Fullerton | 5 | 3.3% |
| | Barstow College | 4 | 2.7% |
| | California State University - Bakersfield | 4 | 2.7% |
| | San Bernardino Valley College | 3 | 2.0% |
| | Palomar College | 2 | 1.3% |
| | Coastline Community College | 2 | 1.3% |
| | Long Beach City College | 2 | 1.3% |
| | Rio Hondo College | 2 | 1.3% |
| | University of Hawaii at Hilo | 2 | 1.3% |
| | Loma Linda University | 2 | 1.3% |
| | San Jose State University | 1 | 0.7% |
| | Humboldt State University | 1 | 0.7% |
| | California State University - Monterey | 1 | 0.7% |
| | Chaffey Community College | 1 | 0.7% |
| | Santa Ana College | 1 | 0.7% |
| | University of California - Santa Barbara | 1 | 0.7% |
| | University of Redlands - Degree Seeking | 1 | 0.7% |
| | California State University - Long Beach | 1 | 0.7% |
| | Los Angeles City College | 1 | 0.7% |
| | University of California - San Diego | 1 | 0.7% |
| | University of California - Santa Cruz | 1 | 0.7% |
| | San Diego State University | 1 | 0.7% |
| | Irvine Valley College | 1 | 0.7% |
| | University of California - Extension | 1 | 0.7% |
| | California State University - Los Angeles | 1 | 0.7% |
| | Golden West College | 1 | 0.7% |
| | Crafton Hills College | 1 | 0.7% |
| | San Diego City College | 1 | 0.7% |
| | Fullerton College | 1 | 0.7% |
| | Riverside Community College | 1 | 0.7% |
| | La Sierra University | 1 | 0.7% |
| | University of Hawaii at Manoa | 1 | 0.7% |
| | Gramblina State University | 1 | 0.7% |
| | Dowling College | 1 | 0.7% |
| | TOTAL | 150 | 100.00% |

As depicted in Table 10, on average over the last five years, 32 students transfer to a UC and 242 students transfer to a CSU. In 2002/2003, the largest percentage of students transferring to a CSU did so at California State University San Bernardino (62.5%).

Table 10: Victor Valley College Transfers to UC and CSU Destinations

| Four-Year Institution | 1998/1999 | | 1999/2000 | | 2000/2001 | | 2001/2002 | | 2002/2003 | |
|--|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| University of California, Berkeley | 0 | 0.0% | 3 | 1.0% | 1 | 0.3% | 0 | 0.0% | 1 | 0.3% |
| University of California, Davis | 1 | 0.4% | 0 | 0.0% | 2 | 0.6% | 0 | 0.0% | 1 | 0.3% |
| University of California, Irvine | 0 | 0.0% | 0 | 0.0% | 2 | 0.6% | 2 | 0.6% | 1 | 0.3% |
| University of California, Los Angeles | 2 | 0.8% | 6 | 2.0% | 2 | 0.6% | 6 | 1.8% | 0 | 0.0% |
| University of California, Riverside | 14 | 5.6% | 21 | 6.9% | 27 | 8.3% | 21 | 6.3% | 20 | 6.2% |
| University of California, San Diego | 2 | 0.8% | 2 | 0.7% | 5 | 1.5% | 0 | 0.0% | 5 | 1.5% |
| University of California, Santa Barbara | 2 | 0.8% | 0 | 0.0% | 5 | 1.5% | 3 | 0.9% | 0 | 0.0% |
| University of California, Santa Cruz | 0 | 0.0% | 1 | 0.3% | 1 | 0.3% | 1 | 0.3% | 0 | 0.0% |
| UC TOTAL | 21 | 8.5% | 33 | 10.9% | 45 | 13.8% | 33 | 10.0% | 28 | 8.7% |
| California Polytechnic State University, San Luis Obispo | 1 | 0.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.3% |
| California State Polytechnic University, Pomona | 18 | 7.3% | 19 | 6.3% | 19 | 5.8% | 24 | 7.3% | 17 | 5.3% |
| California State University, Bakersfield | 1 | 0.4% | 1 | 0.3% | 2 | 0.6% | 1 | 0.3% | 2 | 0.6% |
| California State University, Chico | 1 | 0.4% | 4 | 1.3% | 4 | 1.2% | 2 | 0.6% | 1 | 0.3% |
| California State University, Dominguez Hills | 8 | 3.2% | 4 | 1.3% | 2 | 0.6% | 1 | 0.3% | 4 | 1.2% |
| California State University, Fresno | 0 | 0.0% | 0 | 0.0% | 1 | 0.3% | 0 | 0.0% | 1 | 0.3% |
| California State University, Fullerton | 10 | 4.0% | 15 | 4.9% | 17 | 5.2% | 25 | 7.6% | 9 | 2.8% |
| California State University, Hayward | 1 | 0.4% | 0 | 0.0% | 1 | 0.3% | 1 | 0.3% | 1 | 0.3% |
| California State University, Long Beach | 3 | 1.2% | 16 | 5.3% | 7 | 2.2% | 3 | 0.9% | 5 | 1.5% |
| California State University, Los Angeles | 4 | 1.6% | 4 | 1.3% | 0 | 0.0% | 2 | 0.6% | 5 | 1.5% |
| California State University, Monterey Bay | 0 | 0.0% | 2 | 0.7% | 2 | 0.6% | 2 | 0.6% | 0 | 0.0% |
| California State University, Northridge | 2 | 0.8% | 7 | 2.3% | 4 | 1.2% | 8 | 2.4% | 3 | 0.9% |
| California State University, Sacramento | 3 | 1.2% | 0 | 0.0% | 1 | 0.3% | 0 | 0.0% | 2 | 0.6% |
| California State University, San Bernardino | 132 | 53.2% | 142 | 46.7% | 161 | 49.5% | 179 | 54.1% | 202 | 62.5% |
| California State University, San Marcos | 0 | 0.0% | 3 | 1.0% | 0 | 0.0% | 1 | 0.3% | 3 | 0.9% |
| California State University, Stanislaus | 0 | 0.0% | 2 | 0.7% | 0 | 0.0% | 3 | 0.9% | 2 | 0.6% |
| Humboldt State University | 8 | 3.2% | 6 | 2.0% | 3 | 0.9% | 3 | 0.9% | 0 | 0.0% |
| San Diego State University | 10 | 4.0% | 6 | 2.0% | 9 | 2.8% | 9 | 2.7% | 6 | 1.9% |
| San Francisco State University | 3 | 1.2% | 2 | 0.7% | 1 | 0.3% | 0 | 0.0% | 0 | 0.0% |
| San José State University | 1 | 0.4% | 4 | 1.3% | 0 | 0.0% | 1 | 0.3% | 2 | 0.6% |
| Sonoma State University | 0 | 0.0% | 1 | 0.3% | 1 | 0.3% | 0 | 0.0% | 1 | 0.3% |
| CSU TOTAL | 206 | 83.1% | 238 | 78.3% | 235 | 72.3% | 265 | 80.1% | 267 | 82.7% |
| TOTAL | 248 | 100.0% | 304 | 100.0% | 325 | 100.0% | 331 | 100.0% | 323 | 100.0% |

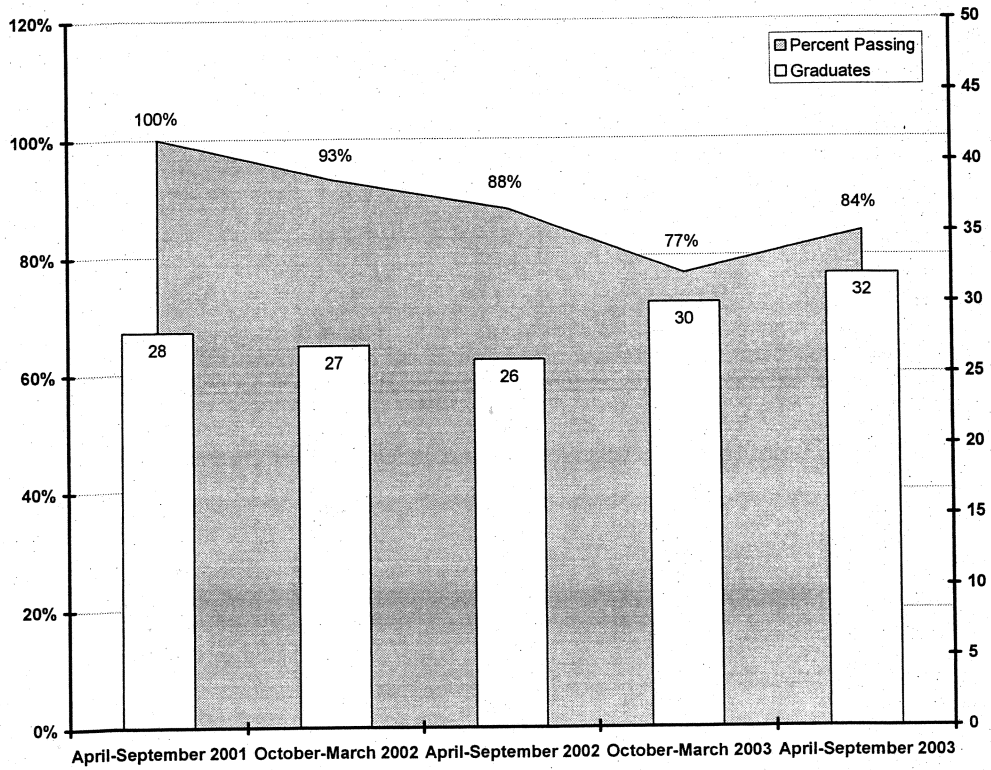
Continuation data are based upon the number of VVC students enrolling in the fall term who re-enrolled in the following fall term (See Table 11). Grade point average was computed only for students who continued from fall to fall. Over the last five years, VVC transfers to CSUs have continued at the same rate as the systemwide average and have earned an average GPA of 3.06. In fact, VVC's average student GPA was higher than the systemwide average every year except for in 1999.

Table 11: VVC Transfer Students to CSUs by Continuation and G.P.A.

| Year Enrolled | VVC Fall Enrollment | Continuation | | | Grade Point Average | | |
|------------------------|---------------------|--------------|------------|------------|---------------------|-------------|-------------|
| | | VVC | | Systemwide | VVC | | Systemwide |
| | | Count | Pct. | Pct. | Count | Avg. | Avg. |
| Fall 1998 | 136 | 117 | 86% | 84% | 112 | 3.09 | 2.88 |
| Fall 1999 | 152 | 124 | 82% | 84% | 123 | 2.88 | 2.90 |
| Fall 2000 | 156 | 120 | 77% | 85% | 117 | 3.14 | 2.88 |
| Fall 2001 | 173 | 151 | 87% | 85% | 148 | 3.11 | 2.92 |
| Fall 2002 | 152 | 140 | 92% | 85% | 139 | 3.07 | 2.93 |
| Overall Average | 153.8 | 130 | 85% | 85% | 128 | 3.06 | 2.90 |

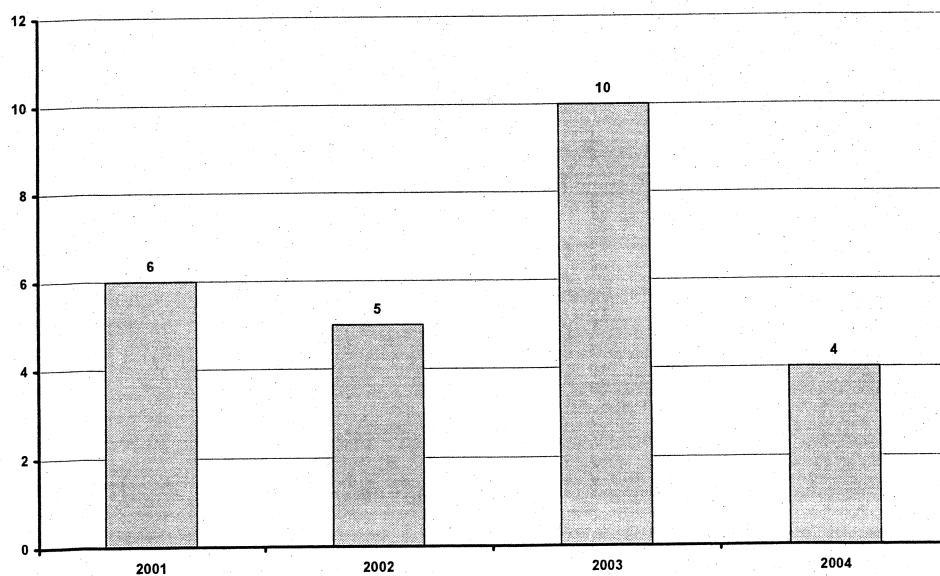
Figure 15 graphically displays the number of nursing graduates and the percentage of those graduates who passed the NCLEX-RN the first time by entrance period. Over the last five entrance periods, on average, 88.4% of graduates pass the NCLEX-RN the first time taking the test.

Figure 15: Nursing Graduates and Pass Rates



Over the last four years, on average, six students obtain licensure in respiratory therapy each year.

Figure 16: RT Licensures



Student Learning Outcomes

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

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

As part of the College's planning process, the Student Learning Outcomes Steering Committee is working with the Counseling Department, the Faculty Senate, the Master Plan Committee, the Program Review Committee and others to obtain input regarding the core student learning outcomes at the degree level and the Student Learning Outcomes Component of the Master Plan. The campus-wide approach includes the roles and involvement of the Board of trustees, classified staff, faculty, management, and students. The Student Learning Outcomes Component of the Master Plan includes the roles and responsibilities that different college units, committees, and groups play in directly or indirectly supporting student learning. The Student Learning Outcomes Component of the Master Plan calls for, but is not limited to, the following:

- Planning Stage - Assess the campus culture, develop, gather evidence, and increase the institutional capacity for dialogue.
- Use the mission statement as overarching guide to support student learning outcomes.
- Identify Core Competencies for planned Student Learning Outcomes for the associate degree.
- Develop venues for college-wide training regarding student learning outcomes.
- Integration Stages- reorientation of college processes to support student learning, such as the evaluation, planning process, research, and resource allocation process, decision-making processes.
- Extend accomplishments in using student learning outcomes to all courses, programs, and degrees.
- Develop research and analysis capacities that are meaningful, measure learning, and are understood by the campus community.

-
- Develop strategies for disseminating and presenting the data about student learning outcomes so that individuals can understand the results of the institutional efforts and use these results for institutional improvement.
 - Develop a culture of assessment and a culture that supports institutional learning.
 - Implementation Stage
 - Evaluation Stage, Reevaluation of process.

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

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

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

Themes of Accreditation

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

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

RESPONSES TO ACCREDITATION TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

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

Evaluation, Planning, and Improvement

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

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

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

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

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

Evaluation, Planning, and Improvement

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

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

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

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

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

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

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

Improving Instructional Programs and Services

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

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

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

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

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

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

Improving Student Services

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

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

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

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

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

Improving Campus Units and Administrative Services

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

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

Institutional Commitment and Dialogue Results - New Mission Statement

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

Goal Setting to Support Student Learning, Revised Master Plan Goals

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

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

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

Improving Program Review

Program review is a form of evaluation and planning that includes goal setting at the department or unit level. The Program Review Guide was revised and includes a description, self evaluation, and goal setting component in Part V. Planning Agenda of the Program Review Guide (Program Review Guide). Discussions are ongoing regarding incorporating more information about student learning outcomes into the program review process. In addition, based on department input from the Program Review Evaluation Form, some of the recommendations included the following improvements: placed examples of program reviews on the website, conducted meetings with department chair and/or units about the program review process, presented program reviews to the Program Review Committee, lengthened timeframe of program review, created electronic Program Review Evaluation Form, and provided revisions that improved the Program Review Guide for clarity and readability (Program Review Evaluation Form).

Integration of Evaluation, Planning and Resource Allocation

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

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

Evaluation, Planning, and Improvement

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

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

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

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

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

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

RECOMMENDATIONS BY FORMER ACCJC STANDARDS

Standard Three: Institutional Effectiveness

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

Evaluation, Planning, and Improvement

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

procedures for equal opportunity, hiring, position identification, search procedures, selection committee, welcoming and mentoring newly hired faculty, and review and revision (Full-time Faculty Hiring Procedures Agreement March, 2003).

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

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

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

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

Evaluation, Planning, and Improvement

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

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

Case Example Program Review – Department of Speech Communication

A. Speech Communication Department Description

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

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

B. Speech Communication Department Self-Evaluation

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

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

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

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

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

C. Speech Communication Planning Agenda

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

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

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

Evaluation, Planning, and Improvement

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

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

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

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

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

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

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

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

Evaluation, Planning, and Improvement

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

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

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

Program Review Case Examples

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

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

Standard Four: Educational Programs

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

Evaluation, Planning, and Improvement

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

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

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

Dialogue

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

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

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

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

Evaluation, Planning, and Improvement

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

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

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

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

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

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

and implemented by the Curriculum Committee.

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

Standard Five: Student Support and Development

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

Evaluation, Planning and Improvement

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

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

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

integrated planning, decision-making, and institutional improvement.

Standard Six: Information and Learning Resources

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

Evaluation, Planning and Improvement

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

Case Example Program Review - Library

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

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

Standard Seven: Faculty and Staff

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

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

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

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

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

Program Review Case Example - Department of Education and Educational Technology

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

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

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

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

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

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

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

Standard Nine: Financial Resources

1. The team recommends that Victor Valley College should do a thorough analysis of the institution's indebtedness and develop a plan that clearly demonstrates that the college will be able to liquidate its rather substantial Certificate of Participation. (Standard 9.C. 1) (See recommendation 1 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning and Improvement

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

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

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

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

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

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

Board Policy 6200 Budget Preparation

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

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

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

2. Assumptions upon which the budget is based are presented to the Board for review. See 2004-05 Tentative General Fund Budget, including Key Budget Development Assumptions below.

3. A schedule is provided to the board by January 31 of each year that includes dates for presentation of the tentative budget, required public hearing(s), board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the board regarding the proposed budget or any item in the proposed budget. See 2004-05 Budget Development Calendar below.

4. Unrestricted general reserves shall be no less than 5%

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

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

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

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

Maintaining Financial Stability:

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

Proposed Budget Reductions for 2004-05:

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

Total: \$3,113,000

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

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

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

Revenue enhancements and additional cost savings
315,000

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

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

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

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

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

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

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

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

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

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

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

ABSTRACT

This is a summative assessment of how well the College meets the standards as a whole. It is based on the themes that are integrated throughout the standards: Institutional Commitments; Evaluation, Planning, and Improvement; Student Learning Outcomes; Organization, Dialogue, and Institutional Integrity. The College is in compliance with the four standards.

Institutional Commitments

As part of the College's ongoing evaluation and planning process, the mission statement was revised with a focus on student learning. The College Assembly approved the new mission statement on September 16, 2003, and the Board of Trustees approved this statement on November 11, 2003. The mission statement is used as the foundation for the Master Plan Goals, and is used in plans such as, the Educational Space Quantification & Facilities Master Plan, the Matriculation Plan, the Student Equity Plan, the Technology Plan, and the program reviews.

The results of the Accreditation Staff Opinion Survey indicate that 91% are familiar with the College mission statement, 85% agree that the institution establishes courses and programs aligned with student needs, and 67% believe that the mission is central to planning and decision-making. From the survey results, it appears that the College has succeeded in making the mission widely understood among staff members across the campus. There is strong support from the survey results that staff members believe that the mission statement is utilized in establishing programs and services to meet student needs. Additionally, two-thirds of staff members did agree that the College mission statement guides institutional planning and decision-making.

As part of the College's evaluation and planning process, the Program Review

Guide was revised to include the following improvements: Alignment of Accreditation terminology to include components for a descriptive summary, self evaluation, and planning agenda, the inclusion of student learning outcomes in Section C, Curriculum Content, Design and Delivery, and the integration of Accreditation Recommendations and Planning Agendas in Part V of the Program Review Guide (Program Review Guide).

In addition, based on department input from the Program Review Evaluation Form, some of the recommendations included the following improvements: placed examples of program reviews on the website, conducted meetings with department chair and/or units about the program review process, presented program reviews to the Program Review Committee, lengthened timeframe of program review, created program review calendar, created Program Review Evaluation Survey, and provided revisions that improved the Program Review Guide for clarity and readability (Program Review Evaluation Survey). Discussions are ongoing regarding incorporating more information about student learning outcomes into the program review process.

Evaluation, Planning and Improvement

The integrated evaluation and planning process that focuses on continuous improvement is in place and supported by the following evidence:

- During 1999, hired the Research Analyst. In 2003, the Research Analyst position was changed to the Institutional Research Coordinator. The Institutional Research Coordinator organizes research activities in support of the integrated planning and evaluation process. Research activities included the FactBook, Institutional Research website, and campus- wide research needs (FactBook).
- During Fall Semester 2001, the College created the Planning and Resource Development Office to coordinate the evaluation and planning process. The activities include support for planning, goal setting, accreditation, program review, resource development, hosting open forums, workshops, working with committees, and the Planning and Resource Development Website. To maintain the integrity of departments and programs, the College conducts program review in a six-year cycle. A year is set aside for the accreditation self study. Case examples of program reviews are indicated throughout the Self Study.
- The Program Review Committee and the Master Plan Committee were reactivated in 2001-2002 (Program Review Committee, Fall Semester 2001, Master Plan Committee, Spring Semester 2002) to assist the Planning and Resource Development Office with training and to provide input for the evaluation, planning, research, and resource allocation process.
- On December 14, 2001, the Program Review Committee conducted a Program Review Open Forum. The dialogue and suggestions from the participants focused on improving the guidelines for the integrated planning and program review process that resulted in a revised Program Review Guide (Program Review Guide).
- Received January 16, 2002 letter from the Accreditation Commission commending the College for the thoroughness of its Midterm Report and serious efforts to integrate planning, research, and resource allocation (Accreditation Commission Letter, January 16, 2002, Accreditation Midterm Report).
- Conducted accreditation and integrated planning sessions on Flex Day, August 9, 2002, January 10, 2003, and accreditation session on September 2, 2003 (Flex Day Agendas)
- Conducted program review workshops on February 26, 2003; November 19, 2003; May 7, 2002; and February 27, 2002 (Program Review Workshop Agendas). Conducted program review presentations to the Board of Trustees on October 26, 2004; October 28, 2003; June 24, 2003; March 25, 2003; October 22, 2002; and April 9, 2002 (Board of Trustees, Minutes).
- In Spring 2003, reactivated the Budget Advisory Committee to make recommendations to the Superintendent/President Cabinet.
- In Spring 2003, initially formed the Student Learning Outcomes Committee to increase the dialogue regarding student learning outcomes.

- On April 28, 2004, the Accreditation Self-Study Open Forum provided a forum for dialogue and broad-based input for institutional planning that leads to institutional effectiveness. Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop about the accreditation standards, themes and the use of the standards to support student learning. The forum provided the opportunity for participants to learn about the accreditation process and to provide input for the Self Study.
- On April 29, 2004, the Faculty Learning Assessment Committee conducted a workshop to assist faculty in developing, writing, and analyzing student learning outcomes for effectiveness.
- On May 11, 2004, the Superintendent/President discussed at a Town Hall Meeting the integrated planning process by sharing information about the major goals and accomplishments of the College, and how to use the mission statement to drive planning. The vice presidents, and the Director of Human resources discussed enrollment planning strategies, facilities planning, Access VVC implementation, revenue sources, budget, and Accreditation Standard IIIA, Human Resources.
- The Superintendent/President and the Board of Trustees developed and integrated the Board of Trustee Goals into the Master Plan Goals on April 22-23, 2004, and on August 24, 2004.
- At the planning sessions on December 5, 2003, January 16, 2004, and at the Open Forum on Goal Setting on January 29, 2004, the dialogue revolved around goal

setting, accreditation standards, and the infusion of the accreditation themes for a quality institution (Master Plan Meeting highlights, December 5, 2003, January 16, 2004). An effort was made to align the Master Plan Goals with the Accreditation themes of quality.

| Accreditation Themes Alignment with the Master Plan Goals | |
|--|---|
| Accreditation Themes | Master Plan Goals |
| Organization | Organizational Excellence |
| Institutional Commitment and Student Learning Outcomes | Institutional Commitment to Student Learning and Student Success Through Educational Excellence |
| Evaluation, Planning, and Improvement | Economic and Community Development |
| Institutional Integrity | Diverse Populations |
| Evaluation, Planning and Improvement | Technology |
| Dialogue | Learning Centered Resource Management |

During 2003, through the leadership of the Faculty Senate Hiring Procedures Committee, the faculty hiring process was improved through the Full-time Faculty Hiring Procedures Agreement that includes the elements and procedures for the following: equal opportunity, hiring, position identification, search procedures, selection committee, welcoming and mentoring newly hired faculty, and review and revision (Full-time Faculty Hiring Procedures Agreement).

- At the Second Accreditation Self Study-Open Forum on November 8, 2004, 100% of the 30 participants indicated they were provided the opportunity for input for the Self-Study (Accreditation Open Forum, Evaluation Form-November 8, 2004).

Student Learning Outcomes

The Faculty Senate of Victor Valley College has taken the lead and is driving the process for student learning outcomes. Victor Valley College is early in the process of adding student learning outcomes to each course outline. To make the process authentic, the Faculty Senate approved a Faculty Student Learning Outcomes Committee, which has since changed its name to Faculty Learning Assessment Committee. The Curriculum Committee has recently approved a form to be used by faculty writing course outlines that incorporates student learning outcomes. The form is in the approval process with the Faculty Senate. At the course level, for example, the course syllabi for Math 50, Philosophy 109, and Biology 52 now include the identification and assessment of student learning outcomes (Course Syllabi, Math 50, Philosophy 109, and Biology 52).

Dr. Steve McDevitt, a Speech faculty member, was instrumental in the initial development of the Student Learning Outcomes Steering Committee, a campus-wide committee that was formed in February 2003. The Student Learning Outcomes Steering Committee provides leadership, and serves as an aid to building shared knowledge and responsibility for student learning outcomes campus-wide. The Student Learning Outcomes Steering Committee has created a website to provide information about student learning outcomes including the placement of outcome measures.

The Student Learning Outcomes Steering Committee, the Faculty Senate and the counselors are developing the Student Learning Outcomes Component of the Master Plan. Furthermore, the Student Learning Outcomes Steering Committee's

"Coffee and Pizza Klatches" have promoted dialogue around campus especially to those not directly involved in the classroom. The highlights of these sessions are posted on the Planning and Resource Development webpage (Student Learning Outcomes Steering Committee, Highlights of Klatches).

In Standard II-B, Victor Valley College strives to assure quality student learning outcomes through student support services and demonstrates the effectiveness of these services. More specifically, Victor Valley College supports student learning and enhances achievement of the college mission by offering a variety of comprehensive student services and activities including: Assessment, Admissions, Athletics, Career Center, Child Development Center, Cooperative Agencies Resources for Education, Counseling, Disabled Student Programs, Extended Opportunity Programs and Services, Financial Aid, Guidance courses, Orientation, Registration, Student Activities, Student Employment, Student Support Services, and Transfer.

In response to the enrollment growth, student service areas have made significant changes in the way students access enrollment services. The Vice President of Student Services designed and created a one-stop transition center which houses Admissions and Records, Financial Aid, Bursar, and Assessment all in the same building. The College also expanded services into the evening hours providing enrollment services until 7:00 pm, Monday through Thursday.

According to the results of the Noel-Levitz student satisfaction survey conducted Fall Semester 2003, students rated their overall satisfaction with campus support services

(0.07) higher than the seven comparison California community colleges used for the survey results (Noel-Levitz Student Satisfaction Inventory).

A notable strength of Student Support Services at Victor Valley College can be evidenced by reviewing counseling faculty evaluation survey results. The student evaluations collected in the Fall Semester 2003 rated student satisfaction with individual counselors and the services provided as part of the tenure evaluation for five counseling faculty. Some 325 students returned evaluation forms for five out of the twelve full-time counselors to provide comprehensive evaluation information. According to the results, 98% of the students surveyed reported that the counselor was helpful and professional. The evaluation results also reported 99% of the students received the information and services they came for. In addition, 98% of the student evaluations indicated that they would seek services from the same counselor again (Counselor Evaluation Form).

The College has been working to improve student access and success through various program activities. Many of Victor Valley College activities related to access are directly related with the implementation of state required matriculation standards, Financial Aid Outreach efforts, EOP&S, Disabled Students Programs and Services, and the Title IV Student Support Services Grant. The development of the Student Equity Plan 2004 reinforces the existing philosophy and program activities (Student Equity Plan 2004). The Student Equity Plan 2004 is written with the intent of making a real impact college wide, and the activities are designed to be "achievable." The Student Equity Plan 2004 has been blended with the college mission statement, Matriculation Plan, and the Master Plan

Goals. In addition, the Student Equity Plan was updated and integrated to include college activities associated with student access and success. In general, the matriculation evaluation standards require the review of campus functions and their impact on student access and success.

In conclusion, according to the student satisfaction survey conducted in the Fall Semester 2003, students rated their satisfaction with the College's response to diverse population. The survey results indicated that Victor Valley College's response to diverse populations were (+0.19) higher than the seven comparison California community colleges used for the survey results. In general, this satisfaction rating indicates that students are satisfied that Victor Valley College has met their expectation for quality of services for diverse populations.

Standard II-C is comprised of the Library and the following Student Support Services: Supplemental Instruction and Tutoring, the Computer Lab, the Language Lab, the Basic Skills Program, and the Writing Center. In 2003 the library fulfilled an external recommendation of the 1999 Accreditation Self Study by completing a Program Review and a thorough evaluation of the collection and services. As part of the Program Review process, a pre-test and post-test methodology was designed to assess the effectiveness of the library's information competency program. The test results, along with direct input from students and faculty, are being used in the transition from teaching specific information competencies to establishing campus-wide student learning outcomes. The library is also planning to expand access for distance learning students by developing an online component for the English 101 workbook

and enhancing the library's web site to include additional resources and services.

Some areas of Student Support Services have begun evaluating the programs in terms of student learning outcomes and are undergoing changes to improve the quality of their services. The Supplemental Instruction/Tutoring Program and the Academic Commons Computer Lab are preparing to complete a program review in 2005. Other labs or centers will be evaluated during the program reviews for either the English, Foreign Languages, and ESL departments. Computer technology continues to be a shared area of emphasis for improving support service to students and faculty. Additionally, all areas identified the need for actively promoting and expanding their services by utilizing online access more effectively.

As indicated in Standard IIIB, the College understands the critical connection between successful learning and a positive, reinforcing learning environment. This understanding is demonstrated throughout the campus. The continuing growth in student enrollment must be supported with an increasing number of classrooms, labs, and service facilities that are technologically current, safe, and accessible.

Resources to Support Student Learning Outcomes

In the Educational Master Plan 1998-2005, the Math and ESL departments identified a goal to establish a mathematics multimedia instructional laboratory and an ESL Lab. In order to fulfill this goal, the College applied for and received a U.S. Department of Education, Title V, Developing Hispanic-Serving Institutions grant beginning 2004-05 (U. S Department of Education, Developing Hispanic Serving Institutions Award). The

Title V grant focuses on increasing the College's capacity to serve Hispanic and low-income students through the improvement of Math and ESL instruction and student learning outcomes. In addition, the Title V Grant will provide faculty and staff development training for culturally-sensitive teaching and learning, instructional technology learning, student learning outcomes, and grant proposal development.

Institutional Integrity

In Human Resources, a code of ethics has been completed and approved by the shared governance process. The code of ethics will serve as a standard by which employee ethics can be judged (Code of Ethics). Personnel policies are incorporated in board policy and the faculty and classified collective bargaining agreements. Board policies are available to all employees on the district Website, as are the collective bargaining agreements. Policies pertaining to management personnel are included in the management handbook, which is distributed to all managers.

The Board of Trustees has a diversity plan in place with Board Policy 7100 (Diversity Plan, Board Policy 7100). All personnel selection committees have a Fair Employment Representative (FER) assigned. The FER functions as a non-voting member of the selection committee and acts as a liaison with the Human Resources Office. Responsibilities are to provide technical assistance and to monitor the hiring process for compliance with policies and procedures as defined in the College Fair Employment Plan (College Fair Employment Plan).

The institution fosters appreciation of diversity through workshops and training presentations, some of which include:

diversity training by Maggie Sizer in Fall 2001, discrimination/hostile work environment training for Maintenance and Operations in April 2004, sexual harassment/discrimination training by Peter Brown in 2003, verbal judo training by Chico Garza, and a Flex Day Activity on personality differences in September 2002.

The College received an award from the Chancellor’s Office for improvement in the numbers of faculty from diverse backgrounds.

The institution’s record on equity and diversity is in part reflected by the data comparing the student population to the entire staff. The ethnic distribution of the faculty, staff, and administration does not mirror the ethnic distribution of the changing student body as indicated in the table below.

| | Student Body | Faculty/Staff |
|------------------|--------------|---------------|
| African American | 10.4% | 6.7% |
| Native American | .9% | 1.5% |
| Asian | 1.9% | 3.6% |
| Filipino | 1.2% | 1.3% |
| Hispanic | 24.5% | 10.9% |
| Pacific Islander | .5% | .1% |
| White | 57.9% | 76.1% |
| Middle Eastern | .4% | n/a |
| Other non-white | .5% | n/a |
| Uncollected | 1.8% | n/a |

The College’s policies and practices are not totally effective in promoting understanding of equity and diversity issues since the district has received in the past year four

discrimination complaints and seven sexual harassment complaints. The number of claims in the past year have increased over the previous year. The district is, therefore, planning additional training, particularly for maintenance and custodial staff.

The College has set up Faculty Travel funds to reimburse those who attend off campus professional development conferences. In addition, on-campus opportunities are frequently available. However, due to budget constraints beginning with the 2003-2004 year, faculty travel funds have been suspended. A full-time Staff Development Coordinator was in place until the 2001-2002 year, where it became a part-time position. This position no longer exists. A Staff Development Committee is active in planning and developing professional growth activities for all faculty and staff.

Organization

In Standard IIA, based on a recommendation from the last self-study, the College made a formal commitment to Distance Education. The college uses a commercial platform, “Blackboard” that was chosen by the faculty. Courses submitted for online teaching are approved through the Curriculum Committee with a separate form to ensure among other considerations adequate teacher student contact and appropriate distance moderated assignments.

The Graduation Requirements Committee formed under the aegis of the Faculty Senate has made several recommendations to improve the graduation requirements including the creation of separate Math and Science majors.

The Superintendent/President’s Cabinet is in the process of assessing the current and future organizational needs of the college

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

solutions to support the College's mission and goals.

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

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

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

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

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

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

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

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

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

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

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

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

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

keep the goal of Integrating Technology in the Master Plan.

In Financial Resources, it is important to revisit recommendations that were made by the previous accreditation visiting team. One such recommendation from 1999 was that the district "...should do a thorough analysis of the institution's indebtedness and develop a plan that clearly demonstrates that the college will be able to liquidate its rather substantial Certificates of Participation."

The District did respond to this recommendation by having Sutter Securities Incorporated, an independent financial advisory firm, do a thorough analysis of the district's long-term indebtedness/investment. Since this analysis was done, the district has drawn \$3.09 million from the Guaranteed Investment Contract. The interest rate has remained low as compared to the 7.75 percent fixed rate of the investment contract, but it may be advisable to see how the repayment of the COP is affected because of this withdrawal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

and the themes of the accreditation standards.

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

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

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

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

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

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

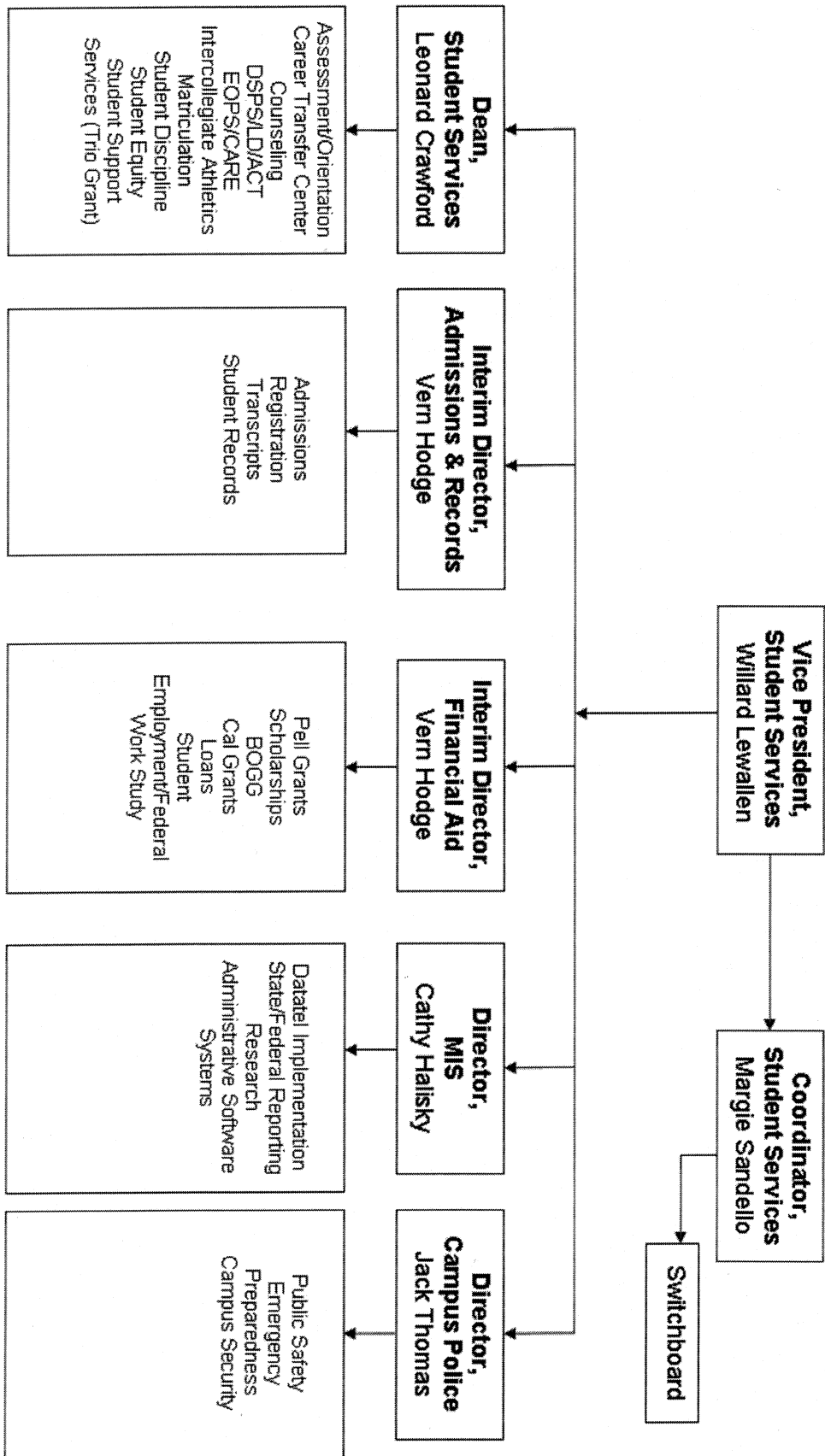
The Planning Agenda for Standard IV focuses on the following: implementing a Budget Advisory Committee and develop recommendations and procedures which do not interfere with collective bargaining issues and appropriate Academic Senate roles, for example, hiring processes for replacements of retired full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

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

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

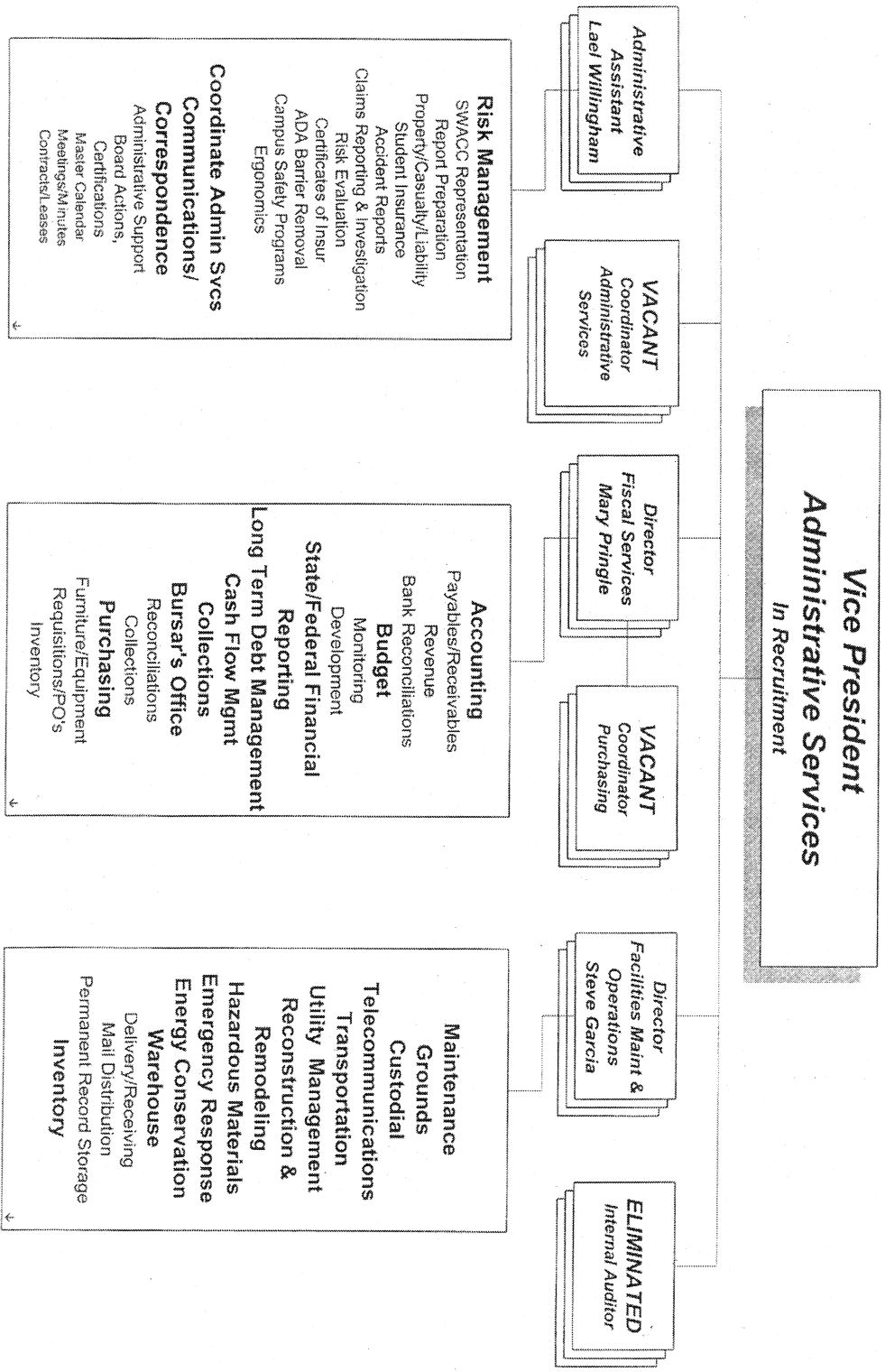
VICTOR VALLEY COLLEGE Student Services Organizational Chart

November 23, 2004



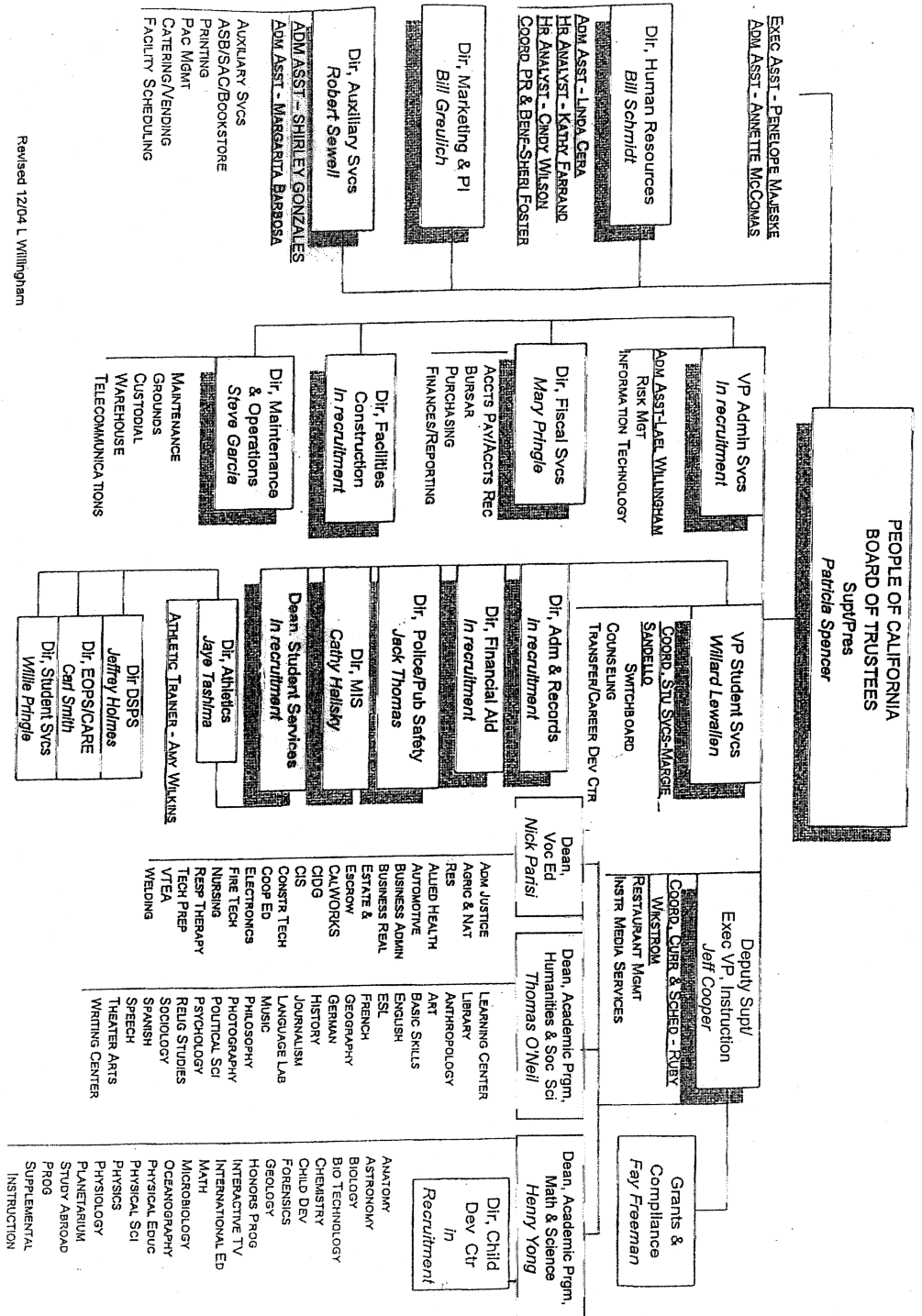
VICTOR VALLEY COLLEGE
Administrative Services - Organizational Chart

December 2004



VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

December 2004



Revised 12/04 L. Willingham

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. AUTHORITY

The institution is authorized or licensed to operate as an 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 is accredited by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, reaffirmed the college's accreditation at its meeting on June 6-8, 1999. The institution is authorized to operate as an educational institution and to offer undergraduate education.

2. MISSION

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The mission statement was revised and adopted by the Board of Trustees on November 11, 2003, and is included in the

Victor Valley College Catalog for 2004-2005 as well as posted on the College's website. The mission statement provides an institutional commitment to student learning.

3. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they 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.

Victor Valley College has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

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 administrator nor the college chief administrator may serve as the chair of the governing board.

Victor Valley College has a chief executive officer appointed by the governing board, Dr. Pat Spencer, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies.

5. ADMINISTRATIVE CAPACITY

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Victor Valley College has staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. The management staff consists of 36 employees. This group includes the superintendent/president, vice presidents, deans, directors, coordinators and other management positions. The District recognizes the need for additional staff due to the extraordinary growth and need for additional services and programs.

6. OPERATIONAL STATUS

The institution is operational, with students actively pursuing its degree programs.

Victor Valley College is operational, with students actively pursuing its degree programs. Victor Valley College has been in existence since 1961 and is accredited by Western Association of Schools and Colleges. Victor Valley College's accreditation was reaffirmed by the Accrediting Commission for Community and Junior Colleges at its meeting on June 6-8, 1999.

7. 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.

Victor Valley College offers 56 Associate Degree programs and 120 Certificate programs that are listed in the college catalog. Nearly 75% of credit students are enrolled in associate-applicable courses.

8. EDUCATIONAL PROGRAMS

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Victor Valley College's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student

outcomes. The educational programs are included in the College Catalog.

9. ACADEMIC CREDIT

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Victor Valley College awards academic credits based on Title 5 of the California Code of Regulations. The information about the awarding of academic credit is included in the college catalog on the website.

10. STUDENT LEARNING AND ACHIEVEMENT

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Victor Valley College defines and publishes the programs of study leading to an associate degree, certificate, and programs of study leading to transfer in the catalog. The college is implementing the plan towards the creation of Student Learning Outcomes at the course and program level so that students who complete courses and programs, no matter where or how they are offered, achieve the assigned outcomes. In addition, the plan includes Student Learning Outcomes at the degree level. Information regarding student achievement and student learning outcomes is included in the Fact

Book and posted on the Institutional Research website.

11. GENERAL EDUCATION

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

Victor Valley College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. The areas of study for general education are included in the Accreditation Standard II.A.3.

12. ACADEMIC FREEDOM

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the

academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Victor Valley College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

13. FACULTY

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Victor Valley College has a core of qualified faculty with full-time responsibility to the institution. The core of qualified faculty supports the institution's educational programs. There are 135 full-time faculty as of December 1, 2004.

The Academic Senate of Victor Valley College recognizes that the number of faculty meets the full time faculty proposed by the Chancellor's Office but is insufficient for meeting the goals and mission of the College. The faculty is involved in the development and review of curriculum as well as assessment of learning. The faculty provides leadership and is driving the process for student learning outcomes.

14. STUDENT SERVICES

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Victor Valley College provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission. Victor Valley College offers a variety of comprehensive student services and activities as follows: Assessment, Admissions, Athletics, Cooperative Agencies Resources for Education, Career Center, Child Development Center, Counseling, Disabled Student Programs, Extended Opportunity Programs and Services, Financial Aid, Guidance courses, Orientation, Registration, Student Activities, Student Employment, Student Support Services Program, and Transfer.

15. ADMISSIONS

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Victor Valley College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate and are listed in the college catalog. It includes: residency requirements, special part-time/full time students, admission by petition, international students, student registration priorities, requirements for registration, adding and dropping classes, transcripts for admissions, and prerequisites, co requisites, advisories.

16. INFORMATION AND LEARNING RESOURCES

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Victor Valley College library collection consists of 51,223 books, 551 current periodical subscriptions, 3,400 videos and DVDs, and 5,100 audio cassettes and CD's. Electronic subscriptions include 13 full-text databases that are available to students on and off-campus via the library's web site. There are 19 public access terminals dedicated to searching the on-line catalog (Sirsi) and an additional 12 terminals that provide web access. The facility seats approximately 300 in a combination of table and study carrels. The library also has 6 group study rooms and a 30-seat classroom for bibliographic instruction. The Supplemental Instruction/Tutoring and Computer Lab are located in the building adjacent to the library. The Computer Lab runs 80 specific software programs in a lab of 84 computers. The Language Lab, Basic Skills Program, and Writing Center are located on the lower campus in the Humanities Center. All three areas maintain computer workstations for students and offer a variety of resources and services.

17. FINANCIAL RESOURCES

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Victor Valley College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services to improve institutional effectiveness, and to assure financial stability.

18. 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. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

Victor Valley College annually undergoes and makes available an external financial audit by a certified public accountant. The institution will submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant that has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The

audits are certified and any exceptions explained.

19. INSTITUTIONAL PLANNING AND EVALUATION

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Victor Valley College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The College has developed and implemented an ongoing process of evaluation and planning that focuses on continuous improvement. Improvement is achieved through the evaluation and planning process that includes the following components: evaluation, planning, support of research, development of mission statement, use of mission statement to guide institutional action, goal setting, goal accomplishments, integration of accreditation themes, accreditation recommendations and planning agendas, integration of program review that includes student learning outcomes, decision making for improvement, resource distribution to implement the goals, evaluation and reevaluation.

20. PUBLIC INFORMATION

The institution provides a catalog for its constituencies with precise, accurate, and current information.

Victor Valley College publishes in its catalog, class schedule, and other publications information concerning the College's purposes and objectives; admission requirements and procedures; rules and regulations affecting students, programs, and courses; degrees offered and degree requirements; cost and refund policies; grievances procedures; academic credentials of faculty and administrators; and other items relative to attending and withdrawing from the College. The College distributes a year-end report, a special edition of the President's Pen once a year, which focuses on student graduates.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Victor Valley College maintains the same open and responsible association with the

Accrediting Commission as in the past. Victor Valley College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Victor Valley College Mission Statement

The mission of Victor Valley College is three-fold:

To enable students to succeed and to develop competence through academic and vocational instruction at the lower division college level. This instruction will lead to the granting of certificates and degrees as well as transfer to other institutions;

To contribute to community and state-wide economic growth and competitiveness through vocational and technical instruction leading to employment, continuing education, student support services, adult non-credit instruction, and instruction in basic skills and English as a Second Language;

To foster personal development and life-long learning through culturally enriching programs and activities for the expanding learning community.

Victor Valley Community College is a learning organization that is committed to

- verified student learning success,
- instructional and institutional innovation and excellence,
- systematic self-evaluation and improvement,
- learning-centered planning and allocating of resources,
- respect and civility in personal conduct,
- integrity and collaboration among students, staff, faculty and administrators,
- active and responsible citizenship,
- equality of access,
- understanding and appreciation of diversity, and
- responding to community employment needs.

Standard I A 1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

The character and purpose of Victor Valley College are outlined in the mission statement and provide the foundation for student learning programs and services, which in turn are responsive to the student population served by the College. As displayed in the VVC FactBook, credit student headcount was 8,516 in Fall 1998 and by Fall semester 2003 it was 10,580, representing a 24% increase. The racial, cultural, linguistic, socioeconomic, and national-origin diversity of the College's student population body reflects the rapidly changing demographic composition of the communities it serves. In 1993, underrepresented minorities comprised 30% of the student population. For 2002, that percentage was 41% (Victor Valley College FactBook).

The College is responsive to the diverse needs of its ever-changing student population. For example, the distance education (online, internet-based) program was developed, in part, to respond to the needs of students who, due to a variety of personal circumstances and challenges (time, work, family, and geography), cannot or choose to not/ take traditional format classes. Additionally, web-based student services (e.g., admission, registration, and fee payment) have been developed and implemented to support online/distance learning opportunities. Other programs and services are in place to meet the unique and diverse needs of the various student populations. These include, but are not limited to:

Extended Opportunity Programs and Services – programs and services to

support educationally and economically disadvantaged students.

Cooperative Agencies Resources for Education – provides services for single parents such as: financial aid grants-child care, books, and/or transportation, school supplies, typing services, study room, personal educational options development counseling as well as referrals and liaison to on-campus and community agencies.

Disabled Students Programs and Services – provides individuals with communicative, developmental, learning, psychological, physical, visual, and/or hearing disabilities the opportunity to acquire the necessary knowledge and skills for increased self-actualization and independence.

CalWORKs - provides support services for students with children so that they can eventually be self-supporting.

Student Support Services (Title IV, TRIO Grant) - provides academic support and educational services for students who are low-income and or first-generation college students.

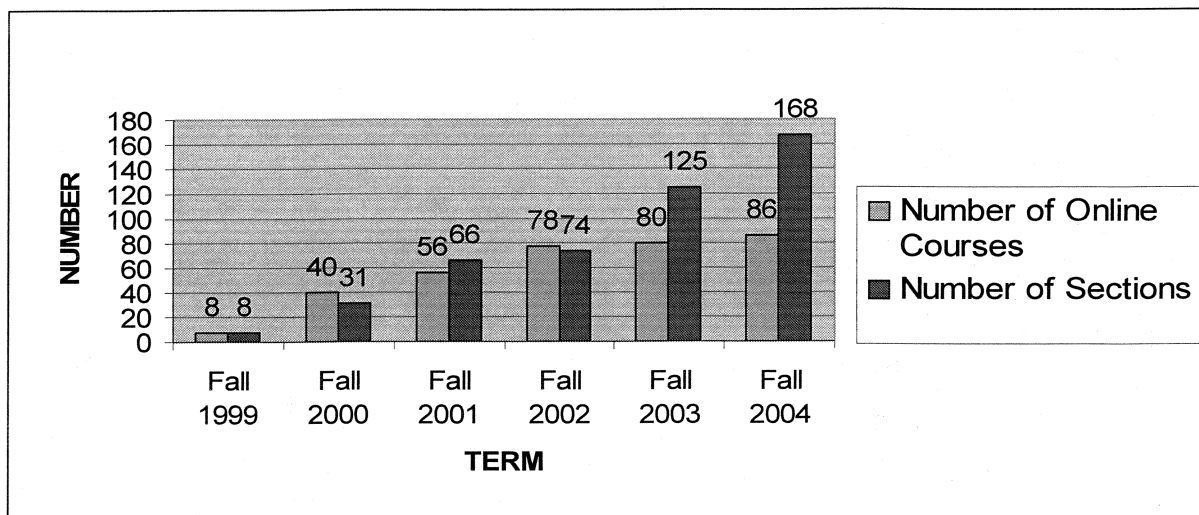
Student needs in terms of student learning programs and services are identified through a variety of means, both formal and informal. These include, but are not limited to: instructional advisory committees, student satisfaction surveys, Associated Student Body, program review, ad hoc research studies, and community input.

Standard I A 1 Self-Evaluation

The College's course offerings and support programs have grown tremendously during the past six years, both in variety and number, in response to the increases in student enrollment, student needs, demographic changes, and technological advances. The College has a long history of establishing learning programs and services that are directly aligned with its stated

mission and goals, as outlined above. For example, the development and availability of online courses has experienced tremendous growth since 1999. Beginning with eight courses in 1999, there are now over 80 courses available in an online format and 168 class sections were offered in Fall Semester 2004 (Figure 1). Since the inception of online classes in Fall 1999, more than 10,000 students have participated in online classes (Figure 2).

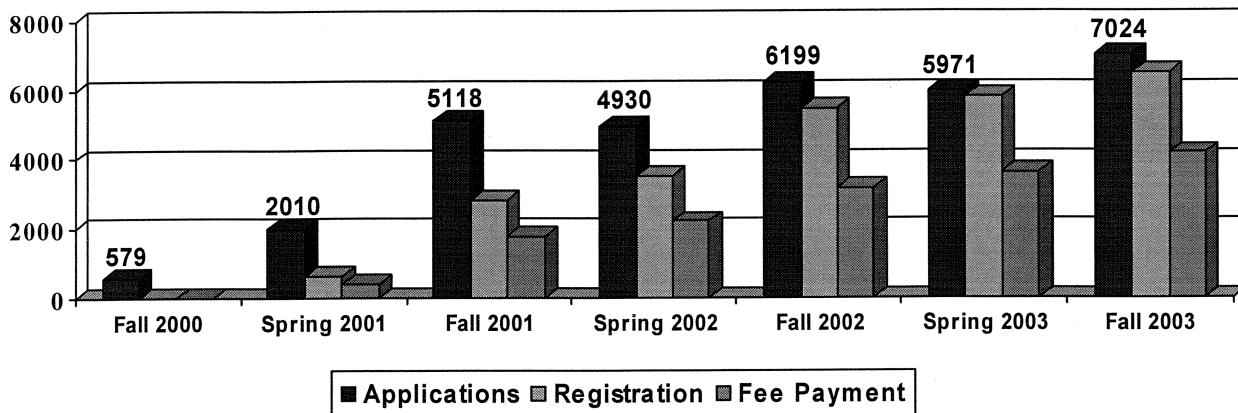
Figure 1 – Growth in Online/Distance Learning Opportunities



An ongoing, longitudinal study of the characteristics and performance outcomes of distance learners has provided information for assessing the effectiveness of online/distance learning. Information to date is encouraging and demonstrates that online/distance learners perform similarly to learners in traditional format classes (Longitudinal Study for Distance Learners). Additionally, the outcomes also demonstrate that the profile of online/distance learners is similar to traditional learners with two exceptions. Online/distance learners are more likely to be female and are more likely to be in the 26-50 year-old age group when compared to traditional learners.

Other evidence that programs and services have been established that are aligned with the student population is demonstrated by the dramatic increase in the number of students taking advantage of web-based student services (Figure 2). The College was one of the first in the state to have web-based admission, registration, and fee payment services available to students.

Figure 2 – Student Transactions Utilizing Web-based Student Services

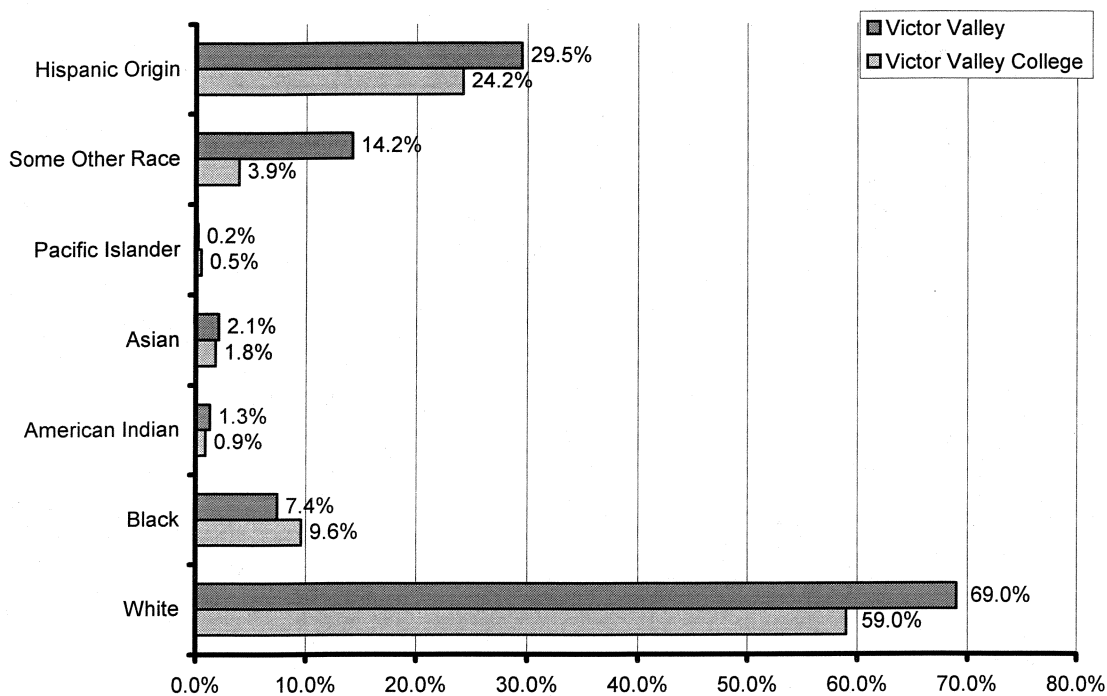


Although the proportionate representation of Hispanic participants has continued to climb, a gap still exists between Hispanic representation in the community and Hispanic enrollment at the College (Figure 3). This participation “gap” is being addressed with strategies developed and implemented through: (a) an updated Student Equity Plan and (b) the Board Financial Assistance Program – Student Financial Aid Administration (BFAP – SFAA) Plan which targets underserved and un-served student populations (Student Equity Plan, Student Financial Aid Administration Plan).

Figure 3: Race/Ethnicity Distribution: VVC vs. Victor Valley

Source: U.S. Census Bureau, Census 2000 pop_trends_ethnicity_age.xls
 VVC data is credit, 1st census Fall 2003

Note: The category "Two or More Races" was eliminated. Percentages for Victor Valley equate to over 100% due to the Hispanic category being of any race



One of the ways in which the College aligns its programs and services with the student population is through surveys that provide a mechanism to assess institutional strengths and areas needing improvement. A student satisfaction survey was conducted in 2003 that covered a broad array of institutional programs, services, and functions (Noel Levitz Student Satisfaction Inventory). The results from this survey are being used to assess institutional effectiveness and the outcomes will be used for developing strategies for institutional improvement. See Standard IIB for analysis of specific survey results and recommendations.

Standard I A 1 Planning Agenda

- The College will implement strategies from the Student Equity Plan and the BFAP-SFAA Plan to increase the participation and success of Hispanic students (Student Equity Plan, Student Financial Aid Administration Plan).

Standard I A 2. The Mission Statement is approved by the governing board and published.

Standard I A 2 Descriptive Summary

At the regular meeting of the Board of Trustees on October 14, 2003, the revised mission statement received a first reading, and at the regular meeting of the Board of Trustees on November 11, 2003, the revised mission statement was adopted unanimously (Board of Trustees Meeting Minutes October 14, 2003, November 11, 2003).

Standard I A 2 Self-Evaluation

The mission statement is published on the College web site, in the College Catalog, and in the schedule of classes (Victor Valley College Catalog p. 6). Efforts are underway to have the mission statement more widely

circulated and publicized. For example, through a donation, picture-framed versions of the mission statement were placed in all classrooms so that there are constant reminders of the College's mission and purposes.

Standard I A 2 Planning Agenda

None

Standard I A 3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Standard I A 3 Descriptive Summary

Institutional dialogue centering on reviewing and revising the College's mission statement began in October 2002. Because of the mission statement's relevance to integrated planning, a subcommittee of the Master Plan Committee was formed that also included members of the current and past Accreditation Standard 1 Committee. The Mission Statement Subcommittee met throughout the 2002-03 academic year (Mission Statement Subcommittee Meeting Minutes). In Spring Semester 2003, the initial draft of the mission statement was presented to the Master Plan Committee, the Academic Senate, the Department Chairs, Managers and Administrators, and the Superintendent's/President's Cabinet for review and discussion. Community members were included at one of the meetings of the Master Plan Committee for input and discussion. The draft of the revised mission statement was distributed campus-wide in April 2003 with a request to provide feedback, suggestions, and comments. In May 2003, following campus-wide input, the revised mission statement was presented to College

Assembly, the College's shared governance body (College Assembly Minutes). The revised mission statement underwent a second reading in September 2003, and the College Assembly recommended forwarding the mission statement to the Board of Trustees. At the regular meeting of the Board of Trustees on October 14, 2003, the revised mission statement received a first reading, and at the regular meeting of the Board of Trustees on November 11, 2003, the revised mission statement was adopted unanimously (Board of Trustees Meeting Minutes, October 14, 2003, November 11, 2003).

Standard I A 3 Self-Evaluation

The process for revising the mission statement was organized and systematic. The institutional dialogue was broad, inclusive, and utilized the College's governance and decision-making processes. As part of the integrated evaluation and planning process, the mission statement calls for a review within a three-year cycle.

Standard I A 3 Planning Agenda

None

Standard I A 4. The institution's mission is central to institutional planning and decision making.

Standard I A 4 Descriptive Summary

The basic purposes contained in the College's mission statement are utilized throughout the institution in planning, developing, and implementing student learning programs and services. The mission of the institution is part of the dialogue as recommendations and decisions are made, whether in curriculum development, implementation of new

service programs, or policy/procedure development. The statement reflects the College's commitment to educational excellence, to a collegial campus environment, and to programs/services that meet the many needs of a diverse community and student population. The item of how actions and decisions affect students is at the forefront of discussions when establishing programs and services. When developing new programs and courses, the College uses the procedures established through the Curriculum Committee. These procedures are found in the Curriculum Committee Handbook (Curriculum Committee Handbook). The handbook describes the process for new course approval, course revision and updates, guidelines for community education, certificate and degree program development, and other curriculum regulations and procedures. Additionally, the activity and outcomes (meetings, forms, minutes,) of the Curriculum Committee are accessible through the College's web site.

Standard I A 4 Self-Evaluation

One of the first outcomes of the integrated evaluation and planning process has been the development and adoption of a new mission statement. This needed to be accomplished because the mission statement contains the central and overarching purposes, which must guide all institutional planning and decision-making.

If the mission statement is to be central to institutional planning and decision-making, it must be widely understood, embraced and utilized at all levels of the institution. A staff opinion survey was completed in the Spring Semester 2004 asking staff to rate a variety of items related to institutional mission (Opinion Survey, 2004). Because the accreditation standards are statements of

good practice, the purpose of the survey was to assess staff members' opinions about whether the College is meeting these standards. The results are displayed in Table 1. Results indicate that 91% are familiar with the College mission statement, 85% agree that the institution establishes courses and programs aligned with student needs, and 67% believe that the mission is central to planning and decision-making. From the survey results, it appears that the College has succeeded in making the mission widely understood among faculty,

staff and management across the campus. There is strong support from the survey results that of those faculty, staff and management who responded to the survey believe that the mission statement is utilized in establishing programs and services to meet student needs. Additionally, two-thirds of faculty, staff and management agree that the College mission statement guides institutional planning and decision-making.

Table 1 Spring semester 2004 Staff Opinion Survey: Institutional Mission and Effectiveness

| | Strongly Agree/Agree | Strongly Disagree/Disagree |
|---|----------------------|----------------------------|
| I am familiar with the college mission statement (I.A.1, I.A.3, I.A.4). | 91% | 9% |
| The institution establishes courses and programs that are aligned with the student need in our community (I.A.1). | 85% | 15% |
| The college mission statement guides institutional planning and decision-making (I.A.4). | 67% | 33% |

Standard I A 4 Planning Agenda

None

STANDARD IB: IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning

Standard I B 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Standard I B 1 Descriptive Summary

The College has engaged in an ongoing dialogue about student learning outcomes and improving institutional effectiveness. One of the first steps in creating this dialogue involved educating the campus community about the concept of institutional effectiveness and its core components - student learning and institutional outcomes. Knowledge on these topics has been gained over the last six years through sending teams to various conferences, such as the California Assessment Institute on October 11, 1999, and September 29, 2002. In addition, staff members attended workshops sponsored by the Research and Planning Group on October 26, 2001, February 20, 2004, and February 22, 2004; the CHEA Conference, January 26, 2003; the ACCJC Self-Study Workshop, September 25, 2003, and the Community College League Conference, November 18-20, 2004. The knowledge gained from these workshops was used to increase the dialogue about student learning outcomes.

Dr. Steve McDevitt, a speech faculty

member, was instrumental in the initial development of the Student Learning Outcomes Steering Committee, a campus-wide committee that was formed in February 2003. The Student Learning Outcomes Steering Committee provides leadership, and serves as an aid in building shared knowledge and responsibility for student learning outcomes campus-wide. The Student Learning Outcomes Steering Committee has created a website to provide information about student learning outcomes including the placement of outcome measures. The Student Learning Outcomes Steering Committee and the Faculty Senate are developing the Student Learning Outcomes Component of the Master Plan.

Furthermore, the Student Learning Outcomes Steering Committee's "Coffee and Pizza Klatches" have promoted dialogue around campus especially to those not directly involved in the classroom. These sessions provide an informal setting for people to share their ideas regarding how they contribute to institutional outcomes and effectiveness. Highlights of the klatches are posted on the Planning and Resource Development website (Student Learning Outcomes Steering Committee, Highlights of Klatches). The Student Learning Outcomes Component of the Master Plan includes an element to assess the College

and develop the institutional capacity for dialogue.

The Faculty Senate has also taken a lead role in student learning outcomes by assembling a Faculty Senate Learning Assessment Committee. This committee meets regularly and provided a workshop on April 29, 2004 for implementing student learning outcomes into the curriculum (Student Learning Outcomes Writing Workshop for Courses).

The dialogue about improving student learning and institutional processes has also been evident throughout the campus. And more importantly, the College has engaged in activities and actions that support this effort. A training session was held on January 7, 2004, entitled "Learning Centered College," by Julie Slark. A college-wide open forum on goal setting for the Integrated Master Plan was held On January 29, 2004. Dr. Pat Spencer, the Superintendent/President gave a presentation on striving to become a learning centered college (Open Forum on Goal Setting for the Integrated Master Plan Packet).

Additional dialogue on institutional outcomes has permeated meetings of the Accreditation Steering Committee, Standard IIB Committee, Program Review Committee, Master Plan Committee, curriculum meetings, College Assembly, Board of Trustees meetings, and research endeavors such as the creation of a document titled, "Key Performance Indicators for Assessing VVC's Institutional Effectiveness" (Key Performance Indicators for Assessing VVC's Institutional Effectiveness").

Standard I B 1 Self Evaluation

Evidence of the dialogue about student

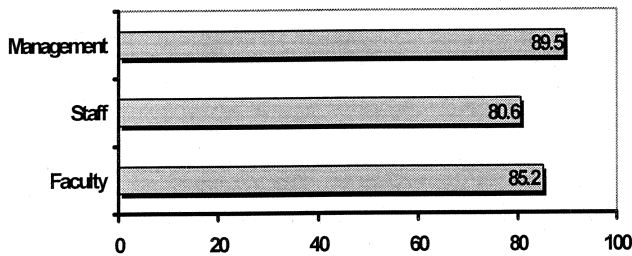
learning outcomes can be viewed in many forms. For instance, the course syllabi for Math 50, Restaurant Management 82, Philosophy 109, and Biology 52 now include the identification and assessment of student learning outcomes (Course Syllabi, Math 50, Restaurant Management 82, Philosophy 109, Biology 52).

The Student Learning Outcomes Steering Committee reviews ideas for student learning outcomes campus-wide and then places these ideas on a web page for easy viewing. There have been regular "Coffee Klatches" to help familiarize the entire campus with what is meant by an outcome and how to measure that outcome (Student Learning Outcomes Steering Committee, Highlights of Klatches).

In Spring Semester 2004, the Institutional Research Office, in collaboration with the Accreditation Steering Committee, developed and implemented an "Opinion Survey" to support the College's Self-Study for accreditation (Opinion Survey). Items used in the instrument were based upon the new accreditation standards adopted by the Accrediting Commission for Community and Junior Colleges. These standards are considered "statements of good practice" and so provide a benchmark by which colleges can evaluate items such as student learning outcomes. Results from this survey represented 17.3% of the employees in Spring 2004 (692). For reporting purposes, categories were created such that the "Staff" category included all classified employees, the "Faculty" category included full-time and associate faculty, and the "Management" category included academic administrators and classified management. Although the response rate is sufficient given the population, some considerations should be made. The associate faculty (3.1) and classified staff (17.1) were

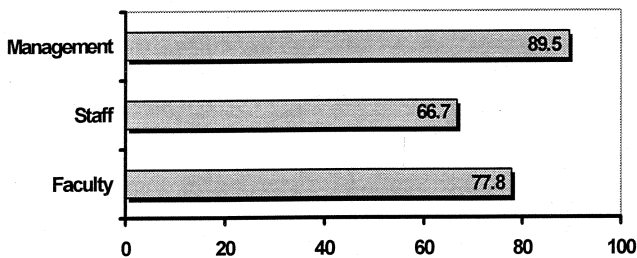
underrepresented in comparison to the other groups and therefore care should be taken in interpreting the results for these categories.

Survey Item 2: The institution establishes courses and programs that are aligned with the student need in our community. (Opinion Survey, 2004)



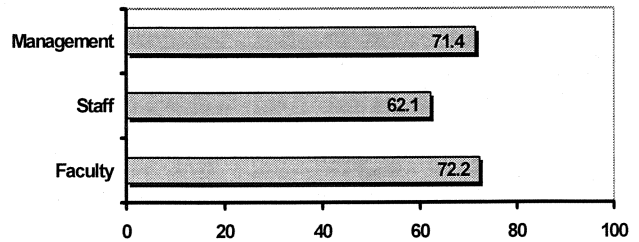
In all three cohorts, over 80% of those surveyed agreed that new courses and programs are aligned with the student need in our community.

Survey Item 10: The institution demonstrates that all instructional programs address the commitments set forth in the institution’s mission. (Opinion Survey, 2004)



Of those surveyed, nearly 80% of faculty and nearly 90% of management agreed with this statement yet only two-thirds of the staff agreed.

Survey Item 11: The institution identifies student learning outcomes for courses, programs, certificates, and degrees. (Opinion Survey, 2004)



Nearly three-quarters of management and faculty respondents agreed that student learning outcomes are being identified. It is not surprising that the staff respondents rated this question lower because student learning outcomes are being created primarily at the institution level and the course level. This rating will increase as the Student Learning Outcomes Steering Committee continues its efforts in increasing the dialogue and the representative membership campus-wide.

Standard I B 1 Planning Agenda

- The Institutional Research Office will assess the organizational culture and the campus-wide knowledge of and understanding of Student Learning Outcomes.
- The Institutional Research Office will disseminate and analyze a student climate and staff satisfaction survey on an annual basis.

Standard I B 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Standard I B 2 Descriptive Summary

Implemented in 2000-01, meetings between the Superintendent/President, vice presidents, and departments were scheduled to review accomplishments of the goals and objectives of the Educational Master Plan 1998-05. This dialogue has broadened and now focuses on the newly revised college mission statement that underwent review and revision through a subcommittee of the Master Plan Committee and was approved by the Board of Trustees on November 11, 2003.

In Fall Semester 2003, an online survey was developed so the college community could provide input for revising the goals of the Educational Master Plan. In addition, on January 29, 2004, the campus community participated in an Open Forum on the Master Plan Goals, and the Institutional Research Coordinator gave a presentation regarding how to decipher a goal from an objective in order that measurable objectives could be created.

Victor Valley College is committed to a process whereby the departmental program reviews include a section devoted to the alignment of departmental goals and objectives to the Master Plan Goals and the college mission. The revised Master Plan Goals (formerly called the Education Master

Plan Goals) are as follows:

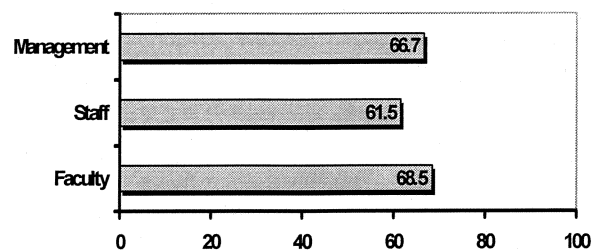
Revised Master Plan Goals

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

Standard I B 2 Self Evaluation

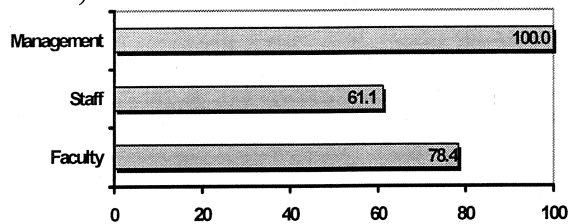
The District was able to gauge the progress made in notifying the campus community regarding the college’s goals and mission via the “Opinion Survey” disseminated to all staff in Spring Semester 2004.

Survey Item 3: The college mission statement guides institutional planning and decision-making. (Opinion Survey, 2004)



On average, nearly two-thirds of those sampled agreed that the mission statement does guide institutional planning and decision-making.

Survey Item 56: The president assures that institutional practices are consistent with the institutional mission. (Opinion Survey, 2004)



A disparity between faculty/administration and the staff is apparent in the chart. Further dialogue should be encouraged.

According to an interview with the Superintendent/President, Dr. Pat Spencer, the vice presidents share campus-wide issues at the Superintendent's/President's Cabinet. Although institutional effectiveness factors are not a separate agenda item, these issues contribute to improving programs and long-term planning. Dr. Spencer also mentioned that in addition to the Master Plan goals, each cabinet member has his/her own division goals (e.g. student learning) and progress towards these goals is presented weekly (Division Goals).

Under the goal of "Integrating Technology," the faculty facilitator for Technology is in the process of updating the Technology Plan. In an interview in 2004, the faculty facilitator mentioned that this plan received campus-wide involvement at the Open Forum for the Master Plan Goals and a web-based survey.

Standard I B 2 Planning Agenda

- The Institutional Research Office will develop a research advisory committee to prioritize research projects and increase the dialogue over quantitative and qualitative evidence for decision-making.

Standard I B 3. The institution assesses progress toward achieving its stated goals and make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Standard I B 3 Descriptive Summary

The Superintendent/President's Cabinet, the Planning and Resource Development Office, the Institutional Research Office, and the Administrative Services Office have assisted with the implementation of the ongoing evaluation and integrated planning process that focuses on improvement. The Planning and Resource Development Office and the Institutional Research Office have worked with the Master Plan Committee, the Student Learning Outcomes Committee, the Program Review Committee, and the campus departments to revise the master plan format that is participatory; linked to the mission of the college; is research based; incorporates elements of environmental scanning into the planning process; integrates program review; links to the budget process, and incorporates re-evaluation.

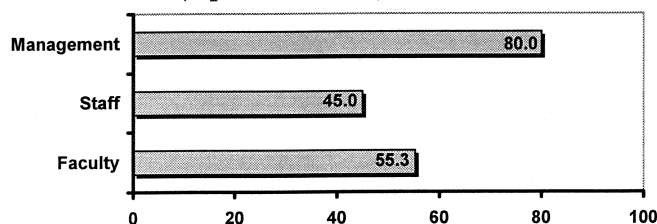
The revised Master Plan will continue to serve as the principal planning document for the College. The integrated planning and evaluation process also provides for review and integration by senior management at the President's Cabinet level. The President's Cabinet has used the Master Plan as the framework for decision-making as indicated in the Goals and Accomplishments of the Educational Master Plan (Goals and Accomplishments).

Standard I B 3 Self Evaluation

Several methods are used in planning development. For instance, the College utilizes the P.I.E. cycle for systematic planning and development. The P.I.E. Cycle is an infinite cyclic process. The steps of the P.I.E. cycle are: planning, implementation (research/analysis), and evaluation. The integrated planning process includes a means of identifying the performance measures based on the objectives. At the Open Forum on Goal Setting for the Integrated Master Plan on January 29, 2004, the vice presidents summarized the goals and accomplishments of the Educational Master Plan 1998-2005.

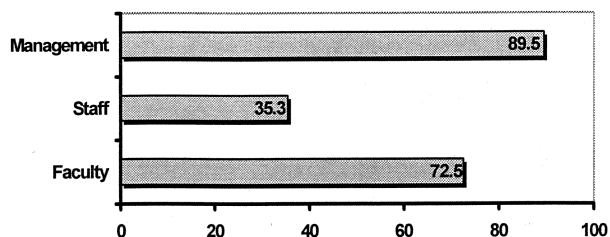
In support of integrated planning, the Institutional Research Office provides readily available institutional data to all constituents via the Instructional Research Query Builder, annual FactBook, and the IR website. Efforts to evaluate the effectiveness of this material are identified by the evaluation form provided in the FactBook and the program review evaluation survey. Student and faculty/staff satisfaction surveys have been used by departments under program review to identify institutional strengths and challenges and provide an objective measure for planning purposes.

Survey Item 13: The institution relies upon quantitative and qualitative data to access progress toward achieving stated learning outcomes. (Opinion Survey, 2004)



The percent of staff and faculty respondents who agreed with this statement was low. The dialogue regarding student learning outcomes is still being initiated throughout the campus community. Through the efforts of the Faculty Senate Learning Assessment Committee and the Student Learning Outcomes Steering Committee, dialogue has increased as per the minutes from committee meetings. In addition, dialogue sessions have been scheduled for various departments.

Survey Item 23: The institution evaluates all student support service programs through the program review process to assure their adequacy in support of student success. (Opinion Survey, 2004)



Again, the percentage of staff respondents who agreed with this statement was low possibly due to the fact that many departments under Student Support Services have not undergone program review as of Spring Semester 2004. Awareness will increase as more training is performed in these areas.

During an interview with Dr. Spencer, she mentioned that decisions at the Cabinet level are data driven. Furthermore, she requests that presentations to cabinet be supported with qualitative or quantitative evidence. Items that are currently being analyzed include: Opinion Survey, Noel-Levitz: Student Satisfaction Inventory, and enrollment data.

The College received an infusion of dollars through Partnership For Excellence, a statewide initiative, to initiate, augment, and expand programs, activities, and services to meet identified goals (transfer, degrees and certificates, course completion, workforce development, basic skills). A plan was developed, resources were allocated, strategies were implemented, and progress toward achieving the goals was evaluated (Partnership For Excellence Plan). The plan included several clearly defined, measurable outcomes across the goal categories. In other words, there was a systematic approach to assessing and evaluating the improvement of institutional effectiveness in terms of the Partnership For Excellence initiative. In 2002, a report on progress toward the Partnership For Excellence goals was submitted to the Chancellor's Office (Partnership For Excellence Goals Report). Through the cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, it was determined that the College had achieved or exceeded the outcomes for several goals.

Standard I B 3 Planning Agenda

- The Administrative Services staff will conduct an open forum and workshops, regarding the budget process and linkages to planning and program review.

Standard I B 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Standard I B 4 Descriptive Summary

The College has designed and implemented the integrated evaluation, planning, research,

and resource allocation process that is broad-based, participatory, and includes a goal setting component that focuses on the improvement of institutional effectiveness. (Accreditation General Recommendation 2 and 3, and Standard Recommendation 3.1, 1999 Evaluation). The integrated evaluation, planning, research, and resource allocation process was designed to provide opportunities for dialogue at various levels from several groups and activities.

Superintendent/President's Cabinet

The Superintendent/President's Cabinet, consisting of the Superintendent/President, vice presidents, deans, and the Director of Public Information, provides the opportunity for the integrated planning dialogue to take place between and among the four divisions of the College. The four divisions of the College include Administrative Services, Instruction, Student Services and the Superintendent/President areas. The Superintendent/Cabinet provides senior management oversight and assures that the planning integration is complete, that duplication is eliminated, allocates the necessary resources, and assures that the process is within budget allocations.

The Superintendent/President provided leadership at a Town Hall Meeting on May 11, 2004, for the integrated planning process by sharing information about the major goals and accomplishments of the College, and how to use the mission statement to drive planning (Town Hall Meeting Packet, May 11, 2004). In addition, the Superintendent/President and the Board of Trustees developed and integrated the Board of Trustee Goals into the Master Plan Goals on April 22-23, 2004, and on August 24, 2004 (Board of Trustee Minutes, April 22-23, 2004 and on August 24, 2004).

The identification of the linkages between the College's various planning processes, budget development, and program review was an Accreditation Recommendation in 1999. The budget augmentation process is the primary method used to ensure that budget planning supports institutional planning goals and program review (Budget Augmentation Packet). The budget calendar, the budget augmentation process, and the tentative and final budget reflect linkages between budget planning, master planning, and program review.

The Budget Augmentation Form was revised to request from departments the rationale for the need or the duties of requested positions; items/need activities and how this would fulfill the mission of Victor Valley College; the link to the Educational Master Plan; Program Review and/or Accreditation Requirements (Budget Augmentation Packet).

Evidence of cabinet level decision-making that serves to facilitate and support the allocation of resources to fulfill the goals and objectives of planning efforts are as follows: In 2001-2002, seven new faculty positions were funded: Mathematics (2), English Composition, Dance, Speech, Biology, Art (Graphic Design). During 2003-04, funded, faculty replacement positions in Biology, History, and Fire Technology. During 2004-05, funded a new instructor position for Paramedics, and replacement positions. (Budget 2001-02, 2003-04, 2004-05). Since 1999, the student services area funded Institutional Research Coordinator, the Admission and Records Assistant, Associate Director of Financial Aid, Financial Aid Office Assistant, Student Development Center Assistants, Counselor and Financial Aid Specialist as pursuant to the Board Financial Assistance Plan (Board Financial Aid Assistance Plan). In addition,

Student Services implemented web based admissions, registration, and fee payment.

Planning and Resource Development Office, and Institutional Research Office

Since the last accreditation site visit of March 23-25, 1999, the College has formed the Planning and Resource Development Office and the Institutional Research Office. The Planning and Resource Development Office and the Institutional Research Office work with the Administrative Services Office in coordinating the evaluation and planning process. The Planning and Resource Development Office consists of a full time director, a secretary and a short-term programmer who assists in web page development and maintenance, document preparation and online document processing. The Director and the chair of the Program Review Committee meet with representatives from departments and units to provide assistance and answer items regarding the evaluation and planning of the program review process and the Program Review Guide.

The Institutional Research Office was created under the Vice President, Student Services. The Institutional Research Office and Information Technology developed the Instructional Research Query Builder as a decision support system to obtain research data for planning, program reviews and institutional effectiveness (e.g. cohort tracking of student achievement, and retention). There is one full-time classified researcher. The integrated process of evaluation, planning, research and resource allocation serves to facilitate institutional planning through unit or department planning and institutional effectiveness. For example, at the institutional level, the Board of Trustees' goals are integrated into the Master Plan Goals. The accreditation

recommendations are integrated into the Master Plan Goals. At the department or unit level, the department goals, which may include accreditation recommendations and planning agendas, are integrated into program reviews and into the Master Plan Goals, where appropriate.

The planning process was designed to integrate and improve planning for physical, technological, financial, and human resources. During 2003, for example, through the leadership of the Faculty Hiring Process Committee, the faculty hiring process was improved through the Full-time Faculty Hiring Procedures Agreement that includes the following elements and procedures: philosophy, equal opportunity procedures, hiring procedure timelines, position identification procedures, search procedures, selection committee procedures, welcoming and mentoring newly hired faculty, and review and revision (Full-time Faculty Hiring Procedures Agreement).

Dialogue through Committees, Departments and Services

The Accreditation Steering Committee, the Master Plan Committee, the Student Learning Outcomes Steering Committee, the Program Review Committee, and departments and services have provided dialogue and input for the evaluation and planning process.

The Accreditation Self Study provides for evaluation and planning at the institutional level and is facilitated by the Accreditation Steering Committee. The Accreditation Steering Committee serves as the oversight committee and facilitates the self-study process. The Accreditation Steering Committee consists of representation from the campus constituent groups and a board member.

The Program Review Committee and the Master Plan Committee were reactivated in 2001-2002 (Program Review Committee, Fall Semester 2001, Master Plan Committee, Spring Semester 2002) to assist the Planning and Resource Development Office with training and to provide input for the planning, research, program review and resource allocation process. These committees consist of classified staff, faculty, management, and student representatives thus providing the opportunity for dialogue with the constituent groups. Each committee shares information at meetings, through email, the Planning and Resource Development Newsletter, and the Planning and Resource Development website (Program Review Committee and Master Plan Committee Meeting Highlights).

The Student Learning Outcomes Steering Committee, a campus-wide committee, was formed in March 2003 to assist with the development of a plan for student learning outcomes. The Student Learning Outcomes Steering Committee meets and obtains input regarding the integration of student learning outcomes into the Master Plan. The counselors are working with the Student Learning Outcomes Steering Committee on the identification of the institutional student learning outcomes at the degree level.

The Budget Advisory Committee was reactivated in Spring Semester 2003 in order to make recommendations to the Superintendent/President Cabinet. The Budget Advisory Committee is comprised of representation from staff, students and administration. During 2003-04, the Faculty Senate Budget Committee made budget recommendations to Cabinet (Faculty Senate Budget Committee Recommendations). Discussions are continuing regarding the purpose, and committee representation.

Dialogue through Open Forums, Planning Sessions, and Workshops

The integrated evaluation and planning process provided opportunities for input through the following open forums, planning sessions, meetings and workshops.

Program Review Open Forum and Workshops – On December 14, 2001, the Program Review Committee conducted a Program Review Open Forum. The suggestions from the participants focused on improving the guidelines for the integrated planning and program review process that resulted in a revised Program Review Guide (Program Review Open Forum Highlights, Program Review Guide).

Goal Setting for the Integrated Master Plan Open Forum – On December 5, 2003, and January 16, 2004, special planning sessions were held to obtain the input for the development of the goals and objectives for the revised Master Plan (Master Plan Committee Session Highlights, December 5, 2003, and January 16, 2004).

On January 29, 2004, the Planning and Resource Development Office, the Research Office, and the Master Plan Committee co-sponsored the Open Forum on Goal Setting for the Master Plan. The faculty, staff, students and board member representatives provided lively and collaborative dialogue that resulted in the goals for the Master Plan and Technology Plan. The input from the participants enhanced the infusion of the accreditation themes with an emphasis on developing goals in support of student learning (Open Forum on Goal Setting for the Master Plan).

Accreditation Self Study Open Forum - On April 28, 2004, the Accreditation Self Study Open Forum provided a forum for broad-

based input for institutional planning that leads to institutional effectiveness. Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop on April 28, 2004, about the accreditation standards, themes and the use of the standards to support student learning. The forum provided the opportunity for participants to learn about the accreditation process and to provide input for the Self Study. At the Second Self Study Open Forum on November 8, 2004, additional input was included for the Self-Study. Based upon the feedback from the Open Forum on November 8, 100% of the 30 participants indicated they were provided the opportunity for input for the Self-Study for Reaffirmation of Accreditation (Open Forum Packets, April 28, 2004 and November 8, 2004, Accreditation Open Forum, Evaluation Form-November 8, 2004).

Student Learning Outcomes Coffee Klatch and Workshops - On Flex Day, August 9, 2002, the Institutional Research Coordinator conducted a workshop about research and student learning outcomes. The Student Learning Outcomes Steering Committee conducted a series of monthly Coffee Klatches to increase the dialogue about student learning outcomes on April 23, 2004, May 14, 2004, June 17, 2004, July 15, 2004, August 19, 2004, September 30, 2004, October 21, 2004, and December 1, 2004 (Student Learning Outcomes Coffee Klatch Highlights).

Goal development that supports student learning outcomes was a primary focal point for the participants. For example, the Supplemental Instruction and Tutoring Program staff contributed dialogue that focused on the development of the goal for tutoring that supports student learning outcomes that leads to institutional

effectiveness at the “Coffee Klatch” on June 17, 2004.

New Mission Statement

The Master Plan Committee and the Mission Statement Subcommittee reviewed, obtained campus and community input from the Foundation members, and revised the mission statement. The College Assembly approved the new mission statement on September 16, 2003, and the Board of Trustees approved this statement on November 11, 2003. The Mission Statement is used as the foundation in the development of college plans and program reviews. The vision statement is in the process (College Assembly Minutes, September 16, 2003 and Board of Trustees Minutes, November 11, 2003).

Revised Master Plan Goals

As part of the College’s ongoing evaluation and planning process, the Master Plan Goal Survey was conducted online in Fall Semester, 2003. Survey participants were asked to keep, delete or rewrite the current Master Plan goals. Results were summarized and presented to the Master Plan Committee in preparation for the Open Forum. As a result of the dialogue from the Open Forum, the Master Plan Goals were developed to support student learning as follows:

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

The integrated evaluation, planning, research and reallocation process calls for the departments and programs to conduct a program review. Program review provides an opportunity for the departments to review and improve the quality and scope of the department, program, or service by identifying planning goals for areas needing improvement. The Program Review Guide was revised with a focus on the following improvements: Alignment of Accreditation Recommendations and Planning Agendas in with Program Review in Part V, Planning Agendas, using terminology of accreditation and inclusion of student learning outcomes in Section C, Curriculum Content, Design and Delivery. Discussions are ongoing regarding incorporating more information about student learning outcomes into the program review.

Resources to Support Student Learning Outcomes

In the Educational Master Plan 1998-2005, the math department identified a goal to establish a mathematics multimedia instructional laboratory. In order to fulfill this goal, the Math and ESL Departments applied for and received a U.S. Department of Education Title V (Developing Hispanic-Serving Institutions) grant beginning 2004-05. The Title V grant focuses on increasing the colleges capacity to serve Hispanic and low income students through the improvement of Math and ESL instruction. In addition, the Title V grant will provide faculty and staff development training for culturally-sensitive teaching and learning, instructional technology learning, student learning outcomes, and grant proposal development. The Title V Grant goals and objectives for the Math Department are integrated in the Math Program Review and the ESL Program Review.

The Student Support Services Grant (Title IV) provides academic support and educational services for those who are low-income and/or first-generation college students. In the Student Support Services Program, the Math 50 Lab which complements Math 50 was established to aid students in a better understanding of signed number arithmetic square roots, order of operations, algebraic expressions, solving equations, factoring graphics of linear equations, and solving systems of equations. This is done through attending workshops, one-on-one tutoring, and computer-assisted tutoring.

Standard I B 4 Self Evaluation

The Online Master Plan Goals Survey provided broad-based feedback for development of the goals for the Master Plan. The majority of the survey respondents indicated a favorable response in keeping the current goals of the Master Plan. For example, the Online Master Plan Goals Survey indicated 89.7% of the respondents were in favor of keeping the Educational Master Plan Goal, Linking Curricula and Services to Needs.

Table 2. Online Master Plan Goals Survey - **Educational Master Plan Goal** - Linking Curricula and Services to Needs

| | | |
|----------------|-------|-----|
| Keep | 89.7% | 192 |
| Delete | 2.8% | 6 |
| Rewrite | 7.5% | 16 |

On January 29, 2004, the dialogue from the 68 participants at the Open Forum on Goal Setting for the Integrated Master Plan resulted in an updated version of the goals. As indicated in Table 3, an effort was made to align the Master Plan Goals with the accreditation themes.

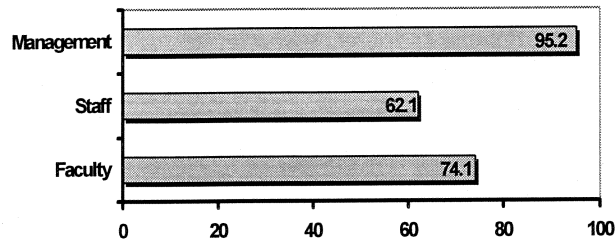
Table 3. Accreditation Theme Alignment with the Master Plan Goals

| Accreditation Theme Alignment with the Master Plan Goals | |
|---|---|
| Accreditation Themes | Master Plan Goals |
| Organization | Organizational Excellence |
| Institutional Commitment and Student Learning Outcomes | Institutional Commitment to Student Learning and Student Success Through Educational Excellence |
| Evaluation, Planning, and Improvement | Economic and Community Development |
| Institutional Integrity | Diverse Populations |
| Evaluation, Planning and Improvement | Technology |
| Dialogue | Learning Centered Resource Management |

Based on the Program Review Evaluation Survey for reviews conducted, a majority of respondents indicated they strongly agreed or agreed that the Program Review process helps to maintain and/or improve a department's effectiveness (Program Review Evaluation Survey).

There have been discussions about combining the Master Plan Committee and the Budget Advisory Committee and/or the Master Plan Committee and the Program Review Committee due to the overlapping planning and evaluation responsibilities, and the need to strengthen the integrated evaluation and planning process to make it more effective through the voice of one integrated Master Plan and Budget Committee.

Survey Item 4: The institution allows for the opportunity from appropriate constituents to participate in the integrated planning process. (Opinion Survey, 2004)



Of those surveyed, 95.2% of management, 62.1% of staff, and 74.1% of faculty agreed with this statement.

Based upon an interview with the Director of Instructional Compliance, there is a need to shift from a manual process to an online integrated evaluation and planning process to support a culture of evidence. In addition, grant development and compliance now requires more student data, more accountability for student outcomes and stronger evaluation, such as the Student Support Services Program and the Title V Grant, Developing Hispanic-Serving Institutions Program. Addressing the data accountability requirements will help the institution compete more successfully and comply with grant requirements. Therefore a position is needed to work in the Planning and Resource Development Office with experience in data acquisition, data manipulation, and strong technological skills, such as a web assistant or programmer for the management, and future development of the online evaluation and planning process. In addition, there is only one full-time institutional research coordinator in the Research Office.

Standard I B 4 Planning Agenda

- The College will develop and implement an online evaluation, planning, research

and resource allocation process.

Standard I B 5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Standard I B 5 Descriptive Summary

Data are extracted from a Hewlett Packard (HP) server running an Image 3000 database. Management Information Systems (MIS) staff access this server and produce reports using HP's QUERY/V language. Requests may include ad hoc reporting of the student system, students use of phone and web registration system, troubleshooting end user problems, running of scheduled jobs, and interaction with county and federal agencies for reporting purposes and updating of the system. Data integrity is the responsibility of MIS, whereas maintenance of the hardware and security of the system are functions of the San Bernardino County Superintendent of Schools. A new student system has been implemented which utilizes an HP 9000 L-Class UNIX operating system running a Unidata database. End users interact with Datatel Colleague software, which also provides students with phone and web registration capabilities. MIS handles security and data responsibilities whereas Hewlett Packard maintains the hardware.

In 1999, in response to Partnership for Excellence, a new server was developed for research purposes. This Hewlett Packard server runs a Sybase relational database and is currently maintained and updated by the institutional research coordinator. Using ISQL, static data is extracted from this system for various reports including the FactBook, high school graduate report, program reviews, and the Educational Master Plan. The capability of this system was greatly enhanced in the Spring Semester

2002, when a decision support system (DSS) was created called the “Instructional Research Query Builder.” The DSS allows faculty, administration, and classified to obtain course and student information using a web interface.

The public is systematically informed of VVC’s student outcomes via the annual FactBook (distributed to elected officials, community agencies, community organizations, and local schools), VVC Year End Report, Institutional Research website, and regular publications in the VVC Foundation Newsletter ([The Link](#)) which is distributed through the local paper. In addition, all feeder high schools receive an annual status report pertaining to their graduates that includes performance and demographic characteristics (VVC FactBook, VVC Year-End Report and the VVC Foundation Newsletter).

Standard I B 5 Self Evaluation

Public feedback is greatly encouraged on all research and evaluation reports. For instance, an evaluation form is included in the FactBook for public comments and on a regular basis, various constituents, such as Foundation members, will comment on data presented by the Institutional Research Office indicating that the statistical information is being appropriately disseminated and examined. The Victor Valley College Year-End Report was distributed to the community during the Fall Semester 2004.

Standard I B 5 Planning Agenda

- Through community involvement, the Institutional Research Office will further develop measures of institutional effectiveness to evaluate how the College

is meeting the needs of the community.

Standard I B 6. The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Standard I B 6 Descriptive Summary

The College’s integrated evaluation and planning process includes a review and modification of the cycle. The Planning and Resource Development Office, the Institutional Research Office, the Administrative Services Office, the Program Review Committee, and the Master Plan Committee have worked together to build the evaluation accountability into the integrated evaluation and planning process. The College utilizes the P.I.E. cycle (planning, implementation, and evaluation) to ensure effectiveness of the ongoing planning and resource allocation cycle. The Program Review Committee and the Master Plan Committee discuss and makes recommendations on improving the integrated evaluation, planning, research, and resource allocation process at meetings throughout the year (Program Review Committee and Master Plan Committee Meeting Highlights). The development and evaluation of the mission statement, the vision statement, and the Master Plan goals and objectives are discussed at the planning meetings. The consistent involvement of the Director of Instructional Compliance in several related committees afford dialogue and feedback on the effectiveness of the integrated evaluation and planning process.

The program review process is a part of the integrated evaluation and planning cycle, and has a built-in evaluation component.

The program review calendar was developed and schedules the reviews on a six-year cycle. The departments complete a Program Review Evaluation Report and are asked to offer suggestions for improving the program review process in the following areas: the Program Review Guide, assistance from the Advisory Committee, the Master Schedule, the Program Review training, the research assistance, and the program review presentation to the Board of Trustees (Program Review Guide).

During Fall Semester 2004, the program review process was evaluated through the Program Review Online Evaluation Survey to gain further input for improving the program review process, an example of improving departmental and institutional effectiveness.

Standard I B 6 Self Evaluation

Based on an analysis of the meeting highlights of the Master Plan Committee and the Program Review Committee, suggestions were made to improve the overall integrated evaluation, planning, research, and resource allocation process. The dialogue focused on improving the linkages between planning, program review, and resource allocation, improving the year cycle, and utilizing the P.I.E. Cycle (Program Review Committee and Master Plan Committee Meeting Highlights). In an analysis of meeting highlights, it was evident that the Master Plan Committee discussed the review of the mission statement, vision statement, the goal-setting component of the Master Plan process, and the review of the evaluation and planning process through dialogue at meetings during the year (Master Plan Committee Meeting Highlights).

In addition, based on department input from

the Program Review Evaluation survey, some of the recommendations included the following improvements: placed exemplary program reviews on the website, conducted meetings with departments about the program review process, lengthened timeframe of program review, created electronic Program Review Evaluation Survey, and provided revisions that improved the Program Review Guide for clarity and readability (Program Review Evaluation Survey).

In an interview conducted in Spring Semester 2004, the VP of Administrative Services, Dr. James Williams, expanded upon the topic of integrated planning through the formation of the Budget Advisory Committee, stating that the committee was created to strengthen the linkages with planning, evaluation and resource allocation. Through shared governance and the creation of values (i.e. minimize impact on students, minimize impact on current employees, and improve the efficiency of resource management), this committee aided in balancing the current budget in 03-04 and 04-05 consistent with its guiding principles.

Standard I B 6 Planning Agenda

None

Standard I B 7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard I B 7 Descriptive Summary

In Fall Semester 2001, the Instruction area was reorganized to create an Office of Planning and Resource Development to develop and implement the integrated

planning, research, program review, and resource allocation process. The Planning and Resource Development Office worked with the Program Review Committee, faculty, staff and management to develop and implement the evaluation and planning process.

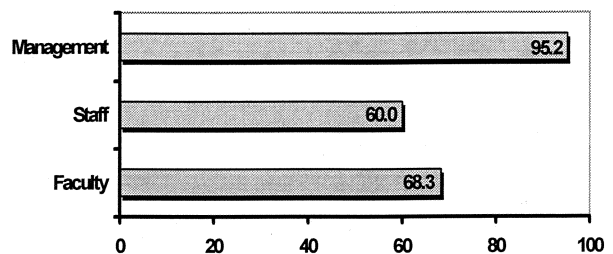
The Program Review Committee membership included representatives from faculty, management, and classified staff. In March 2002, Khalid Rubayi assumed committee leadership after being appointed Faculty Facilitator for Program Review. The task of the Program Review Committee was to review and revise the existing, but inactive, program review process. At a campus-wide open forum on December 14, 2001, the principles and components of program review were presented by members of the committee. The participants were encouraged to give their comments and suggestions for improvement of the Program Review Guide. The Committee members then prepared the Program Review Guide, an instructional handbook for departments that was approved and adopted by the Faculty Senate on February 6, 2003. The Program Review Guide was presented to the College Assembly on May 6, 2003, for first reading and a second reading on September 16, 2003. The Program Review Committee conducted training sessions for departments on February 27, 2002, training at the Leadership Team Meeting on May 7, 2002, Department Chairs on February 27, 2003. Ongoing training is provided to departments for future program reviews.

The Program Review Committee meets regularly, under the supervision of the Director of Instructional Compliance, in order to review, evaluate, and improve the Program Review process. The Program Review Committee members are available to advise and assist individual departments

as they complete program reviews. Based on a 1999 Accreditation Recommendation (Standard 3 Recommendation 2 - Standard 3.A.A1, Accreditation Evaluation, 1999), institutional research has an increasingly important role in the planning process. For instance, the acquisition and reporting of quantitative data for program review and forecasting reports are aided by the use of the Instructional research Query Builder. This tool allows faculty easy access to five years of program data via a web interface. The program review process, as well as many other evaluative tools, is supported by constituency feedback. For instance, departments receive feedback via program review student and staff satisfaction surveys and some departments, such as Nursing, request the evaluation of each course. The Noel-Levitz: Student Satisfaction Inventory and the "Opinion Survey" were disseminated in Fall 2003 and Spring 2004, respectively (The Noel-Levitz: Student Satisfaction Inventory and the Opinion Survey). In addition, those undergoing program review are encouraged to respond to the program review evaluation survey that assesses the effectiveness of the process (Program Review Evaluation Survey).

Standard I B 7 Self Evaluation

Survey Item 12: The institution evaluates all courses and programs through an ongoing and systematic program review process. (Opinion Survey, 2004)



Nearly all of the administrators sampled (95.2%) are aware of the program review process as depicted in the chart above. Staff and faculty ratings are lower. This result is probably due to some departments have not participated in the training or undergone the program review as of Spring Semester 2004. The program review process has been improved to include department meetings with the Director of Instructional Compliance meets to assist and answer questions about the program review process.

Standard I B 7 Planning Agenda

None

STANDARD II:

STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II A 1. The Institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Standard II A 1 Descriptive Summary

Regardless of the location or means of delivery, all programs and courses offered by Victor Valley College have gone through the regular curriculum process to ensure that they meet various requirements, including the mission of the institution. In addition, many vocational programs and courses undergo agency-required program reviews on a regular basis. In December 2004, the Curriculum Committee submitted an updated curriculum form to the Faculty Senate that includes a space for new courses, current courses being revised under Title 5, and student learning outcomes for each course

Information from the 2004 FactBook shows completion rates for degrees and certificates at Victor Valley College and indicates a

steady increase in those rates since the last accreditation site visit in 1999 as indicated in the 2004 FactBook and in the demographics section in Figure 13: Degrees and Certificates Awarded by Academic Year (Fall-Summer).

Additional information from the 2004 FactBook, Student Achievement Section, shows the transfer rate to universities.

All programs and courses offered by the institution fit the California community college mission, the Victor Valley College mission, and address local educational and business needs. Particularly where vocational coursework is concerned, the College relies on faculty expertise and on advisory committee input to identify and adopt new and/or revised approaches to offerings. It is through these means that the College assesses the currency, the teaching and learning strategies, and the student learning outcomes of its programs and courses.

Standard II A 1 Self-Evaluation

Victor Valley College is diligent in reviewing programs and courses to ensure their compliance with appropriate standards and guidelines. Through regular review, as well as through mandated review by regulating agencies in vocational programs, the college is assured that its programs and courses are of a high quality and appropriate to an institution of higher learning.

The institution has established programs and courses of study that have proven themselves over the years to be effective in terms of student success and viability. Given the recent statewide and college budget situations, it has been difficult to institute new programs. As the institution continues to grow, as the needs of its educational and business communities emerge, and as the budgetary situations are addressed, it is anticipated that new programs will be possible again.

Standard II A 1 Planning Agenda

- The College will develop a program adoption and revision procedure to ensure the applicability of its present and future programs and courses.

Standard II A 1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Standard II A 1a Descriptive Summary

Victor Valley College serves the communities of Victorville, Hesperia, Apple Valley, Adelanto, Lucerne Valley, Oak Hills, Phelan, Piñon Hills, and Helendale in the High Desert. As detailed in the FactBook 2004, many factors, such as affordable housing, have spurred an influx of residents into the Victor Valley area.

Victor Valley College recognizes and welcomes diversity in the community and is committed to meeting the wide array of educational needs of its increasingly diverse constituents as indicated in the Student Equity Plan (Student Equity Plan). However, due to limited resources and continuing budgetary cutbacks, the College may not be able to address all the educational needs of the fast-growing community. In October 2004, the college was awarded a five-year, \$2,753,357 Hispanic Serving Institution grant. Students may enroll in general education requirements, transfer oriented programs, and/or vocational and employment-oriented programs. Many courses of studies culminate in graduation, a degree, or a certificate of achievement. Educational programs are offered in conjunction with the community college and the Victor Valley College mission and in response to identified community needs.

In responding to community needs in recent years, the College has expanded the following programs: Agriculture and Natural Resources; Automotive Technology; Chemistry; Construction Technology; English; Fire Technology; Heating and Air Conditioning; Life Sciences; Math; and Nursing. In addition, the following new programs were established: Biotechnology; Commercial Photography; Digital Media

Arts; Forensics; GIS; Graphics Design; Honors; and Teacher Education.

Standard II A 1a Self-Evaluation

It is only in recent times that the College has undertaken the task of defining, identifying, and incorporating student learning outcomes within its programs and courses. Student learning outcomes have always been listed in the official course outline for individual courses; however, the effort to more broadly define, identify, and incorporate student learning outcomes across the curriculum has, again, only recently received focused attention. Up to this point, research to indicate what student learning needs are as well as to assess students' educational preparation (although conducted through the Office of Institution Research) has been focused on demographic measures and on degree and certification completion rates.

Standard II A 1a Planning Agenda

- Focused research will be conducted, interpreted, and applied in the future as the institution moves increasingly toward defining, identifying, and incorporating student learning outcomes within its programs and courses. Until those efforts are more fully realized, the institution will continue to research its student populations in order to assess as well as address students' educational needs.

Standard II A 1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Standard II A 1b Descriptive Summary

Victor Valley College offers classes on campus and off campus at various

community sites. The instructional delivery format may be the traditional lecture; lecture and lab; online via the Internet; hybrid (combination of online and traditional modalities); or through Interactive Televised Video. All classes offered in online or hybrid online format are of the same quality and rigor as those offered in the traditional classroom. All courses offered have defined objectives, and have gone through the curriculum approval process to ensure that their objectives and content are appropriate to the educational component of the College in which they are offered. Victor Valley College's counseling staff assists students in selecting courses that are appropriate to their educational and employment goals.

At present, there is no systematic means by which online course offerings are evaluated, although efforts to develop such a system have been discussed and the need is known.

Standard II A 1b Self-Evaluation

Regular mandated evaluations of classroom faculty provide the means of assessing the effectiveness of course offerings and of delivery of course content. Effectiveness is measured against learning outcomes as identified in the office course outline.

Standard II A 1b Planning Agenda

- The College will address the need to conduct systematic and regular evaluations of online course offerings.

Standard II A 1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Standard II A 1c Descriptive Summary

All courses have defined objectives that focus on the course content. Vocational courses include performance-based competencies and/or exit skill competencies. The College utilizes data compiled and maintained by the Office of Institutional Research and Planning and from the Chancellor's office. The data on retention, completion, transfer, and persistence allow the College to identify trends and establish appropriate planning guidelines pertaining to curricular improvements and changes.

The institution has been actively engaged, particularly within the past two academic years, in defining, identifying, and incorporating student learning outcomes across the curriculum. Faculty and staff have attended workshops and participated in dialogues at the committee and departmental levels. The Academic Senate established a committee that working to oversee these campus-wide efforts, including how the results will be applied in the individual classroom and throughout the curriculum. The committee has conducted several meetings at which key faculty have provided input and perspectives on student learning outcomes as a means of both measuring and ensuring student success.

Student learning outcomes are at the collegiate level. This is verified by the degree, certificate, and transfer rates of Victor Valley College graduates. These numbers are particularly significant given the relative lack of accessibility to

universities by Victor Valley College students as compared with Los Angeles Basin students.

Standard II A 1c Self-Evaluation

The institution has been active in its approach to identifying, defining, and incorporating student learning outcomes within its programs and courses. Through numerous meetings, workshops, and campus-wide forums, Victor Valley College has given ample opportunity for the campus community to participate in dialogues about student learning outcomes.

Standard II A 1c Planning Agenda

Victor Valley College will:

- Focus its dialogue on how improvements to courses and program can ensure increased student success.
- Provide faculty and staff appropriate training so that they are better able to be actively engaged in utilizing student learning outcomes throughout the curriculum.

Standard II A 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.^{1,2}

Standard II A 2 Descriptive Summary

Victor Valley College offers classes in basic skills (developmental), pre-collegiate, community education, and contract education. These classes are offered in order to meet either or the community college mission and/or the VVC Board of Trustees-endorsed mission of the college itself. The community education and contract education courses are offered specifically to fulfill community needs in the area of workforce development, continuing education units, and personal development.

All instructional courses and programs are of high quality. The institution ensures that all of its instructional courses and programs are of high quality through its curriculum approval and program review processes. The program review process is particularly noteworthy in terms of its value in ensuring the high quality of the institution's programs and courses. This is because program review provides for regular and thorough analysis of all of the institution's instructional courses and programs, thus ensuring that they are current, relevant, and appropriately rigorous.

Standard II A 2 Self-Evaluation

The institution is responsive to the educational, workforce development, and personal growth needs of its community through the programs and courses it offers. Basic skills and pre-collegiate course offerings are scheduled according to student need and in fulfillment of the college mission to provide those levels of educational opportunity.

While Victor Valley College has a strong community education set of classes that it offers on a regular or an as-needed basis, those classes are not structured into a formal program that includes aggressive marketing and promoting of such offerings. A staff

member in the Office of Instruction coordinates the schedule of community education classes, with support from the Chief Instructional Officer.

Standard II A 2 Planning Agenda

- The College has formulated a job description for an administrative position that will oversee a community education program. It is anticipated that the position will be hired once the state's and the college's budgetary situations are addressed successfully.
- The College will establish procedures to evaluate, and thereby ensure the continued high quality of its online course offerings.

Standard II A 2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Standard II A 2a Descriptive Summary

Through the Curriculum Committee and in accordance with Title 5 regulations, faculty members identify and design learning outcomes for courses and programs. The Curriculum Committee, a standing committee of the Academic Senate, has an established process by which it makes recommendations on all matters related to credit curriculum at Victor Valley College. The Curriculum Committee must approve all proposals for new courses and/or programs and approve all updates or revisions of established courses and programs. To propose a new course or program or to propose an update to an existing one, a faculty member must

complete a Course Outline form, gain approval from the department chair and area dean, and verify with the library that the College has or can obtain appropriate support materials. The Curriculum Committee then reviews the proposal and makes recommendations for any changes that may be required. When the final version of the Course Outline has been approved, the course is added to the College catalog and may be scheduled. A copy of the official Course Outline is kept on file in the Office of Instruction and is forwarded to the Chancellor's Office of the California Community Colleges.

Non-credit instruction at Victor Valley College is offered through two different programs. To identify, design learning outcomes for, and approve new or revised curriculum for Adult Continuing Education, the College follows a pattern parallel to that established for credit courses. Proposals are submitted by faculty members to the department chair and area dean for approval, and then to the Curriculum Committee for critique and approval. When the Curriculum Committee has approved a new or revised course outline, the college must then submit it to the Chancellor's Office of the California Community Colleges for final approval. Adult Continuing Education courses are state-apportionment-funded. With approval from the state, the course is added to the College Catalogue and may be offered to students.

The other program of non-credit offerings, Community Service, consists of classes that are not-for-credit and are self-supporting through user fees. Faculty members design these and write the curriculum for these courses. The courses are reviewed and approved by the appropriate dean. In the case that any not-for-credit class relates to a credit class, the area department dean

consults with the appropriate department chairperson regarding course content in order to avoid duplication or conflict with credit courses.

The Chief Instructional Officer and area dean are responsible for the administration of courses and programs. The administrators work with department chairs, who establish, with department members and in accordance with statewide regulations and transfer agreements where applicable, two year, semester-by-semester schedules for the delivery of courses and programs. Faculty members deliver courses and programs according to Curriculum Committee and statewide guidelines.

Faculty members evaluate courses and programs periodically by measuring them against established Course Outline guidelines and by updating the Course Outlines according to Curriculum Committee standards. In addition, faculty members evaluate courses and programs as a part of the program review procedures. A detailed Program Review is conducted by departments and units every six years or more frequently (as required by outside accrediting and/or regulatory agencies). This program review process includes the following components: a description, self evaluation, and planning agenda. A required component of the program review process is that department and program leaders identify, research, and predict what changes may be necessary for improvement and describe the resources and methods that would be required to implement the changes. The information provided in the program review may then be used as a measure for evaluation during the subsequent six-year cycle.

Faculty members are fully engaged in the design, approval, delivery, and evaluation of

courses and programs through channels established by the Curriculum Committee and Program Review guidelines.

Standard II A 2a Self-Evaluation

The institution assures that it relies on faculty discipline expertise for establishing the quality of its courses and programs. It does so by relying on such expertise through the regular curriculum development and approval processes. Instructional administrators function in this regard to assist in established administrative procedures and processes that are designed to provide the faculty with the full latitude to propose, develop, and implement all matters that are directly related to their areas of expertise.

Standard II A 2a Planning Agenda

None

Standard II A 2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Standard II A 2b Descriptive Summary

The current practice at Victor Valley College is for department faculty to submit a comprehensive list of learning objectives for each course. The course outline is reviewed by the Curriculum Committee when submitted to it for initial approval. Course outlines, including course objectives, are also reviewed by the advisory committees of some vocational programs (e.g., Child

Development, Biotechnology, and Fire Science). Beginning with the Fall 2004 semester, all proposals for new and revised curriculum were required to include not only general course objectives but also specific student learning outcomes developed from those course objectives.

Instructors of individual course sections, following departmental practices and policies, conduct direct assessments of student learning at the course level, and records of each student's achievement are submitted along with course grades. In addition, institutional research data on course completion are an indirect indicator of student learning on the course level. The *Victor Valley College FactBook 2004* reports the following student success rates:

- For the Fall 2003 term, the success rate ranged from 17.7% for Basic Skills to 92.3% for Respiratory Therapy. The institutional average for this term was 60.4%, while the statewide average for the same term was 67.2%.
- During the period of Fall 1997 through Spring 2004, annual successful course completion rates declined from 63.8% to 59.0%. (These figures do not include work cooperation)
- Vocational and Technical Education Act Core Indicator Information (2004-2005) demonstrate that Victor Valley College vocational students are significantly higher than the "State Negotiated Level" for completions (+ 24.9%) but below the "State Negotiated Level" for achievement (-3.5%).

Student success data for each discipline is available through Victor Valley College's Instructional Research Query Builder and the California Community College Chancellor's Office Datamart. The review and description of this information is a

required part of each instructional department's program review.

There is considerable variation among Victor Valley College departments with regard to the identification of student learning outcomes for programs and certificates. Since September 2001 the *Program and Course Approval Handbook* issued by the Chancellor's Office of the California Community Colleges has mandated that new occupational programs requiring eighteen or more units of coursework develop and submit program goals and objectives as part of the application for approval. All new vocational programs at Victor Valley College since 1999 have required fewer than eighteen units, and thus it has not been necessary to identify program-level learning outcomes for submission to the Chancellor's Office. The Curriculum Committee at Victor Valley College reviews and approves required courses for each certificate, but this process does not involve the identification, review, or approval of program-level learning outcomes. Victor Valley College faculty have not identified program-level learning outcomes for the established non-vocational majors in Liberal Arts, Fine Arts, and Math/Science.

In March 2003, all departments that offer certificate programs at Victor Valley College were contacted and asked to provide information about the identification and assessment of program learning outcomes. The following is a summary of information received from the five responding departments.

- There are no identified program outcomes for Fire Technology and Business Administration.
- Program outcomes for the Respiratory Therapy program are published in the

Respiratory Therapy Student Handbook and are reviewed regularly by the Program Director, Clinical Director, and accrediting agency. Achievement of Respiratory Therapy program objectives is measured by surveys of clinical affiliates, graduate employers, and students as well as by review of licensure exam and registry exam results and the employment record of recent graduates.

- Program outcomes are identified and reported by the Victor Valley College Nursing Program in Self-Study Report for Continued Approval Submitted to: State of California Department of Consumer Affairs Board of Registered Nursing (December 2001). Student achievement of Nursing program outcomes is measured by National Council Licensure Examination pass rates and by survey responses from alumni and their employers.
- Three general goals are published in the brochure for the Victor Valley College Biotechnology program. Discipline faculty and the program Advisory Committee review them annually. Student achievement of program outcomes is measured by the placement/employment of graduates.
- The program objectives for each Child Development certificate consist of completion of the required courses. Achievement of learning objectives for this program is measured by the success rates in individual courses and the number of Child Development certificates and degrees earned.

Student achievement, such as program completion, graduation, and transfer rates are reported in the Victor Valley College FactBook.

The Victor Valley College Philosophy of General Education (Board Policy 4025) is

taken from Title 5, Section 55805 of California Code of Regulations and includes the following general education objectives for the associate degree.

- 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;
- To develop the capacity for self-understanding.
- Possession of sufficient depth in some field of knowledge to contribute to lifetime interest.
- Possession of certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines.
- Ability to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which one lives.

There is no separate assessment at Victor Valley College of general education objectives as such. However, student achievement of certain of these objectives (e.g., “to use mathematics,” “to be aware of other cultures and times”) is measured by assessments conducted within individual courses. Moreover, the success of Victor Valley College graduates indirectly measures student achievement of general education outcomes. Vocational and Technical Education Act reports show that Victor Valley College vocational students are below the “State Negotiated Level” for employment (-8.7%) and employment retention (-1.8%). As reported in the Victor Valley College FactBook 2004, 323 Victor Valley College students transferred in 2002-

2003 to either a CSU or UC school. The average number of California State University transfer students from 1998-2002 who re-enrolled one year after transfer was 85%. The average university grade point average for the same group of students during this time period was 3.06.

Standard II A 2b Self-Evaluation

Current curriculum approval procedures at Victor Valley College guarantee that appropriate members of the faculty identify course objectives for all courses. In addition, chairs of some vocational departments report that advisory committees regularly assist in the identification of course objectives. Curriculum approval procedures do not, however, include a formal documentation of the participation of advisory committees.

The meaning of “course objective” at Victor Valley College is similar to the meaning of “measurable student learning outcome” in the Accrediting Commission for Community and Junior Colleges Accreditation Standards. However, some differences are apparent in a sample of eleven course outlines-- including credit, noncredit, vocational, and academic courses—that were approved by the Victor Valley College Curriculum Committee during the period November 2002 through September 2003. Objectives written for these course outlines tend to be concise, collective, and general, and thus they do not convey the scope or specificity of the individual learning outcomes that are intended to be achieved in the courses. Moreover, stated course objectives sometimes include non-operational terms (“know,” “understand”), over-emphasize elementary levels of learning (“recognize,” “describe”), and give insufficient attention to performance where the mastery of observable skills is the

primary objective. Finally, stated course objectives generally do not consistently indicate a standard for demonstrating achievement of the objectives. It will be important for all faculty, advisory committee members, and others involved in the development and revision of curriculum to work toward a clearer and commonly shared understanding of the nature of and relationships between “course objectives” and “measurable student learning outcomes.”

As noted in the summary above, there are no identified learning outcomes for some vocational certificates and for non-vocational majors. Moreover, some department chairs and other faculty confuse measures of student learning such as test scores and course completion with learning outcomes. In certain vocational programs (e.g., Nursing, Respiratory Therapy, and Welding) program-level outcomes exist in the form of established professional and industry standards. The development of the student learning outcomes process, along with faculty training in the subject of program-level outcomes and degree level outcomes, is needed in order to make progress toward meeting accreditation expectations.

Discussion of a philosophy of general education and of general education course requirements began in Spring 2003 during meetings of the Faculty Senate Graduation Requirements Committee. The approach of this committee has centered on aligning Victor Valley College practice with the philosophy, unit, and distribution requirements identified for the Associate Degree in Title 5 of the California Code of Regulations. In the future there should be must broader discussion among members of the faculty of the meaning and purposes of “general education,” leading to agreement

on a comprehensive set of learning outcomes for general education. In addition, a process must be established to review the identified learning outcomes for individual courses prior to assignment of these courses to general education categories for the Associate Degree.

Traditional evaluation and grading procedures are widely used by faculty to measure student achievement of identified course objectives. Once specific learning outcomes are identified for each course, faculty members of each department will be expected to give special attention to the selection and implementation of direct and reliable methods for assessing student learning. For many vocational certificate programs and non-vocational majors, students complete units or designated courses without the formal attention to the assessment of program-level learning outcomes. For each program, a process is needed by which achievement of program-level outcomes, once identified, is systematically assessed. Presumably, informal assessments of general education outcomes, as stated in the Victor Valley College Philosophy of General Education (summarized above), occur within general education courses.

Standard II A 2b Planning Agenda

- Curriculum Committee procedures will be amended to include a separate review of each course proposed to meet one or more general education requirements. This review will include a comparison of identified learning outcomes for the course with the identified learning outcomes for the general education requirement that the course is proposed to satisfy.

Standard II A 2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Standard II A 2c Descriptive Summary

The quality of instruction is the main gauge of the institution's success. The depth, breadth, and vigor with which a college teaches demonstrate what an institution of higher education truly is. Victor Valley College has several methods of ensuring high quality education. The first is through the Curriculum Committee, which oversees all matters of teaching content. The Curriculum Committee works continuously to expand the breadth of the college's teaching. This committee forms the faculty's primary resource for innovation and input on college wide content. The majority of the committee is faculty, and only faculty members have voting rights. The Curriculum Committee ensures that standards established in the College mission statement are met in the curricula.

At the individual class level, it is the faculty member who ensures standards of quality and alignment with the College mission statement. Faculty draws their expectations first from the College mission statement and, in turn, from the Curriculum Committee. The faculty draws their classroom expectations from their knowledge of the topics and skills that students will need while in and after leaving the class.

The point these students need to reach by the end of class is governed by the College's place in the educational system. Some classes are entities unto themselves. Other classes are part of sequences necessary for transfer to and eventual graduation from the university. The UC and CSU systems

determine standards and expectations for sequencing of classes such as freshman level math and English. Students passing these classes have reached at least minimum competency for junior level status at universities that articulate their curriculum with Victor Valley College.

The college uses each of these mechanisms to advance student outcomes, which is the central goal of the institution. The Curriculum Committee forms the locus of most discussion about standards, while many of the topics that come before the committee germinate in passing dialogue between instructors. Questions arise from specific instructional issues and successes. Faculty mulls these over with colleagues, and, in the natural process of discussion, issues that start in the classroom are discussed further and come to policy in the Curriculum Committee. Faculty are a vital part of the process through their participation at the committee level, their maintenance of standards with the classroom context, and their ongoing attention to the needs of transfer institutions.

Standard II A 2c Self-Evaluation

The institution is effective in ensuring the high quality of its instructional offerings and that they are appropriate in breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. This is demonstrated by the processes the College utilizes to analyze its offerings and to respond to current student needs. For example, vocational offerings are reviewed more frequently than academic courses because of various agency requirements for such review. Further, advisory committees provide regular and frequent input about the currency and relevancy of vocational courses. These types of reviews – whether in vocational or in academic areas – provides

the faculty and the institution itself with an accurate determination of the merit of its instructional offerings.

Standard II A 2c Planning Agenda

- The College will revise its class scheduling procedures, with the goal of planning a four-term schedule of classes. By coordinating the sequencing of offerings, students will have a more effective means of knowing which classes will be offered and in what order and timeframe. Similarly, staffing and facility issues can be more effectively addressed. This allows for increased efficiencies where budgetary and related matters are concerned and provides the opportunity to more effectively and efficiently utilize instructional funding to offer appropriate numbers and sequencing of instructional offerings. The faculty have been, and will continue to be, consulted and actively involved in revising the class scheduling methodologies.

Standard II A 2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students

Standard II A 2d Descriptive Summary

Victor Valley College continues to develop and diversify delivery modes and teaching methodologies to reflect the needs of its students. Recently, the institution has made considerable progress with integrating the use of computer technology to work toward accomplishing this goal. Several faculty have begun utilizing hybrid-online teaching methodologies in their courses.

When the College had flex-day requirements for faculty, counselors would offer optional workshops to address this issue; however,

presently the institution does not offer flex day activities. The counseling staff also teaches guidance classes for students in which students may participate in learning style assessments.

In November 2000 the institution received a grant from the Chancellor's Office of the California Community Colleges to create the Teacher Learning Center, enabling faculty to demonstrate the effective integration of technology into classrooms and curriculum to students who plan to make a career in education. Students design and present their own projects modeled after instructor demonstrations.

The Learning Resource Center provides opportunities to use traditional research methods and to research online using both databases and the World Wide Web. Librarians offer lectures, demonstrations, and assistance to individual students and classes that are learning various research skills.

Increasing numbers of faculty have incorporated various audio-visual materials and software programs into their lecture/discussion formats and/or have made familiarity with Internet sources an element of out-of-class assignments. Lecture, demonstration, and hands-on activities in workshops or labs are appropriate to the natural sciences and occupational programs such as in nursing, automotive and restaurant management. Audio-visual programs and/or computer-based instruction may also enhance these activities.

The institution has developed a number of designated facilities that are used for both faculty-led coursework and individual student work assisted by aides and/or tutors. Students also use these settings to engage in collaborative learning. These facilities include the Writing Center; the Language

Lab; a Business Administration and Computer Sciences/Business Technology computer center; and laboratories for the Allied Health, Art and Design and Basic Skills programs.

Victor Valley College has created eighteen Smart Classrooms furnished with all or some of the following equipment: data projector; wall interface box; smart lectern, PC with network and internet connections; DVD, VCR, document camera, and speaker system interfaced with all equipment; and microphones. Some of this equipment can be made available to other classrooms by means of five smart carts and four semi-smart carts. Trained faculty may make use of this equipment to vary methods of presentation. The Humanities Center also has one computer classroom used for English as a Second Language, Journalism, English, and Business classes.

The College has one fully equipped compressed video classroom with live, interactive capabilities to network with remote classrooms in delivering instruction simultaneously to the main campus and to remote sites.

Victor Valley College has developed approximately ninety online courses in the following disciplines: Allied Health; Art; Business Administration; Business Education Technologies; Business Real Estate; Chemistry; Child Development; Computer Information Systems; Education; Education Technology; English; Geography; Guidance; History; Philosophy; Physical Education; Political Science; Math; Psychology; Religious Studies; Sociology; and Speech.

The basic skills program for math and English has been developed to include a combination of lecture and discussion, tutorial, and computer-assisted and

collaborative learning formats. Students may enroll at various specified times during the semester in this modified open entry/open exit self-paced program.

Students with disabilities receive support through the Disabled Students Programs and Services and the Adaptive Computer Technology/High Technology Center. Students may also be provided with note-takers, sign language signers, separate and isolated testing, recorded readings, and mobility aids. Due to recent statewide budget cuts, some of these services have recently been limited or discontinued.

The Curriculum Committee has adopted "Good Practices Standards" for technology-mediated instruction. The institution received a grant from Verizon to support the ESL program. The grant enabled the College to establish an ESL computer lab that enhances the learning experience for its ESL students.

In addition, the College was recently awarded a \$2.7million federal Title V grant that will additionally enhance its ESL and math programs by expanding the use of technology in the ESL lab and classroom and provide funding to establish a math lab, which will also be supported by technology.

Standard II A 2d Self-Evaluation

The College has made substantial progress in analyzing and altering, as appropriate, classroom and laboratory delivery modes and teaching methodologies across the curriculum.

Standard II A 2d Planning Agenda

- The College will expand its technology-based delivery modes and teaching

methodologies by actively seeking outside resource funding.

- The College will institute a program by which student learning outcomes can be effectively assessed, particularly as they are influenced by delivery modes and teaching methodologies.

Standard II A 2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Standard II A 2e Descriptive Summary

Program Review at Victor Valley College serves as the primary procedure for documenting the evaluation of courses and programs for instructional departments. The revised Program Review process, implemented in Spring 2002 and outlined in the Program Review Guide, assigns each instructional and non-instructional department to a particular year within a five-year cycle.

The three main components of each department's Program Review Report are description, evaluation, and planning. For the first of these components, each instructional department addresses the issues of program relevance and appropriateness through describing its role within the Victor Valley Community College District. The following are included in the description.

- The department's mission, including its specific contribution to the mission of VVC
- Academic Discipline(s) or Administrative/Support/Service Area(s)
- Courses Offered or Services Provided
- Degrees and/or Certificates Offered

- Customer Categories

The descriptive section of each Program Review Report must also include a summary of data in a number of specific categories that are relevant to course and program evaluation. In order to assist instructional departments with this research component of program review, the Victor Valley College Research Office and Information Technology Department have created the Instructional Research Query Builder, a research tool that provides data for each discipline beginning with Fall 1997. The following grouping and sub-grouping variables are available: age; age group; course; closed status; days; ethnicity; gender; grade; instruction method; outcome; payment; retention; section; time of day; transferability; and weeks. Requirements for each Program Review Report include a summary and analysis of student enrollment and success data in nine categories, of which the following relate most directly to the achievement of learning outcomes.

- Comparative Overall Course Success Rate per Semester (5 years):
Department/Discipline, Institution, California Community College system.
- Total Program Completions (Degree, Certificate) per Semester (5 years).
- Total Successful Program Placements (transfers, employment) per Semester, if available (5 years).
- Vocational departments' Vocational and Technical Education Act Core Indicators Data (achievement, Completion, Employment) as reported by the California Community College Chancellor's Office.

The Victor Valley College Research Office also assists departments in the collection of data regarding student satisfaction with class scheduling, curriculum, and instructional

methods and effectiveness. On request, the Institutional Research Coordinator selects the class sections to be surveyed, provides survey forms that can be scanned, and returns an analysis of the survey results to the Department Chair. Student responses to the following survey items are particularly useful for course and program evaluation:

- Courses in this department meet my learning needs.
- Assignments in this course call for critical thinking about the subject matter.
- The methods of instruction used in this department's/discipline's courses are appropriate for the subject matter.
- Assignments in this course were beneficial in meeting the learning objectives.
- Grades awarded in this department's/discipline's courses reflect students' achievement of course objectives.

Faculty satisfaction surveys are also available from the Research Office. The following survey items for faculty are most relevant to course and program evaluation:

- I am satisfied with the quality of educational planning in this department/discipline.
- The department's courses conform in content, textbooks, and instructional methods to current disciplinary standards.
- Faculty in this department both assess and base grades and course credit on student achievement of learning outcomes.

The Victor Valley College Program Review Guide includes uniform standards for self-evaluation that guide each instructional department's program review and are addressed in its Program Review Report. Of these standards, the following entail a review of the relevance, appropriateness, currency, and achievement of learning

outcomes of the department's courses and programs.

- Curriculum is reviewed regularly by members of the department and its advisory committee, and all course outlines have been updated at least once since the last Program Review. (currency, relevance, appropriateness)
- The department's *academic* courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the comprehensive objectives of general education. (currency, relevance, appropriateness)
- The department identifies competency levels and measurable student learning outcomes for each course and degree or certificate program and assures that official learning objectives are included with the syllabus distributed in each class section. (identification of student learning outcomes)
- The department assures that student achievement of learning outcomes is systematically assessed and used as the basis for course credit, grades, certificates, degrees, and curriculum revision. (achievement of learning outcomes)
- The department systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve learning outcome achievement, and reports the results to the appropriate constituencies. (achievement of learning outcomes)

The Victor Valley College Curriculum Committee recommends that course outlines be reviewed and updated at least every six years. This recommendation provides additional incentive for departments to monitor curriculum relevance, appropriateness, and currency.

Through the program review process, each department systematically evaluates future needs and plans for courses and programs. The following planning components are to be included in the "Planning Agenda" section of each department's Program Review Report.

- Current Department Goals and Progress made toward achieving them.
- Trends relevant to departmental goals that are occurring in the discipline, student population, social service sector, institution, state public higher education, and state or federal law.
- Overall Department Goals.
- Specific Goals, Short Term (1 year), and Long Term (5 years) Objectives.

Each Program Review Report concludes with lists of specific Short Term (1 year) and Long Term (5 year) Resource Needs in the following categories: Full-time Faculty; Associate Faculty; Permanent Classified Positions; Part-time Temporary Employees; Supplies/Mileage/Contracts; Technology/Equipment/Furniture; Remodeling of Facilities; Overtime; Software; and Other.

Program Review Reports are produced by and for departmental faculty with the active participation of the area dean. These Reports are presented for review and feedback, as requested, to the Superintendent/President and Chief Instructional Officer and intended thereby to become resources for institutional planning, decision-making, and resource allocation. It is expected that department goals identified through the program review process will contribute to the Victor Valley College District goals. Goals as well as resource needs for each department will be included in the updated Master Plan.

Standard II A 2e Self-Evaluation

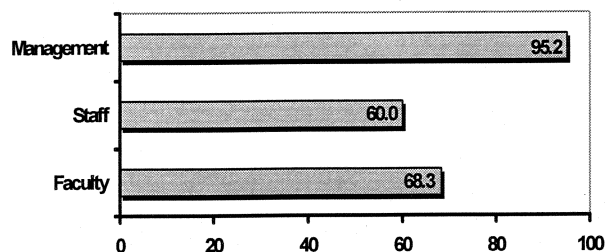
Following submission of the 2002 Program Review Reports, nine department chairs and heads, representing both instructional and non-instructional departments, completed a survey evaluating the program review process. On a scale from 1 to 5 (1 = "Agree" and 5 = "Disagree"), the mean response was 1.78 to the item, "The Program Review process helped maintain and/or improve this department's effectiveness

The Instructional Research Query Builder is a very valuable tool for accessing and reviewing student enrollment and success data. Moreover, faculty clearly benefit from the assistance of the Research Office in the systematic collection of satisfaction data. It is notable that access to both of these types of data was created for the purposes of program review and that this effort to make research data directly available to instructional departments is unprecedented in the history of Victor Valley College. Although it is important for instructional departments to regularly gather student and faculty satisfaction information, it is unlikely that the Research Office, given its current level of staffing, could assist a large number of departments in doing so annually. It is necessary to find ways to ensure that complete and current satisfaction data are regularly available to instructional departments.

It should be acknowledged that interest in program review at Victor Valley College runs in cycles of implementation, declining institutional support, and parallels cycles of institutional self-study for accreditation. During the 03-04 school year, the Program reviews that were scheduled were extended into the 04-05 school year because of the accreditation self study year. In future

cycles, a year is set aside for the accreditation self study.

Survey Item 12: The institution evaluates all courses and programs through an ongoing and systematic program review process. (Opinion Survey, 2004)



Nearly all of the administrators sampled (95.2%) are aware of the program review process as depicted in the chart above. However, staff and faculty ratings are lower. This result is probably due to some departments have not participated in the training or undergone the program review as of Spring Semester 2004. The program review process has been improved to include department meetings with the Director of Instructional Compliance to assist and answer questions about the program review.

Standard II A 2e Planning Agenda

- The Research Office, through the evaluation and planning process will request the appropriate staff to assist departments and units in the collection and analysis of student and faculty satisfaction data at least once during each academic year.

Standard II A 2f. The Institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Standard II A 2f Descriptive Summary

At Victor Valley College systematic evaluation and planning occur through the Program Review process, which assures the currency and measurement of stated student learning outcomes (in the form of course objectives listed on each course outline) through the following standards that are addressed in each instructional department's Program Review:

- Curriculum is reviewed regularly by members of the discipline/department and its advisory committee, as appropriate, and all course outlines have been updated at least once since the last Program Review. (currency; relevance; appropriateness)
- The department's/discipline's *academic* courses conform in content, instructional materials (including textbooks), and instructional methods to current disciplinary standards and are designed to meet the comprehensive objective of general education. (currency; relevance; appropriateness)
- The department's/discipline's *vocational* certificate/degree programs include a component of general education and require students to demonstrate competencies that meet current standards for employment, licensure, and/or

certification. (currency; relevance; appropriateness; achievement of student learning outcomes)

- The department/discipline assures that student achievement of learning outcomes is systematically assessed and used as the basis for course credit, grades, certificates, degrees, and curriculum revision. (achievement of learning outcomes)

The achievement of stated objectives or student learning outcomes for a course is measured through the evaluation tools used by the instructor of each section of that course. Some department chairs report that they monitor the degree to which the assignments, methods of instruction, and methods of evaluation for course sections are consistent with course objectives. The program review and planning process, and the requirements of accrediting and licensure agencies for vocational programs such as Respiratory Therapy, Nursing, and Fire Science provides the mechanism for reviewing, measuring, and improving the achievement of student learning outcomes for courses and programs.

The Victor Valley College Office of Institutional Research publishes student data in an annual *Victor Valley College FactBook* that is distributed in printed form throughout the institution and to the community, as well as being available electronically from the Victor Valley College Institutional Research Webpage. The following student data categories that provide indirect evidence of student learning were published in the *FactBook 2004*:

- Student Retention and Success by Discipline for the Fall 2003 semester.
- Average and annual Victor Valley College Retention and Success rates for 1999-2003.

- Completion and retention rates by course type (Basic Skills, Vocational Education, Academic, and Overall), gender, race/ethnicity, and age from Fall 1999 through Fall 2003.
- Victor Valley College Aggregate VTEA Core Indicator Information (Achievement; Completions; Employment; Employment Retention; Nontraditional Participation; Nontraditional Completion) for 2004-2005.
- The total number of A.A. and A.S. degrees and certificates awarded for Fall, Spring, and Summer 1993-2003.
- Degrees and certificates by gender and race (1999 – 2003).
- The receiving institutions, race/ethnicity, continuation rate, and GPA of students transferring from Victor Valley College to a CSU from 1998-2002.
- Using the National Student Clearinghouse, counts for students transferring to a public or private university in 2001, 2002, 2003.

As part of the College's evaluation and planning process, the Student Learning Outcomes Component of the Master Plan is being conducted in planning stages that includes the integration stage, implementation stage, and evaluation and re-evaluation stage (Student Learning Outcomes Component of the Master Plan)

During Fall 2003, a Faculty Senate committee named the Student Learning Assessment Committee was formed for the purpose of discussing ways in which Victor Valley College might address the accreditation standards' requirements regarding student learning outcomes. In addition, the Student Learning Outcomes Steering Committee, a campus wide committee, was formed in 2003 to increase the institutional capacity to develop and implement Student Learning Outcomes

campus wide. The Student Learning Outcomes Steering Committee is composed of representatives from the faculty, classified staff, management, and students.

Standard II A 2f Self-Evaluation

Although all course outlines and, thus, all course objectives, are on file in the Victor Valley College Office of Instruction, no attempt has been made by this office or by the Curriculum Committee to monitor the currency of these course objectives. Most departments appear, at best, to be in partial compliance with the recommendation of the Victor Valley College Curriculum Committee and *Program Review Guide* that course outlines be updated every six years. Given this present lack of curriculum oversight, detailed and comprehensive information regarding the currency of learning objectives is not available.

Although student learning outcomes topics are appropriate subjects for faculty staff development activities, there is currently no institutional budget for staff development, and the Staff Development Committee is largely inactive in this regard.

Discussions of student learning outcomes have taken place in meetings of the Student Learning Outcomes Steering Committee and the Faculty Senate Learning Assessment Committee and through a workshop presented in Spring 2004 by the College president.

Standard II A 2f Planning Agenda

None

Standard II A 2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Standard II A 2g Descriptive Summary

Requirements for Certificates, including identification of required courses and sequences, are outlined for each program of study that offers a certificate. Rigorous attention is paid to meeting all local, state, and federal rules and regulations. In identified departments certain certification examinations are administered by the faculty in that department.

Grading standards should be uniformly applied by faculty in all departments. When there are multiple sections of one particular course, this can lead to difficulties. A student who performs at a certain level in one class should receive the same grade as a student who performs at the same level in another section of the same course, whether under the same or a different instructor. One effective means by which this might be assured is if there were to be a common exit examination given to all students in all sections of a particular course. This examination could then be graded by designated faculty within the department or discipline. There has been much talk of this possibility, but the logistics involved in such an effort would be very difficult to resolve, and little movement has been made in this since our last accreditation report. Another effective means by which this might be assured is through a “norming” sessions within a department or discipline, whereby faculty collaboratively evaluate students’ work in order to achieve a standardized approach to student learning outcome assessment.

Standard II A 2g Self-Evaluation

Certificates in Fire Fighting meet all minimum qualifications and competencies, not only as required by the California Education Code Chancellor's Office of the California Community Colleges. They also meet all regulations required by the National Fire Protection Association and California State Fire Marshal's Fire Fighter I certificate program.

Restaurant Management is affiliated with the National Restaurant Association Management Development Program. Ten of this department's courses are nationally certificated management development courses in which the student must complete and pass an examination to receive certification for each course. These examinations are administered by department faculty. Upon completion of all of the courses, the student receives a diploma, which is nationally recognized, from the National Restaurant Association.

The English department has used a common exit-final examination in the past for its pre-transfer English 50 [Writing Fundamentals] to ensure a standard of writing competency. This examination was discontinued due to lack of funding.

Students may receive credit in Spanish courses. They first discuss with a full-time Spanish instructor why they think they may be qualified for such credit, and the instructor then evaluates their oral proficiency. They are then required to pass the final examination for the course that they wish to receive credit for. If the student passes both the oral and written parts of the examination, then the requested credit is awarded.

Standard II A 2g Planning Agenda

None

Standard II A 2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Standard II A 2h Descriptive Summary

The grading policies and the criteria for awarding credit for courses are stated clearly in the College catalog. Additionally, the Course Outline stands as a permanent record for how credit is awarded for each course. Prior to, or coincident with the commencement of each class, faculty are required to distribute syllabi to all students, which must define the expectations of the students for each class both in terms of the tasks required to complete the course and the standards required to achieve a grade. Students are made aware of the requirements of each class during at least the first week of the term. The syllabi function as contracts between the faculty and the students for the semester and may be used in addressing and settling student grievances. Adjunct faculty are provided model syllabi by the department chairperson and/or area dean.

Students demonstrate learning outcomes through various methods. Evaluation of individual student performance includes but is not limited to: written examinations; essays; research papers; problem solving activities; lab experiments; and oral presentations.

Victor Valley College has no formal processes to address grading differences or grade distributions within a discipline.

Consequently, the discipline faculty is responsible for establishing their own grading criteria. Grade distribution studies are now made readily available to all full-time and adjunct faculty members.

As courses are developed, department chairs and the Office of Instruction work closely together to determine if new courses are degree applicable, either at the AA or BA transfer level, and if they are to transfer as elective or as CSU (general education) or UC (IGETC) transfer. Prior to submission to the Curriculum Committee, all new courses designed for transfer are submitted to the Victor Valley College Articulation Officer for review and appropriate processing, according to status as transfer elective, CSU, or UC inclusion.

Guidelines for repeatability and minimum standards for successful completion are established through Curriculum Committee processes in accordance with Title 5 and are outlined for each course. Instructors are expected to maintain these standards for all students. All courses leading to degrees, certificates, and/or transfer identify the measurements of student learning outcome assessment in terms of stated course objectives. Grades are permanently recorded and based upon uniform standards.

Standard II A 2h Self-Evaluation

Grading standards are established by individual instructors. It has been found that, in general, adjunct and non-tenured faculty tend to award higher grades than tenured faculty. This might indicate that students who feel that they deserve a higher grade than that initially awarded by the instructor might have more success in persuading the adjunct or non-tenured, faculty member to change the grade to the student's benefit.

In the 1999 Institutional Self Study for Reaffirmation of Accreditation for Victor Valley College, it was noted that during between 1992 and 1996, grade studies were available to faculty through the Office of Institutional Effectiveness. Within the past couple of years, faculty have been afforded a very effective new tool (Instructional Research Query Builder) by which such information may be gained, and this information may be acquired in much more detail than was possible before.

For instance, grade studies may be conducted to see how grade distributions relate to the probability of student success upon transfer to the university. Information before Fall 1997 was collected by hand.

- From 1992-1996, successful outcomes (A, B, C, or CR) indicated a success rate of 65.3%.
- For the period of time from 1997-2002, this rate was a slightly lower 63.9%.
- The percentages of A, B and C grades for the period 1992-1996, were 29.1%, 20.1% and 12.8% respectively, while for the period 1997-2002, those percentages had dropped to 28.1%, 18.5%, and 12.4%. To some extent, the slightly lower success rate for the period 1997-2002 might be due to more rigorous standards adopted by instructors during this time, as evidenced by the lower percentage of A, B, and C grades awarded.

Grade inflation has been of great concern to many departments, and statistics such as these tend to suggest that some tangible results are being achieved in curbing over zealous generosity in the awarding of grades.

The raising of the bar for grading standards that the institution has witnessed over the past five years is a positive trend that will,

hopefully, continue. With ready access to retention, grading, and student outcomes statistics, especially via the Instructional Research Query Builder, the faculty should find themselves better able to realistically evaluate student performance. Perhaps this will lead to a better understanding by the students of what they have accomplished and the goals they have set for themselves upon transfer to the university might be attainable.

Standard II A 2h Planning Agenda

None

Standard II A 2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Standard II A 2i Descriptive Summary

Awarding degrees and certificates based on student achievement of stated learning outcomes is a concern that this institution shares with every other community college. An institution must match its outcomes to its goals. At this time, there is no standard measure of student success against stated learning outcomes. The College offers an Associate in Arts degree and an Associate in Science degree, each of which matches the stated learning outcomes in terms of qualifying the student to enter the university in junior status. However, assurance that the courses taken match the quality expected of a student at that level is left to the instructor-student relationship. The Curriculum Committee oversees instructional topics and materials; it does not guarantee that the materials and topics match the learning expectations as formally stated in the official course outline.

Victor Valley College awards the Associate in Arts and Associate in Science degrees as well as certificates in subjects from Business to Education Technology. Each course of study has specific requirements, including the number of classes that must be taken and the number of class hours required. Each department establishes student learning outcomes. Learning outcomes are first explained in course syllabi. For each course, there are expected skills a student must obtain to pass the course; each instructor forms the first level of reinforcement of those stated standards.

Enforcement of the student learning outcomes comes first from the teacher. If there are discrepancies between the student outcomes and the performance and the instructor cannot meet the stated outcomes, the department chair stands in. If the department chair cannot resolve the issue, it goes to the appropriate dean. From the dean, the appeal goes to the president of the college. Thus there are built-in checks and balances going upward from the teacher-student relationship to that of the administration.

Standard II A 2i Self-Evaluation

Even lacking a set of standard measures of student success for degrees and certificates against stated learning outcomes across the curriculum, the College has been effective in providing students with a range of teaching methodologies that have lead to an appropriate level of learning. This is demonstrated by the chart on the next page.

Standard II A 2i Planning Agenda

None.

Type of Instruction Method for Fall

| Instruction Method | | | | | | |
|--------------------|------|------|------|------|------|---------------|
| Fall | 1998 | 1999 | 2000 | 2001 | 2002 | 98-02 Average |
| Directed Study | 0.1 | 0.1 | 0.1 | 0.0 | N/A | 0.1 |
| Lab | 9.0 | 10.6 | 11.2 | 11.6 | 11.9 | 10.9 |
| Learning Lab | 8.1 | 7.2 | 2.2 | 2.6 | 2.4 | 4.5 |
| Lecture | 64.5 | 62.6 | 59.0 | 59.0 | 60.3 | 61.1 |
| Lecture-Lab | 16.7 | 17.3 | 23.5 | 20.9 | 19.4 | 19.6 |
| Online | N/A | N/A | 3.9 | 5.7 | 6.1 | 5.2 |
| TV | 0.8 | 2.2 | 0.1 | 0.1 | N/A | 0.8 |
| Other | 0.0 | 0.0 | 0.0 | N/A | N/A | 0.0 |

Type of Instruction Method for Spring

| Instruction Method | | | | | | |
|--------------------|------|------|------|------|------|---------------|
| Spring | 1998 | 1999 | 2000 | 2001 | 2002 | 98-02 Average |
| Directed Study | 0.6 | 0.3 | 0.2 | 0.1 | 0.0 | 0.3 |
| Lab | 8.7 | 10.1 | 11.1 | 11.8 | 12.0 | 10.7 |
| Learning Lab | 7.2 | 8.4 | 7.4 | 3.0 | 2.4 | 5.7 |
| Lecture | 65.3 | 62.7 | 60.9 | 55.9 | 58.4 | 60.6 |
| Lecture-Lab | 17.1 | 17.1 | 18.4 | 23.4 | 20.3 | 19.3 |
| Online | N/A | N/A | 1.7 | 5.8 | 6.9 | 4.8 |
| TV | 1.0 | 1.5 | 0.3 | N/A | N/A | 0.9 |
| Other | N/A | N/A | N/A | 0.0 | 0.0 | 0.0 |

Type of Instruction Method for Summer

| Instruction Method | | | | | | |
|--------------------|------|------|------|------|------|---------------|
| Summer | 1998 | 1999 | 2000 | 2001 | 2002 | 98-02 Average |
| Directed Study | 4.6 | 0.1 | 0.2 | 0.0 | 0.0 | 1.0 |
| Lab | 14.8 | 19.7 | 19.4 | 17.7 | 20.2 | 18.4 |
| Learning Lab | 10.4 | 12.2 | 11.5 | 4.0 | 2.0 | 8.0 |
| Lecture | 51.8 | 47.5 | 47.0 | 49.7 | 49.5 | 49.1 |
| Lecture-Lab | 18.4 | 16.5 | 17.3 | 20.1 | 20.0 | 18.5 |
| Online | N/A | N/A | 4.7 | 8.6 | 8.2 | 7.2 |
| TV | N/A | 4.5 | N/A | N/A | N/A | 4.5 |
| Other | N/A | N/A | N/A | N/A | N/A | N/A |

Conformation of the present effectiveness of measuring student success comes from the faculty's oversight and active involvement in ensuring course rigor and that students are meeting course-defined learning outcomes.