Standard II A 3. Victor Valley College requires that academic and vocational degree programs have a component of general education that is based on a carefully considered philosophy and rationale, which is clearly stated in its catalog. The institution relies on the expertise of its faculty, via the Curriculum Committee, when generating and revising curriculum to demonstrate to the appropriateness of any recommended course for inclusion in the general education curriculum. The Curriculum Committee is responsible for the comprehensive examination of the stated learning outcomes for each recommended course.

Standard II A 3 Descriptive Summary

Victor Valley College publishes a one-year catalog and semester supplements as public notices as needed of approved courses and programs offered by the college. The general education component for every degree program is clearly represented and defined in the catalog. The institution clearly states in its catalog the specific courses that fulfill general education category requirements, but the catalog does not clearly state the institution's "carefully considered philosophy and rationale." Present requirements range from eighteen to twenty-four units distributed across five wide areas:

Category I. Natural Science
Category II. Social and Behavioral Science
Category III. Humanities
Category IV. English Language
Category V. Analytical
Thinking/Mathematics

General education courses function as the students' introduction to comprehending the modern world, promoting the understanding of the principles, concepts, and methodologies of various disciplines. General education courses present the student with the opportunity to appreciate the physical environment and the cultures of the world and to begin the lifelong process of self-understanding, as indicated in the Board of Trustees Policy 4025, which states:

> Central to an associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

The general education segment of all Victor Valley College instructional programs is based on the philosophy of general education stated in Board of Trustees Policy 4025 and in the mission statement, which is published in the college catalog and other related documents. The philosophy and mission are the foundations for the criteria used by the articulation officer and the Curriculum Committee in determining the appropriateness of each course. The criteria used to evaluate a course are: subject matter; rigor and depth; scope and level of material to be covered; and the use of skills in critical thinking. These criteria are incorporated in learning experiences for students that result in the capability to be a productive and lifelong learner; skills in oral and written communication, information competency,

computer literacy, scientific and quantitative reasoning, and critical analysis and logical thinking; and the ability to acquire knowledge through a variety of means.

Standard II A 3 Self-Evaluation

Although students have several sources of information about the general education requirements for the Associate's degree, no recent survey has been taken to determine whether students find the information understandable or helpful. While information about general education requirements is available in Spanish, not all material has been translated, although the college has made progress in this regard by translating enrollment information and English as a Second Language course descriptions. Board of Trustees Policy 4025 clearly delineates a general education policy. There is no policy or written criteria for the selection of courses to be included in the Associate degree pattern of general education. The College relies on the professional judgment of the Curriculum Committee.

Standard II A 3 Planning Agenda

- Students will be surveyed to assess whether the information in the catalog, its supplements, and in any other related publications is sufficient to understand the general education pattern and requirements for the Associate degree.
- The Academic Senate, through the Curriculum Committee, will delineate a coherent policy for the courses to be selected for the general education pattern for the Associate degree.
- Include Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education in the catalog.

Standard II A 3a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences

Standard II A 3a Descriptive Summary

Requirements for Associate degrees and the general education component needed for the degrees are described in the college catalog. Students can find the same information in handouts available from the counseling office. The Student Handbook refers students to the catalog.

The processes for establishing general education requirements for Associates' degrees and for approving changes involve all segments of the campus academic community and the Academic Senate. [Identify "all segments."] Recommended additions and revisions to the general education pattern are submitted to the Curriculum Committee for implementation. The Academic Senate adopts the curriculum changes and the Board of Trustees is authorized to approve them.

Standard II A 3a Self-Evaluation

The institution requires that general education be a component throughout all appropriate areas of study. The limited unit requirement begs the question as to whether students obtain "the basic content and methodology" necessary from such limited exposure. The Graduation Committee recommended and the Curriculum Committee modified the Associate Degree Graduation Requirements (Spring 2004) in response to addressing this accreditation and other general education criteria. These committees separated Mathematics from Analytical Thinking/Mathematics area and modified English Language to Language

and Rationality. (Curriculum Committee, February 12 and March 25, 2004).

Standard II A 3a Planning Agenda

- The Academic Senate, through the Curriculum Committee, will survey the courses currently in the general education pattern for the Associate's degree to ensure a relative and appropriate degree in rigor in the breadth of courses within each category.

Standard II A 3b A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Standard II A 3b Descriptive Summary

A student who completes Victor Valley College's general education pattern for the Associate degree will have demonstrated competency in the critical skills of oral and written communication, mathematical reasoning, and critical thinking. In collaboration with these skills, the student will have been introduced to broad areas of human knowledge and scientific inquiry.

Standard II A 3b Self-Evaluation

Victor Valley College requires students who complete its general education curriculum to be capable of productive lives and lifelong learning by completing coursework in Language & Rationality and Mathematics. Victor Valley College does not directly address the issue of computer literacy but offers computer access to students in a variety of settings. An increasing number of

courses offer technology-based assignments ranging from in-class work to computer-assisted learning exercises such as research and preparation of assignments. In addition, the college continues to offer a range of online courses through which students gain appropriate levels of knowledge as well as increased skills in the use of computers and related technologies. The criterion of "acquiring knowledge through a variety of means" is accomplished in every general education course via course content.

Standard II A 3b Planning Agenda

- The College will implement changes the Academic Senate approves for the general education pattern for the Associate's degree.

Standard II A 3c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Standard II A 3c Descriptive Summary

The general education requirements, as stated in the catalog (including coursework in humanities and fine arts, social and behavioral science, and communication categories), include ethics, history, politics, aesthetic appreciation, and cultural diversity.

Standard II A 3c Self-Evaluation

Although humanities and fine arts, social and behavioral science, and communication categories include ethics, history, politics, aesthetic appreciation, and cultural diversity,

the general education requirements, as stated in the catalog do not ensure exposure in any systematic way to this important educational goal. A student could easily miss many of these aspects during the course of study towards an Associate degree or certificate.

Victor Valley College does not directly address the criteria related to its general education curriculum. The criteria are: "A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skill; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities." However, the criteria are relevant to the content of courses used to satisfy the general education curriculum for social and behavioral sciences, humanities and fine arts, the English language, and communication.

Standard II A 3c Planning Agenda

- The College will implement changes the Academic Senate and the Curriculum Committee approves to address this issue for the Associate's degree.

Standard II A 4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Standard II A 4 Descriptive Summary

Victor Valley College offers twenty-three programs of study, leading to an Associate in Arts or an Associate in Science degree. Associate in Arts (A.A.) degrees are awarded in the areas of Liberal Arts and Fine Arts. Associate in Science (A.S.) degrees are awarded in Math/Science and various technical/vocational areas. Over 100

certificates of achievement are available for satisfactory completion of specific vocational programs of study.

Associate degrees typically require two years of full-time study, although the length of time may vary according to individual student needs and programs. Certificate programs may be completed in as short a time as one semester or may take up to two or more semesters to complete.

Victor Valley College Associate Degrees (in alphabetical order):
- Administration of Justice, A.S.
- Agriculture and Natural Resources, A.S.
- Automotive Technology, A.S.
- Business, A.S.
- Business Administration, A.S.
- Business Education Technologies, A.S.
- Business Real Estate and Escrow, A.S.
- Child Development, A.S.
- Computer Information Systems, A.S.
- Computer Integrated Design and Graphics, A.S.
- Construction and Manufacturing Technology, A.S.
- Electronics and Computer Technology, A.S.
- Electronics Engineering Technology, A.S.
- Fine Arts, A.A.
- Fire Technology, A.S.
- Liberal Arts, A.A.
- Math/Science, A.S.
- Media Arts, A.S.
- Medical Assistant, A.S.
- Nursing, A.S.
- Paramedic, A.S.
- Respiratory Therapy, A.S.
- Restaurant Management, A.S.
- Welding, A.S.

Typical of many other community colleges, an associate degree at Victor Valley College requires 60 degree-applicable units. As part

of their 60-unit educational plan, students must complete 18 units in General Education and 18 units in one area of inquiry, which comprises the major selected by the student. The remaining 24 units are in electives. The curriculum framework for the area of inquiry is designed to be sequential and allows for focused study within the area of concentration. The General Education segment is designed to introduce students to broad areas of knowledge, their theoretical foundations, and methods of inquiry. Students who choose to focus on a specific area of vocational study can also choose a certificate of achievement in their major.

Almost all of Victor Valley College's vocational programs include an Associate in Science degree option. The majority of programs consist of 18 units in the major; three units each from Natural Science, Social and Behavioral Science, Humanities and Analytical Thinking/Math; and 6 units from English. Also included is a one-course physical education requirement and remaining electives to reach the 60-unit degree minimum. Students normally take additional classes in their major to fill elective units. Programs with this option include:
- Administration of Justice
- Environmental Horticulture
- Automotive Technology
- Business Administration
- Business Education Technology
- Business Real Estate and Escrow
- Computer Information Systems
- Computer Integrated Design and Graphics
- Construction Technology
- Electronics and Computer Technology
- Fire Technology
- Restaurant Management
- Welding

Other vocational programs with Associate in Science degree options include more than 18

units in the major in addition to all other graduation requirements.

- Medical Assisting with a 23.5 unit core
- Paramedics with a 35.5 unit core
- Restaurant Management with a 48 unit core
- Nursing – The Associate in Science degree Nursing certificate includes all requirements for both a certificate and Associate in Science degree in Nursing. The Nursing Licensure Certificate requires additional general education courses to complete and associates degree. The Nursing Licensure Certificate precludes receiving the Associate in Science degree with a major in Nursing.
- Respiratory Therapy – The requirements for the certificate and the degree are identical.

Standard II A 4 Self-Evaluation

All degree and certificate programs at Victor Valley College provide students with the introduction and foundation to broad areas of study and knowledge as well as focused study in at least one area of academic inquiry.

Standard II A 4 Planning Agenda

- As its enrollment increases, Victor Valley College will continue to hire additional Counselors so that advisement, guidance, and counseling services would be more readily available to students.

- Victor Valley College will periodically review degree and certificate courses and programs to ensure their accuracy, currency, and relevancy.

Standard II A 5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Industry standards, local needs, and improvements in the curriculum drive development of and continual upgrades to vocational programs. Through business involvement from advisory committees, internship sites, CO-OP field experience, and other business partnerships, students completing degrees and certificates have the knowledge and skills necessary to enter into the workforce as successful employees in their chosen field.

Victor Valley College offers the following program in its Vocational Education division: Agriculture and Natural Resources; Automotive; Computer Aided Design and Drafting; Computer Information Systems; Construction and Manufacturing Technology; Electronics; Nursing; Emergency Medical Technician; Certified Nursing Assistant and Home Health Aid; Medical Assistant; Paramedics; Restaurant Management; and Welding.

Agriculture and Natural Resources

The Agriculture and Natural Resources Department has both developed and sustained working partnerships since 2001 with U. S. Borax, Mitsubishi Cement, and Specialty Minerals. As a result of these partnerships, the college has developed the Mojave Sustainability Project (MSP), which recognizes the Mojave Desert as a particularly fragile ecosystem facing significant challenges such as rapid housing development and over-drafted water supplies. Victor Valley College has a unique

opportunity to lead an educational solution to these dilemmas. A diverse group of educators, natural resource managers, and business leaders has united through the Agriculture and Natural Resource Department to provide unique natural resource education opportunities. The Mojave Sustainability Project provides the infrastructure to carry this energy and creativity into the future.

The fundamental purpose of this project is to develop an environmental stewardship ethic in the community that promotes sustainable management of our natural resources. The key to effective management of these resources is education through continuing education of the public, leveraging the present group of resource managers, and creating a new generation of managers/technicians who have the necessary knowledge and technological skills to find creative solutions.

Agriculture and Natural Resources – Student Learning

This community approach of sharing resources, ideas and energy of the founding partners (VVC, Mitsubishi Cement, U.S. Borax, Specialty Minerals, and the Mojave Water Agency) have yielded exciting educational opportunities for our students and our communities.

- Students are designing and implementing diverse real-world research projects like the revegetation project with our local mining partners (U.S. Borax, Mitsubishi Cement, and Specialty Minerals.)
- Students are participating in long term research projects with U.S. Geological Survey (Ecological Division).
- Students are developing career networking opportunities with natural resource professionals via guest lectures,

joint projects, and field studies in the Mojave Desert. Graduating students are in demand and have obtained jobs with employers such as the U.S. Forestry Service, Mojave Water Agency, and the City of Riverside.

- The Agriculture and Natural Resource Department is attracting adjunct faculty that are professionals and leaders in their fields of expertise. Peter Fahnestock, the Regional Soil Scientist for the Natural Resource Conservation Service, currently teaches the newly-developed Soil Science class.
- In partnership with U. S. Borax, Mitsubishi Cement, Specialty Minerals and Mojave Desert Air Quality Management District, an Environmental Field Studies curriculum is being designed and tested that will give students marketable skills in this and related disciplines. Examples include Conservation Research labs, Wetlands Delineation Techniques, and Mobile GIS Labs and Weather/Air Quality Instrumentation.
- Students have conducted original research on native plant propagation methods and other subjects. A synopsis of students' success with the endangered species *Astragulus albans* (Cushenberry's Milkvetch) and other revegetation work was presented at the Society for Ecological Restoration meeting in October 2004.
- The partnership has supported the students in the installation of a number of demonstration/teaching sites on campus. Examples include native/drought tolerant plant landscaping gardens, drip irrigation demonstration, and the Sustainable Design Greenhouse.
- Partners and staff have added two new classes and redesigned the GIS certificate to reflect the career training needs of the local community. The new

Geospatial technology class provides specific training on how to start a natural resource-focused company or agency GIS management system.

- The first native plant seed bank/lab for the Mojave Desert is under development as of November 2004.
- With the support of partners, the new environmental education programs have significantly improved enrollment of recently graduated high school students and the growth of enrollment in the department. Outreach also includes presentations to community groups, the Mojave Conservation Workshop series, and the highly successful semi-annual plant sale.
- Partners, students, and staff have added nine classes and five new certificates to the curriculum offerings at the Agriculture and Natural Resources department.
- Helped develop other community environmental awareness organizations such as the Mojave Environmental Educational Consortium and the Alliance for Water Awareness and Conservation.
- Applied for and received a three year $45,000 United Stated Department of Agriculture grant for outreach and scholarships for students leading our research projects. Students also receive scholarships from our partners. A total of twenty-two scholarships have been awarded since 2002.
- Introduced remote satellite delivery of the environmental science class to Lucerne Valley High School and introduced two class sections at local high schools (Introduction to Geographic Information systems at Lewis Center for Education Research and Animal Nutrition at Apple Valley High).
- A wide range of seminars and workshops including revegetation, irrigation, landscaping, and conservation have been conducted.

- The Agriculture and Natural Resources program meets twice annually with advisory committee members to review program goals and curriculum.

As a result of the bulleted items above, Agriculture and Natural Resources students:

- Encounter valuable, real world problems with conservation and revegetation activities.
- Gain knowledge in research strategies including data collection and management.
- Meet key players in business and industry.
- Develop project management skills.
- Learn effective communication skills.
- Are more prepared to enter the job market.

Automotive

Automotive Technology relies on its 66 member advisory committee consisting of past and present students, representatives from the Bureau of Automotive Repair, consumer groups such as the Automobile Association of America, automotive dealerships, auto body shops, generalized and specialty auto repair shops, and parts suppliers. Ongoing interactions, discussions, and regular meetings with these key industry professionals helps keep the program current with changes and needs of the automotive industry. With advisory committee input the following items have been accomplished or are in progress:

- Expanding the service consultant laboratory classes to include increased live work opportunities.
- Implementing a part's laboratory class and offering the part's counterperson lecture class at least once each academic year.

- Staying up-to-date with the latest technology and integrating it into the curriculum.
- Focusing on the newer overheard camshaft engine designs.
- Upgrading tools and equipment to meet or exceed the current National Automotive Technician Education Foundation (NATEF) standards.
- Constructing a secure tool crib that will accommodate all the department tools.
- Responding to industry needs with technology and curriculum changes.

The Victor Valley Automotive Department is NATEF certified providing students with training opportunities that lead to higher paying, productive jobs across the automotive industry. Instructors are Master Certified, and adjunct faculty are either Master Certified or certified in the area in which they teach. The Automotive Department continues to prepare students/technicians who have degrees or certificates that will far exceed the standard entry level skills required by industry.

Automotive – Student Learning

As a result of the above, Automotive students:
- Exit the Automotive program with the technical skills necessary for successful employment in the industry.
- Develop needed customer service skills.
- Possess diagnostic and troubleshooting abilities.
- Practice proper stowage of tools and equipment.
- Practice automotive shop safety including proper hazardous materials handling procedures.
- Understand the ever-changing automobile industry and can keep up with those changes.
- Are prepared for NATEF Certification.

Computer Aided Design and Drafting (CIDG)

Computer Aided Design and Drafting (CIDG) continues to keep pace with industry standards by adding new curriculum and certificate options. In 2004 the department added two new certificates in Animation and one new Media Arts class. The Computer Aided Design and Drafting Recognizing that the Graphics industry relies heavily on Macintosh computer systems for intensive graphics programs, Victor Valley College has maintained a MAC lab with current software allowing students the opportunity to learn industry standard applications. Students also learn to transfer those skills onto PC's as well. Computer Integrated Design and Graphics students also earn certificates and degrees in Computer Aided Design and Drafting (CADD), Computer Animation, Geographical Information Systems, Visual Communications, and Print Production. The department has taken steps since 2001 to split larger 36 unit certificates into smaller, more focused technical certificates 9-17 units in length.

Computer Aided Design and Drafting (CIDG) – Student Learning

Students completing certificates and degrees in Computer Integrated Design and Graphics:

- Earn short term certificates allowing them to find entry level jobs while continuing their education in new skill areas.
- Enter the local job market with full time employment in city government, architectural firms, and water companies.
- Possess knowledge and skills demanded by the graphic arts industry using both MAC and PC operating systems and the latest software applications.

Computer Information Systems

The ever changing world of computers, hardware, networking, and software applications keeps the Computer Information Systems (CIS) department busy. Besides curriculum additions and upgrades, these dedicated faculty also have to learn the new systems while maintaining their own certification in new and emerging technologies.

Two new certificate programs in CIS are Database Administration and Unix Administration. New Courses added have been MySQL, PHP and PHP+MySQL, Perl, and XML programming.

The CIS department also is offering a greater variety of classes in an online format. The flexibility of online classes helps students upgrade their own skills while maintaining daytime employment. This also helps the college by having more available computer lab space on campus for students who learn best in a more traditional format.

Computer Information Systems – Student Learning

Students exiting the Computer Information Systems program:

- Are prepared for Microsoft, CISCO, A+, and other industry standard certifications.
- Are qualified to enter the job market at an entry level.
- Understand the complex, ever changing Information Technology industry.

Construction and Manufacturing Technology

The Construction and Manufacturing Technology department prepares students for a wide variety of professions. Most areas

of the program develop students for employment as a contractor or tradesman, building inspector, or in the field of public works. State certification is required for most program graduates. Classes are taught by individuals currently working in the field who have taken the appropriate certification and bring with them first-hand knowledge of their area of expertise.

Class and program curriculum is guided by our advisory committee and includes individuals from a variety of trades. Student success is measured by certification success and employment. Students are encouraged to return to the campus with a copy of their certifications for posting on our Wall of Fame and to forward information on current employment. Our department stays in contact with our students through our biannual publication the "Construction Technology News."

Program success is enhanced by providing each student with a department handbook, which includes a description of all of our certificates and classes. Run codes are provided to give students a multiyear plan for their education. Each class is shown as to when it will be offered next and within a five-year period. In addition, all students are encouraged to enroll in the Careers in Construction and Manufacturing course, which is one of our core classes and aids students in making sound educational and career decisions.

Contractor's license

The State Contractors Licensing Board requires a minimum of four years of work experience to successfully complete the State Contractors Certification. The Construction Technology curriculum is aligned with state certification requirements allowing program graduates up to two years

of work experience upon successful completion of the construction certificate program.

Tradesman

Many specialty certifications are offered in the department including Polyethelyne pipe, Aquapex, and up to four categories of the Environmental Protection Agency's Refrigerant Technician Certifications including Small Appliances, High Pressure, Low Pressure, and Universal Refrigerant. Students gain general knowledge of construction by completing core Construction Certificate requirements. Specialty areas include residential and commercial electrical wiring; plumbing; finish carpentry; framing; residential repair; surveying; concrete and masonry construction and heating; ventilation and air conditioning. Students can become proficient with the computer and develop skills that can lead to a career in construction estimation. Some transfer to a four-year campus to complete their Bachelors in Construction Management. Many students follow a path of developing their skills with a goal of construction supervision or project management.

Building Inspection

As a career path option, tradesmen come back for retraining for the profession of building inspector. Building inspectors must complete 23 individual certifications International Code Council Certifications, including both residential and commercial building, electrical, and mechanical and plumbing inspectors. Also available are plans examiners, energy, fire, and accessibility and property maintenance inspectors. Two categories of building officials are also available.

Public Works

Ten classes are available for a specialty in public works. Many students use these classes and certificate to gain employment or advancement in the field of public works. Water distribution prepares students to take Grades 1 and 2 Water Distribution Operator Certification.

Custodial Maintenance

The Cleaning Management Institute certifies all successful class graduates. Curriculum is provided by the institute to ensure the uniformity of training across the country. Students can gain employment with only one semester of training.

Construction and Manufacturing Technology – Student Learning

As a result of the opportunities in Construction Technology listed, students:

- Exit the program with the necessary skills, both technical and academic, to gain employment in the construction industry.
- Understand the certification requirements for various jobs within the construction industry.
- Follow state and federal safety guidelines for the industry.
- Demonstrate proper use of machinery, equipment, and tools used on the work site.

Electronics

Beginning in 2000, the Electronics and Computer Technology Department submitted a five-year department re-engineering plan and budget instrument to drive the plan. Elements of the plan developed and implemented through 2003 are summarized as follows:

- Adopt nucleate (core) program curriculum strategy designed to integrate common courses in electronics, computer, and related technology
- Establish industry partnership, implement industry standards and prepare students for industry certification
- Develop A+ curriculum
- Implemented A+ program curriculum (to include laboratory equipment and facility modification)
- Develop N+ curriculum
- Implemented N+ program curriculum (to include laboratory equipment and facility modification)
- Develop Microsoft certification (MCSE) curriculum
- Implement Microsoft certification program curriculum (to include laboratory equipment and facility modification)
- Establish CISCO industry partnership (became local academy)
- Develop CISCO Academy (CCNA) curriculum
- Implemented CISCO Academy program curriculum implemented (to include laboratory equipment and facility modification)
- Develop CISCO Advanced Academy (CCNP) curriculum
- Implemented CISCO Advanced Academy program curriculum (to include laboratory equipment and facility modification)
- The department became regional Cisco academy

Electronics – Student Learning

As a result of the plan, students completing certificates and degrees in the Electronics department:

- Are prepared to enter the workforce with current industry knowledge.

- Exit with the ability to obtain Microsoft, A+, N+ and Cisco Networking Certification.

Nursing

The Victor Valley College Associate Degree Nursing Program (ADN) is approved and accredited by the California Board of Registered Nursing (BRN) for awarding an ADN Certificate and Nursing Licensure Certificate. The BRN regulates the program administration and management, faculty appointments, clinical site approval, curriculum and the eligibility of students to take the National Council Licensing Examination for Registered Nurses. The VVC Associate Degree Nursing program adheres to the California Nursing Practice Act Regulation and Statues according to Article 4 Nursing Schools and Article 3 Schools of Nursing

In February 2002, BRN Education and Licensing Consultants conducted a site visit. The following areas of noncompliance and recommendations were made:

Noncompliance

Section 1424 (a) the program states "students are our top priority." However, students report that this is not consistently applied throughout the program. There is a lack of total faculty commitment to providing a nurturing environment, which fosters students' success.

Section 1424 (i) there are no preceptor files. There is no list of current preceptors with RN licenses and qualifications.

Section 1426 (f) (23) current clinical rotations do not reflect the hours/units approved by the Board.

Recommendations

Section 1424 (d) review utilization of the skill's lab to facilitate faculty scheduling student activities; consider providing the equipment included in the med-pac to students, as it is required skill lab equipment necessary to meet program objectives

Section 1424 (b) review curriculum to conform with simple to complex philosophy

Section 1427 (b) reevaluate clinical agencies identified by students as lacking resources for clinical objectives

Section 1428 (b) provide feedback to students' concerns and advise students of grievance procedure if problems cannot be resolved within the nursing department

Progress Reports

On April 3 and June 25, 2002, Progress Reports were submitted to the BRN Licensing and Education Branch addressing the areas of noncompliance and recommendations. At the September 6, 2002, BRN meeting in Emeryville, CA, the board stated the program was in total compliance with the standards and regulations and granted continuing approval. The next accreditation site visit is scheduled for Spring 2007.

Nursing Goal #1: Instructional Area and Integration of Technologies

- Major nursing curriculum revision approved and implemented in 2000 providing for student entry each semester, pharmacology course for nursing management, and integration of a skill's

competencies lab for the first three semesters

- Development and approval on LVN to RN Transition course
- Development and approval of Co-Student Nurse Worker Course
- Increase in clinical sites within the inland empire
- Development of the student nurse preceptorship program
- Computer-aided testing in the Allied Health Computer Lab
- Integration of assessment testing for each nursing course with Assessment Technology Inc.
- Re-organization of the Nursing Committees in 2000 to promote improvement in the organization of the Nursing Department
- Increase in number of associate faculty in the specialty areas

Nursing Goal #2: Linking Curricula to Needs

- Jobs and Employment Services Department grant for retention program for at- risk students 2002 -2004

- Development and implementation of an elective Critical Cardio/Respiratory Course

Nursing Goal #3: Exploring Delivery of Instruction

- Increase in computer-assisted instruction for each Nursing course
- Purchase of smart cart, projectors, and white board capability for Allied Health classrooms
- Remodeling of a classroom (Allied Health 2) to accommodate expanded course and program offerings, particularly in the areas of Paramedics and Emergency Medical Technician

Nursing Goal # 4: Upgrading and Renovating for Quality

- Acquisition of equipment for skills lab simulation such as mannequins, beds, telemetry monitors, and intravenous pumps
- Required internet based learning activities

Nursing Goal #5: Responding to Diverse Population

- Supplemental Instructions provided for students until fall 2004
- JESD for high -risk student served the diverse student population
- Promote the acquisition of financial aid and scholarships to increase opportunities for under-represented groups in nursing, thereby providing access to nursing education without the hindrance of associated costs.

Nursing Goal # 6: Promoting Area Economic Development

- Work closely with the Victor Valley College District Foundation for the Dr. Prem Reddy Donation funding ($1-million donation over five years, beginning in April 2003).
- Planning with Victor Valley College District for the implementation of the Wellness Foundation Grant.
- Received approximately $7,600 private funding from local physicians for student testing for pre-licensure testing. The exams provide a valuable measure of the student's knowledge base as they progress through the nursing program. The purpose of the assessment testing is to assist the students and nursing faculty in the analysis of the students' performance in preparation for the registered nursing national council licensing examination.

The individual and group diagnostic reports received from this testing are of tremendous value in the identification, analysis, and modification of the students' learning needs.

- Received CCCCO Nursing Enrollment Grant ($210,000) for 2002-2006 for increasing program enrollment, resulting in additional adjunct faculty for increased nursing student enrollment.

Emergency Medical Technician

The Emergency Medical Technician (EMT) program at Victor Valley College is designed to prepare the student for successful completion of the National Registry examination in order to be qualified as an entry-level member of an emergency services team. The Victor Valley College curriculum for EMT students meets the guidelines set forth in the California Code of Regulations Title 22 Division 9 Chapter 2 and implements a curriculum following the State of California Department of Health Services (DHS) guidelines.

The program has developed and implemented written administrative and management policies that govern the program. These policies are reviewed and revised according to California DHS regulations. The EMT curriculum content includes both theory and clinical courses.

The goal of the program is to focus on the needs of the learners and of the community by:

- Providing learning experiences relevant to the duties, responsibilities, and roles of the EMT.
- Providing clinical experiences that promote meeting the patients' basic emergency needs.

- Providing opportunities for the practicing of basic principles of Emergency Medical Services in a safe, efficient, and competent manner.

Victor Valley College has a present clinical affiliation agreement with approved and accredited agencies. No more that two students will be placed at one clinical site during the clinical portion of the program. Current clinical agencies utilized by the EMT program include:

- St. Mary's Regional Medical Center
- Loma Linda University Medical Center
- San Bernardino County Fire Department
- American Medical Response

The EMT program adheres to Title 22 requirements related to admission, class attendance, and clinical practice. The student withdrawal policy, grievance process, program costs, and age requirement are stated clearly in the Allied Health 71 syllabus. Written policies related to student conduct, promotion, grading, dismissal, repetition of courses, and probation are stated in the current VVC College Catalog. The student is informed in writing and verbally of the state, college and program policies.

The Allied Health Department has offered the EMT course each semester since 1983. The EMT program consists of an eight unit, seventeen-week course, completed in 119 classroom hours and 34 clinical hours. At the completion of the program, students who have maintained 80% or better are eligible to apply for accreditation from Inland Counties Emergency Medical Agency or other emergency medical agencies throughout the state to receive their EMT card.

Over the past five years the student enrollment in the EMT program, as measured by first census, has remained between 47 – 79 students with an average overall enrollment of 63.7 students per semester.
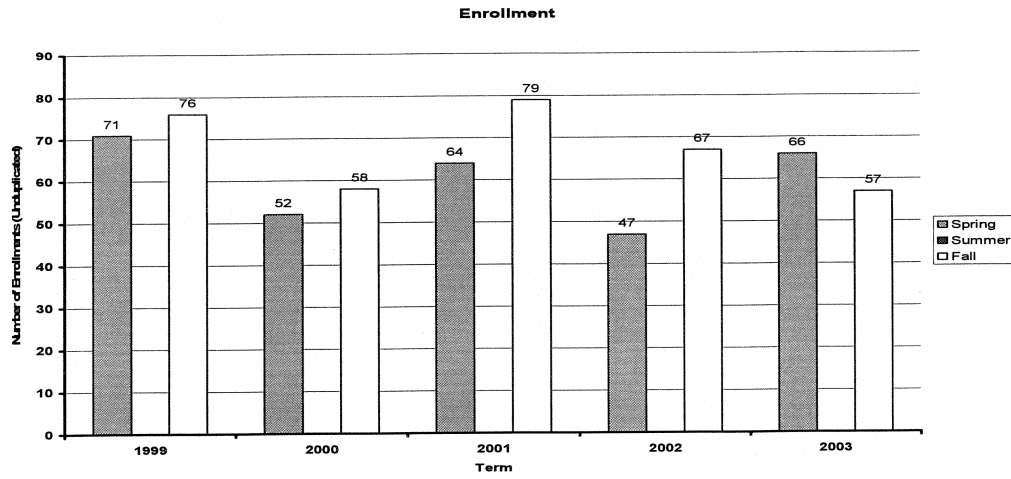
Enrollment

Paramedics

The Victor Valley College Paramedic Academy was reinstated in summer 2003. Preceding its reinstatement, the program enrollments had declined for an extended period of time. In the first year of the program our goals included:

- Develop curriculum for state approval
- Recruit faculty to meet state accreditation standards
- Facilitate and streamline learning process for completion of program
- Order supplies/books/uniforms.
- Effectively teach Department of Transportation/National Transportation Safety Agency Paramedic Curriculum
- Prepare students for successful completion of program and board licensing

All goals were accomplished due to the addition of a full-time faculty instructor/Clinical Coordinator. The program is now preparing for initial accreditation by the State.

Paramedics – Student Learning

As a result of program goals listed above, students exiting the EMT and Paramedic program:

- Are prepared to enter the workforce with industry standard skills.
- Are proficient in emergency medical procedures.
- Possess effective communication skills.
- Understand and practice appropriate interagency protocol when working with fire and police department personnel.

Certified Nursing Assistant (CNA)

The Victor Valley College Certified Nursing Assistant (CNA) program prepare students for certification by the State of California as an entry-level worker on a health care team. The VVC curriculum for the CNA program meets Omnibus Budget Reconciliation Act (OBRA) regulations and California Title 22 guidelines, and implements a curriculum following the State of California Department of Health Services (DHS) guidelines. The State of California CNA licensing and certification board approves the VVC faculty. VVC has clinical affiliation agreements with the following approved and accredited clinical agencies:

- Apple Valley Christian Care Center
- Desert Knolls Convalescent
- Visiting Nurses Association of the Inland Empire

The Victor Valley College Allied Health department accepts and operates within the framework of the VVC mission statement and philosophy. The leadership and faculty of the CNA program strives to prepare students to function competently and safely in a variety of health care workforce settings.

Overall Enrollment Rate of CNA Program

Over the past five years the student enrollment in the CNA program, as measured by first census varied from 21 – 32 students with an average of 27.4 students. These numbers are also reflected by the

The results of the National Nurse Aide Assessment Program have indicated the successful outcome of the students who have completed the VVC program. Over the past three years (2001, 2002, 2003) a total of 69 students have taken the NNAAP written

examination with 69 passing (100% pass). Likewise, over the past three years a total of 70 VVC students have taken the NNAAP skills examination with 66 passing and 4 failing (94.2 % pass).

During 2004, Dr. Prem Reddy Donation Fund provided funding for the remodeling of a classroom in Allied Health as a multipurpose class/skills lab. This room is scheduled and shared with other AH programs and has significantly improved instruction of students and storage of equipment and supplies.

Medical Assistant

The Victor Valley College Medical Assistant (MA) program prepares students for certification by the State of California as an entry-level worker in a medical office. The state curriculum is structured to provide theory and practical application of skills required to function as an entry level MA. The VVC curriculum for MA students is closely aligned with the National American Association of Medical Assistants (AAMA) guidelines. The goals of the program focus on the needs of the learners and community by:

• Providing learning experiences relevant to the duties, responsibilities, and role of the MA
• Providing clinical experience that promotes meeting the patients' and the family's basic physical, psychological, social, environmental, and spiritual needs
• Providing opportunities for practicing basic principles of office procedures in a safe, efficient, and competent manner
The program maintains classroom and clinical instructors approved for employment by Victor Valley College according to established academic, clinical, and licensure qualifications. The VVC

Allied Health department and faculty coordinator approve the clinical agencies for student practical experience. A clinical facility is selected based on student clinical objectives and student learning outcomes. The student/instructor ratio for clinical instruction is maintained and does not exceed an optimal student-to-faculty ratio. The current clinical agencies utilized by the MA program are Desert Valley Medical Group and Family Practice Associates.

The Medical Assistant program is committed to providing excellent academic instruction and clinical experience. The MA faculty plans and implements the courses taking into account the individual students' learning styles, cultural, and ethnic backgrounds. The courses in the MA program prepare students for the opportunity to take the California MA certification examination prior to entry into the workforce. In addition, the program allows students to explore other career opportunities within the health care system such as nursing or respiratory therapy.

Medical Assistant – Student Learning

As a result of the information above, Medical Assisting students exit the program:

• Prepared to enter the workforce as a qualified Medical Assistant.
• Knowledgeable of appropriate medical office procedures.
• Possessing communication skills effective with patients and medical office, clinic, or hospital staff.
• Skilled in appropriate patient care.

Case Example - Program Review Restaurant Management

The Restaurant Management program prepares students for work in the food

service industry. Students learn both in the classroom and from real-world, hands-on experience. All courses follow national and state standards for food preparation and service. Students receive food handler's cards and are responsible for the health and safety as well as presentation and quality of the food. Upon completion of the program, students are prepared to enter the workforce with the knowledge and skills necessary for successful employment in this fast-paced industry. Besides food preparation and serving, students also learn other aspects of the industry including ordering food and supplies, receiving orders, storage, inventories, and paying invoices. Students work in the program and provide catering services to groups on and off campus. The Restaurant Management program possesses a fine reputation in the community and is known for a quality product, both in the food, and the quality of the service from students.

Self Evaluation Restaurant Management

Enrollments and retention rates continue to be high in the restaurant management program.

Semester/Year	Total Enrollments	Retention Rate
Spring 2000	170	79.4%
Fall 2000	161	89.4%
Spring 2001	220	77.3%
Fall 2001	214	85.0%
Spring 2002	177	87.6%
Fall 2002	178	80.3%
Spring 2003	165	87.9%
Fall 2003	198	87.9%
Spring 2004	185	80.5%

The Restaurant Management Program lost one full-time faculty through a retirement at the end of the 2003-2004 academic year. This position was not replaced due to

college budget restraints. The program has compensated by utilizing adjunct faculty, but has had to cut back on catering opportunities because of the lack of consistent help.

Equipment malfunctions, and a college main gas line leak have caused several disruptions to program continuity, but those events also provide students with real world situations in which to learn. Faculty has done an excellent job maintaining program consistency in food quality and preparation.

Restaurant Management – Student Learning

As a result of successful completion of the Restaurant Management program students exit:
- Prepared to enter the workforce in restaurant and/or catering operations
- Knowledgeable and certified in safe food handling procedures
- Understanding all aspects of the industry including food ordering, inventory, preparation, and serving.

Case Example Program Review - Welding

The welding courses are built upon industry standards published by the American Welding Society. The Guide for Training and Qualification of Welding Personnel becomes the source for all course outlines in the welding department. Following these industry standards ensures that students are learning the skills necessary for the workplace. The welding department faculty and advisory committee members meet twice annually to review current curriculum offerings and to suggest program improvements. Based on their input, the following changes were made:

- The addition of a second Weld 50 class offered in fall 2004. The addition of this class gives students access to a new time and day during the first term as well as expanding laboratory hours on Friday and Saturday for all students in the program.
- Improved curriculum and instructional materials for Shielded Metal Arc Welding, Gas Metal Arc Welding, and Gas Tungsten Arc Welding that improves program compliance with the American Welding Society's QC-10 document "Guide for the Training and Qualification of Welding Personnel."
- Making sound equipment, facility, and educational recommendations based on the welding educational master plan. Equipment purchases include: 1 gas metal arc welder 2004-05, 1 gas tungsten arc welder 2003-04, 2 gas tungsten arc welders 2002-03, 1 gas metal arc welder 2001-2002. These machines replaced older units that had failed and not economical to repair or out dated to a point parts are no longer available.

Facilities recommendations implemented:

- Replaced the ventilation system using matching funds from the state; replaced booth divider panels with sheet metal panels, eliminating panels containing asbestos, cracked, or not repairable; cemented and fenced the storage yard and added material storage racks, allowing Natural Resources Dept to use two-thirds of the yard for their new portable.

- Educational recommendations that were implemented: expanded the program by adding Welding 51/52 to the day schedule; added lab hours to daytime to relieve impacted evening hours allowing for higher enrollments in classes; added three Welding 50 classes to the yearly schedule increasing over all enrollment

and acts as a feeder to the higher level classes.

Other welding department accomplishments include:

- Student success at the 2003-2004 Skills-USA (VICA) regional, state, and national competitions. Jake Kangas (VVC student with a certificate in welding technology) won a silver medal at the regional competition, a gold metal at the state competition, and participated at the national competition in Kansas City.
- The purchase and installation of water coolers for the gas tungsten arc welding stations has conserved natural resources and eliminated the need to do torch repair, saving time money as well as water.
- Replacing old transformer type power sources with state-of-the-art inverter types. The equipment replacement reduces equipment failure, allows to student to work on updated machines, and saves electricity.
- Cementing and fencing the storage yard behind the welding lab has allowed us to utilize shelving and material racks to safely store, retrieve and inventory our metals and welding consumables efficiently and accurately due to forklift accessibility.
- The installation of the central fume exhaust system has improved the air quality in the lab and made the lab quieter, cleaner, and safer for the students and staff.
- Students finding employment after taking as few as one class at local companies such as: Daytec, Valew, and Northwest Pipe and Casing. There is no official job tracking mechanism for the college. Knowledge of student employment comes by word of mouth from the students, friends, and/or advisory committee

members who hire students upon program exit.

- Many professional welders are returning to school for skills upgrading, qualification preparation and testing. No official data is being collected at this time to verify numbers. Students share this information with instructors in class.
- Three of the four welding instructors are Certified Welding Inspectors certified by the American Welding Society.

Welding – Student Learning

As a result of the accomplishments above, students exiting the Welding program:

- Are prepared to enter the workforce as entry level welders with knowledge of current industry practices.
- Are certifiable according to industry standards from the American Welding Association.
- Are familiar with safety procedures; welding theory; welding terms and definitions; and welding techniques in carbon steel, stainless steel, and aluminum materials.

Standard II A 5 Self Evaluation

Survey Item 16. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet standards for employment and/or external licensure and certification. (Standard II A5)
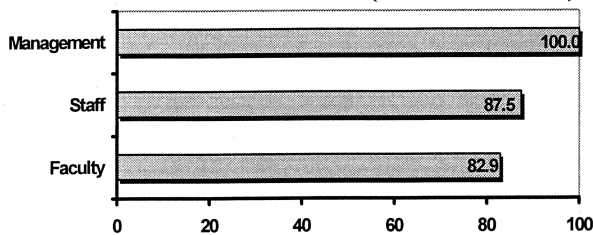

Agreeableness for those who responded in each of the constituent groups was high regarding this item.

Survey Item 15. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes. (Standard II A2i)
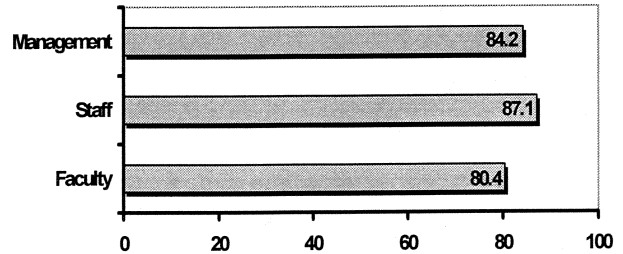
More than 80% of the those surveyed in each constituent group agreed that degrees and certificates are awarded based on student achievement of a program's stated student learning outcomes.

Survey Item 11. The institution identifies student learning outcomes for courses, programs, certificates, and degrees. (Standard II A1c)
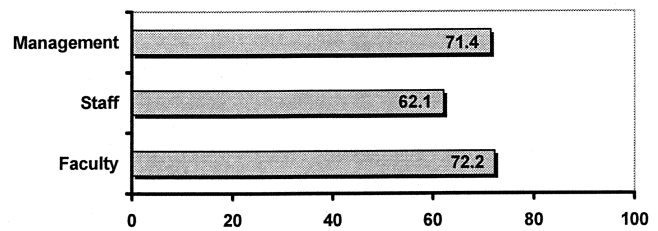
Of those surveyed, 62.1% of staff, 71.4% of management, and 72.2% of faculty agreed that student learning outcomes for courses, programs, certificates, and degrees are identified by the institution.

Planning Agenda

- Conduct a survey of graduates to determine if working in degree or certificate related field of study. Conduct employer satisfaction survey of graduates.
- Establish a program of student portfolio accomplishments.

Standard II A 6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section student receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Standard II A 6 Descriptive Summary

Victor Valley College assures that information about its educational courses and programs and transfer policies is clear and accurate through its College catalog; schedules of classes; college, department, and program websites and brochures; and transfer materials. These documents are the most comprehensive in terms of the quantity and range of information about courses, programs, and transfer policies.

The College catalog is updated and published each spring semester, and schedules of classes are updated and published for each semester. The College catalog contains descriptions of the Associate in Arts and Associate in Science degrees and of each certificate offered by Victor Valley College, including graduation or completion requirements. Student learning outcomes are cited in the course descriptions for degrees and certificates. In addition, information about university transfer and job or career preparation is included where appropriate.

Schedules of classes provide a range of information about courses including course descriptions; admission and registration information; financial aid information; an academic calendar; online class information; and maps. The schedule of classes serves as the most frequently updated document containing information about the College's courses and programs.

As has been the practice over the past few years, the College catalog and the schedules of classes are available on the College website. Posting both documents online allows current and prospective students the opportunity to review course and program offerings and the VVC transfer policy. Posting also allows the College to readily update information as it may be altered throughout the registration period and during the academic year itself. The College did not publish a schedule of classes for fall 2004 but, rather, made it available exclusively online and via a limited number of printed versions. It was decided after review of the impact and necessity of having printed schedules, and upon the recommendation of the Department Chairpersons Caucus, to return to printing schedules again starting with for the Winter 2005 Session and Spring 2005 schedule of classes.

College, department, and program websites and brochures provide specific department and program information about course, program, and transfer requirements and highlight occupational opportunities that are available to students who earn degrees or certificates in the area.

Faculty are required to provide a syllabus for each course they are assigned to teach, and the syllabus must contain learning objectives for the course. These requirements are emphasized to faculty through department meetings, new faculty orientations, and workshops. Department chairpersons and area deans meet individually with faculty on an as-needed

basis in order to discuss the contents of their syllabi. Student and peer evaluations contain questions designed to assess whether, and to what degree, the course syllabus is made available and followed throughout a given course.

Victor Valley College ensures that individual sections adhere to the course learning objectives through the Program Review and the faculty evaluation processes, both of which provide strong means of assuring clarity, accuracy, currency, and relevancy of all courses. When new probationary and associate faculty members are hired, they are required to attend an orientation session conducted under the auspices of the Office of Instruction, where they receive the Faculty Handbook and participate in interactive discussions with department chairpersons, veteran faculty, and area administrators, including the Chief Instructional Officer, about ways of understanding and including student learning outcomes in their syllabus.

Standard II A 6 Self-Evaluation

While all documents are updated periodically, the most consistent challenge facing the College is ensuring that information contained in those documents is the most current, particularly given that universities and State requirements are constantly changing. Individual departments and faculty are the most relevant source for information about changes in course and program requirements. Where vocational programs are concerned, that information is supplemented by individual program accreditations and vocational advisory boards. The Articulation Officer provides the most consistent contact with universities and the State in terms of current information about transfer requirements.

The College provides information about its degree and certificate programs, although inclusion of clearly stated student learning outcomes may fall short in many cases. As the institution works toward defining and implementing student learning outcomes across the curriculum, such descriptions will be more frequently and accurately included in all relevant documents and materials.

Through the Office of Instruction, the College works diligently to address the requirement that all courses have a syllabus and that it is presented to students in each class. This effort is principally focused through the faculty evaluation process and with the cooperation of department chairpersons in overseeing and helping to enforce the requirement.

Standard II A 6 Planning Agenda

- The College will ensure that clear and accurate information is provided to the Office of Instruction and the College webmaster in a timely manner and that such information is made available in its published and posted documents.

- Department chairpersons and area deans will check with faculty for compliance with course outline objectives and assist with issues related to the requirement for a syllabus for each class.

Standard II A 6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Standard II A 6a Descriptive Summary

Victor Valley College policy regarding evaluation and acceptance of course work students complete at another college is published in the College catalog. It is the institution's practice that evaluation and acceptance of such course work is accomplished by the Registrar and/or Counseling.

The College participates in the CAN (California Articulation Number) program. By utilizing CAN, the College is assured that courses offered at VVC are equivalent to those at other colleges and universities. The CAN indicators are listed adjacent to course titles in the College catalog and schedules of classes. In addition, the College utilizes the ASSIST database to provide students with information about specific courses. The Articulation Officer keeps articulation agreements current by working with discipline faculty and programs and with other colleges and universities. In addition, the Articulation Officer is responsible for submitting documentation to the receiving institution to verify articulation agreements between VVC and them.

Standard II A 6a Self-Evaluation

The procedures for evaluating coursework from other colleges and universities are adequate, although they are in need of review and updating and need to be published in the College catalog and other relevant documents. Once defined and implemented student learning outcomes for courses and programs are established, evaluation of outside coursework to VVC coursework will be even more valid.

Standard II A 6a Self Evaluation

The College has used an as-needed means of evaluating coursework from other colleges, rather than having a formal procedure in place. Similarly, such evaluation has not been directly applied through student learning outcomes.

Standard II A 6a Planning Agenda

- The Office of Instruction and the Office of Student Services will work closely to ensure that evaluation of coursework in relevant and thorough, particularly in terms of student learning outcomes defined and implemented at Victor Valley College.

Standard II A 6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with minimum of disruption.

Standard II A 6b Descriptive Summary

During the 2003-2004 academic year, the Academic Senate undertook discussions regarding program discontinuance procedures. The Senate has developed a

draft document, "Guidelines for Program Development, Merger/Dissolution, and Discontinuance." When presented through the collegial consultation process and, subsequently, forwarded to and adopted by the Board of Trustees, such a document will provide the guidelines by which recommendations can be made regarding at-risk programs or those in need of significant changes.

Standard II A 6b Self-Evaluation

If the need were to arise to discontinue or to significantly change an existing instructional program, the College would expedite the adoption of a program discontinuance procedures. Until such time as those procedures are in place, the College would anticipate working directly with all constituent groups to address the potential discontinuance of a program or making significant changes to one.

Standard II A 6b Planning Agenda

None

Standard II A 6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Standard II A 6c Descriptive Summary

The Office of Instruction coordinates publication of the College catalog and schedules of classes. In doing so, faculty, staff in various offices, and administrators are provided copies of the current catalog and schedule of classes in order to update the information in their section of those documents. In addition, the Schedule and Catalog Committee meets regularly to review those publications for accuracy. The Office of Institutional Research provides current demographic and enrollment information on students and makes that information available through the current *FactBook* and by posting it on its website. The webmaster monitors the College website by updating postings when provided with revised or new information.

Discussion has occurred, and a number of workshops have been held in the 2004-2005 academic year, on the subject of preparing schedules of classes for as much as four terms in advance (i.e., fall semester, winter session, spring semester, and summer, in a cyclical manner). The goal of such an effort is to provide increased student access to courses and programs by way of establishing a schedule about which students would have relative assurance that classes will be available within that timeframe. The Office of Instruction and the Department Chairpersons Caucus have worked together to discuss the advantages of such an approach and to develop a "modified guaranteed schedule" beginning with the fall 2004 term. While it is not anticipated that a four-term schedule would be published without any possibility of changes being made to it, having a coordinated schedule of classes for an extended period of time would be a significant advantage to students and to the institution as a whole. For example, the College has produced combined-term schedules in recent times, and they have served students' and the institution's purposes by allowing students to know in advance which classes would be offered and for the institution to made staffing and

budgetary decisions related to the given terms.

The Office of the Superintendent/President produced the 2003-2004 *Annual Report,* which contains information of interest to the campus and to the community. The *Report* gives an overview of the many accomplishments and established goals for Victor Valley College as well as perspectives on how the college is working with its community on important issues such as workforce development.

The Office of the Superintendent/President is coordinating efforts to align current Board policies with a model template provided by the Community College League of California. As a part of that effort, administration is making recommendations to the Superintendent/President on updating current policies as well as noting where policies and procedures need to be separated.

Standard II A 6c Self-Evaluation

The College continues to review its published and posted documents for content accuracy. Recognizing that the catalog and schedules of classes are among if not *the* most important documents the College produces, faculty, staff, and administration are aware of the need to provide current and prospective students, as well as the community, with the most current, accurate, and relevant information possible. Given the timeline for preparing and publishing or posting such documents, changes in them are inevitable. The College has effective mechanisms in place for ensuring that those changes are included in subsequent publication or posting of those documents.

The College will continue its efforts to communicate with the campus and the

community by making the schedules of classes available through mass-mailing to all zip codes within the VVC service area and by publishing and posting accurate and relevant information in the form of reports and periodic updates.

Standard II A 6c Planning Agenda

- The offices of Instruction, Student Services, Information Technology, Management Information Systems, and Institutional Research will meet to ensure the quality and accuracy of published and posted materials.

- The Office of Instruction will monitor and, as necessary, revise the procedures it uses to prepare the College catalog and schedules of classes with the goal of increasing efficiencies while ensuring accuracy of all related documents.

- Various College offices and individuals will monitor and revise documents and postings to ensure their accuracy and relevance.

Standard II A 7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Through policies adopted by the Board of Trustees, Victor Valley College upholds the practice of academic freedom and responsibility, student academic honesty, and the institutional belief and commitment to student learning and access. This is demonstrated by both the mission statement

and the ethics statement that was endorsed in November 2004 by the College Assembly.

Standard II A 7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

The policy that demonstrates institutional commitment of the free pursuit and dissemination of knowledge is Board Policy 4030 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession:

1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Teachers and governing boards must develop procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Individuals or groups, which seek to inhibit academic freedom, must not have influence over the hiring, firing, promotion or due process rights of teachers.
3. The same policies and protections applied to full-time teachers apply also to part-time and temporary teachers.

4. Teachers must be free to evaluate, criticize, and/or advocate personal points of view concerning educational matters in the classroom. Teachers must not be restricted when assisting their colleagues in the event their academic and/or professional freedoms are violated.
5. Teachers must be employed, promoted, or retained in relation to their teaching abilities and performance without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. The presence during class of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom (Title 5, Section 51023; Accreditation Standard 2.2).

In the development of curriculum Victor Valley College serves a variety of populations. All faculty hired at the college must meet state-adopted minimum qualifications as well as expertise in the area of their teaching discipline. Classes are offered in options that include transfer and degree, vocational certificates, and non-credit coursework that reflect the needs of the Victor Valley College students and its community. All credit offerings undergo rigorous analysis by faculty across the disciplines, and the Curriculum Committee thoroughly reviews proposed and revised courses and programs for academic content and adherence to College and/or outside requirements. This process reviews the syllabus, the student learning objectives, and demonstrated competencies that follow standards of recognized academic excellence.

Standard II A 7a Self –Evaluation

The institution evaluates it curriculum processes in a standard cycle that reviews all

class offerings. Vocational education has a two-year cycle and other college offerings are reviewed every five years. Exceptions consist of outside agency reviews (e.g., Nursing and Paramedics), revisions in specific classes, or new offerings.

Standard II A 7a Planning Agenda

- Victor Valley College will institute a one-year program review cycle in vocational education.

Standard II A 7b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Board policy 5500 lists the standards of conduct for students. Items of student behavior are specified in the Student Handbook. Board policy specifies that the following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.

2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a district employee, which is concurred in by the college president.

3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

4. Committing or attempting to commit robbery or extortion.

5. Causing or attempting to cause damage to district property or to private property on campus.

6. Stealing or attempting to steal district property or private property on campus, or knowingly receiving stolen district property or private property on campus.

7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the district.

8. Committing sexual harassment as defined by law or by district policies and procedures.

9. Engaging in harassing or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.

10. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district or on campus.

11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.

12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.

13. Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the district.

14. Unauthorized entry upon or use of college facilities.

15. Lewd, indecent, or obscene conduct on district-owned or controlled property, or at district-sponsored or supervised functions.

16. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful district administrative procedures, or the substantial disruption of the orderly operation of the district.

17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

Unauthorized preparation, giving, selling, transfer, distribution, or publication for any commercial purpose of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure (Education Code Section 66300, 66450).

Codes of conduct are published in the Student Handbook and are available on the web. The process that exists for students who have issues with their instructor is outlined in the Student Handbook. The process is that the student is to meet with the instructor and, if the situation is not addressed to the student's satisfaction, he or she then meets with the department chairperson. If the situation is still not resolved, the student is to meet with the area dean and submit written documentation of the issue. The dean investigates the situation, including meeting with the instructor and chairperson, and issues a written determination that sent to the student. If the student is still not satisfied, the option exists for the student to take the matter to the Chief Instructional Officer, then to the Superintendent/President and, ultimately, to the Board of Trustees, who would make a final determination.

In addition to expectations of conduct for students, a district-wide ethics statement was passed at the College Assembly meeting on November 2, 2004. The statement was presented to the Board of Trustees for consideration and adoption at its December 2004 meeting. The statement reads:

> 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. Employees shall act in the best interests of students, promote good will, and create a positive image for the college (College Assembly Minutes, October 5, 2004).

Standard II A 7b Self-Evaluation

The institution has developed policy and procedures that are in conformity with existing academic standards regarding behavior for students as well as for faculty, staff, and administrators.

Standard II A 7b Planning Agenda

The College will distribute the new ethics statement.

Standard II A 7c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbook.

Standard II A 7c Descriptive Summary

Victor Valley College does not instill specific beliefs or worldviews. The priority of the institution is dedicated to student learning and student success as defined for public California community colleges and by the mission adopted by the Victor Valley College Board of Trustees.

Standard II A 7c Self-Evaluation

The College has developed a new ethics statement as indicated in Standard II A 7 b. In addition, the student conduct is indicated in the College Catalog and class schedule.

Standard II A 7c Planning Agenda

None

Standard II A 8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Victor Valley College does not currently conduct classes that fall under this category of programs and services.

STANDARD II:

STUDENT LEARNING PROGRAMS AND SERVICES

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services at the institution address the identified needs of students and enhance a supportive learning environment. The student pathway through the institutional experience is characterized by a keen concern for student access, progress, learning outcomes, and success. The college periodically assesses student support services using state approved assessment tools, student learning outcomes, faculty and staff input, and other appropriate measures to identify areas in need of improvements and to increase the effectiveness of student services.

Standard II B 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.[1,2]

Standard II B 1 Descriptive Summary

Victor Valley College strives to assure quality student learning outcomes through student support services and demonstrates the effectiveness of these services, regardless of location or means of delivery. More specifically, Victor Valley College supports student learning and enhances achievement of the college mission through the following elements: Policy guidelines from the California Community College League, the College Matriculation Process, Financial Aid guidelines, Categorical and restricted programs (EOP&S-DSPS-Title IV Student Support Services) guidelines, and the California Commission on Athletics policy guidelines. Overall Victor Valley College offers a variety of comprehensive student services and activities including the following efforts: Assessment, Admissions, Athletics, Career Center, Child Development Center, Counseling, Disabled

Student Programs, Extended Opportunity Programs and Services, Financial Aid, Guidance courses, Orientation, Registration, Student Activities, Student Employment, and Transfer.

Newly adopted board policies from the California Community College League are used as guidelines to deliver support to students for student petitions, student grievances, sexual harassment, discrimination, student discipline, and other student related activities. Policies concerning non-traditional class settings such as distance learning, online courses, telecourses, etc. are periodically reviewed for accessibility and effective delivery strategies by staff. The Student Handbook provides supplemental information for students concerning campus polices and procedures along with guidance on how to engage the learning environment.

The Matriculation Advisory Committee reviews the board approved plan and annually reports student outcomes by identifying effective processes that enhance student access to Victor Valley College. Overall, the Matriculation Advisory Committee promotes and sustains the efforts of credit students to be successful in their

educational goals by facilitating the major components of the matriculation process. More specifically, the matriculation process assures accessibility for all students to have the opportunity to complete their college credit and noncredit courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process which include: admissions/registration, orientation, assessment and testing, counseling and advisement, student follow-up, research, and outreach.

Self-Evaluation

In addition, college financial aid processes strive to maintain compliance with state guidelines and federal mandates. The Financial Aid staff receives annual training and program updates from professional conference attendance. Information on the types of student financial aid (fee waivers to waive enrollment fees, grants, loans and work-study) are available at the Financial Aid Office and on the college website. This information is designed to help address their financial needs that could be considered as barriers to achieving their educational goals. The College provides Veterans' benefits services to eligible students including application assistance and academic counseling.

Through the categorical and restricted programs of Disabled Student Program and Services (DSPS), Extended Opportunity Programs and Services (EOP&S), and Student Support Services (SSS) annual reports are submitted for each of these programs. These special support programs target special populations including historically underrepresented, low income and academically challenged achievers to augment their student learning outcomes.

More specifically, the counseling faculty supplements the knowledge and skills students obtain through advisement sessions and guidance classes directed toward the attainment of indirect student learning outcomes.

In addition, Victor Valley College Athletics in collaboration with the Commission on Athletics provides students with the opportunity to participate in intercollegiate programs while maintaining compliance with guidelines from the California Commission of Athletics and federal regulations. The College has consistently submitted required Equity in Athletics surveys to the Department of Education to support compliance with Title IX guidelines.

Overall, since the last accreditation site visit, the College has experienced extreme growth in enrollment. For example, the College enrollment grew 14.5% in 2000 and 6.8% in 2001. In response to the enrollment growth, student service areas have made significant changes in the way Victor Valley College 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. During peak registration dates limited registration services are available on Saturday. In addition, counseling faculty developed drop-in and same-day counseling services during peak registration dates to help meet the increased demands for academic advising. The Assessment Center has converted to online computerized testing that is offered on a no appointment drop-in basis. The majority of the student service publications are available on the college website

including the catalog, class schedule, orientation, and Student Handbook.

According to the 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. In general, satisfaction score ratings for the Noel Levitz student satisfaction inventory indicate a level of student satisfaction compared to how well Victor Valley College has met their expectations.

Campus Support Services. This component of the survey assesses the quality of support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers career services, orientation, childcare, special programs, and support services.

Importance Scale	VVC score	National score	Difference
Campus Support Services	5.52	5.39	+0.13
Satisfaction Scale	VVC score	National score	Difference
Campus Support Services	4.76	4.69	+0.07

Admissions and Financial Aid Effectiveness. This component of the survey assesses the College's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Importance Scale	VVC score	National score	Difference
Admissions & Financial Aid	5.97	5.85	+0.12

Satisfaction Scale	VVC score	National score	Difference
Admissions & Financial Aid	4.76	4.78	-0.02

Standard II B 2. The institution provides a catalog for students with precise, accurate, and current information.

Standard II B 2(a, b, c, d) Descriptive Summary

Victor Valley College strives to clearly, accurately, and consistently represent itself to its local students in the community and prospective students through the college catalogs, class schedules, program publications, and statements, including electronic formats such as the college website.

Victor Valley College publishes its catalog annually prior to the beginning of the fall semester. The catalog provides precise, accurate, and current information concerning:

1. Educational purposes, as defined in the college mission;
2. Degrees, certificate programs, curricular offerings, course offerings, educational resources;
3. Student fees and other financial obligations, student financial aid, and fee refund policies;
4. Requirements for admission and for achievement of degrees, including the

academic calendar and information regarding program length; and

5. The names and degrees of administrators, faculty, and governing board.

In addition, the "Notice to Students" section of the class schedule, Student Handbook, and college catalog all provide up-to-date information on the following important policies that affect students: academic regulations, including academic honesty, non-discrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and refund of fees.

The Victor Valley College Catalog is updated and published yearly. Currently, students receive the Student Handbook after completing the assessment test and new student orientation, and they are encouraged by staff to purchase the class schedule and/or the college catalog at the College Bookstore. In addition, students who complete the assessment and new student orientation are directed to the college website to review the schedule of classes and catalog. Class schedules for both credit and non-credit classes are published each semester on a limited basis of approximately 6,000 copies. The schedule provides admission and registration information along with student policy information. Brochures for other programs, such as EOP&S, DSPS and the Honors program are published on a regular basis. Major portions of the Student Handbook were printed within the class schedule beginning in Fall 2003 and on the college website. Many other internal and external campus publications are provided through newsletters.

The majority of the students are introduced to Victor Valley College through the catalog, schedule of classes, combined with the newly adopted "Notice to Students"

section, Student Handbook, Matriculation "Steps to Enrollment" form, Admissions and Records office, New Student Orientation, Assessment Advisement and the Counseling Department. Overall, these resources provide comprehensive information that is updated annually, through educational planning, registration services, student support services, special programs and staff training activities. Students also receive information through the Strategic Enrollment Management direct mail campaign to local high school juniors and seniors, the VVC Rambassador student outreach organization, the World Wide Web, individual program brochures, web cards, and other promotional materials.

Graduation information and requirements may be found in the schedule of classes, catalog, New Student Orientation, and the counseling department offices. Programs of study for degrees and certificates are addressed in the catalog and on the World Wide Web, the Counseling Office, and Career/Transfer Center. The fee and other student financial obligation information is published in the catalog, schedule of classes, Student Handbook, New Student Orientation and on the World Wide Web. Estimated annual book costs are featured in the campus financial aid information. Student service and academic policies and procedures are addressed in the catalog, schedule of classes, Student Handbook, and New Student Orientation. Information on student conduct and student grievances is located in the schedule of classes under the "Notice to Students" section, Student Handbook, New Student Orientation and the college catalog. The Dean of Students, Vice Presidents and the President's offices also retain a copy of the grievance procedure and student discipline policy, which is available upon request.

The schedule of classes that is published each semester provides information regarding admissions, registration policies and procedures, matriculation information and refund policies. The schedule of classes is available on the college website. Notice of availability is mailed widely to residents of the Victor Valley indicating when and where the catalog is available on campus and on the college website. The registration process is detailed and outlined in the schedule of classes as "Steps to Enrollment." Students may register for courses on the Ram-Talk phone registration system, the VVC Web Advisor registration system, or in person through the office of Admissions and Records. Each year the Office of Institution provides faculty and staff with a copy of the academic calendar. The calendar is included in the Student Handbook and schedule of classes.

Other policies affecting students can be found in the Victor Valley College Catalog, Student Handbook, schedule of classes, Faculty Handbook, departmental publications, and on the college website. Individual departments generate pamphlets and programs related to their specific areas including EOP&S, DSPS, Student Support Services, and Financial Aid. Regarding electronic formats, the College has a website and an automated phone-in registration system where the majority of campus information is available.

Standard II B 2(a, b, c, d) Self-Evaluation

According to the student satisfaction survey results, student satisfaction with the College's program requirements being "clear and reasonable," was noted to be 0.19% below comparison colleges in the survey results. In addition, both faculty and staff have identified several incidents in the past where timeliness of the catalog

availability was a challenge. Overall, the staff makes every effort to ensure that the College is represented with precise, accurate, and current information in its publications, especially the college catalog. The College has a solid working committee with faculty representatives that preview the creation and development of the catalog in the draft stage each year. Appropriate departments and programs are also included in the preview and revisions of outdated college information; however, some edits have not been acknowledged and continue to go unchanged from year to year. With the advent of Access VVC (DATATEL) the College has taken the opportunity to change the course numbering for 90% of their courses. For example, courses numbered 1 - 49 are considered non-degree applicable and non-transferable; courses numbered 50 – 99 are considered degree applicable and non-transferable; courses numbered 100 – 199 are degree applicable and transferable (mostly no prerequisites); and 200 – 299 are degree applicable and transferable (with prerequisites). The process of implementing a new catalog each year with new course numbers has contributed to an increase in mistakes and the need for corrections.

Standard II B 2(a, b, c, d) Planning Agenda

The Executive Vice President of Instruction will insure that the production of the catalog and class schedule will be done in a timely and efficient manner to better serve the community. The Office of Instruction will:

- ensure that the catalog and class schedule will be available to all students over the internet prior to the Fall Semester.
- improve coordination with the Curriculum Committee, Articulation, and the Counseling

Department to produce a timely catalog and class schedule by meeting on a regular basis.

- meet with the Curriculum Committee and Counseling Department on a regular basis to review catalog updates and revisions.
- schedule regular meeting four times a semester for the Catalog Committee.
- monitor the efficiency of the new course numbering system to create a two-year calendar of class offerings, and assist with educational plan development and enrollment management.
- increase the number of staff dedicated to the creation and development of the college catalog on an annual basis.

Standard II B 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Standard II B 3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Standard II B 3a Descriptive Summary

Victor Valley College offers a full range of comprehensive student services that reflect the diversity of its student population. In an effort to provide services that are accessible to the students, most services are provided five days per week, Monday-Thursday 8:30 am-7:00 pm, and Friday 8:30 am-3:00 pm. Saturday 9:00 am-1:00 pm. extended hours are offered during peak times to accommodate student needs one week prior to the start of the term. During registration, additional hours of operation are provided in Admissions to facilitate the admissions enrollment process. Most services are fully accessible and well marked for easy identification. The College has centrally located key services in one building to better serve students, such as: Admissions & Records, Registration, the Bursar's Office, Financial Aid and Assessment. Many offices for student services, including application and registration, can also be accessed on-line for even better service delivery. English as a Second Language (ESL) courses and placement assessment are provided to serve the non-English speaking students in the Assessment Center. In addition, the Student Handbook provides supplemental information to help guide students to necessary services.

Standard II B 3a Self-Evaluation

The departments and programs that provide educational support services for students are now more centrally located on campus, housed in two major buildings: Student Services Building I and II. Students can readily locate needed programs and services, due to improved signage and updated maps on campus.

Victor Valley College students are currently accessing registration, assessment, courses and services through a variety of means. Class schedules may be accessed either online or in a hard-copy format. Alternative formats for students with disabilities may be requested through the DSPS Office. Students are currently registering for classes in person, online or over Ram Talk telephone registration. Students needing extra support may register with the assistance of staff in a variety of programs on campus such as DSPS, ACT (Assistive Computer Technology), EOP&S, Student Support Services or with the help of bilingual faculty or classified staff. In addition, priority registration services are available for EOP&S and DSPS eligible students two days ahead of general student populations.

Victor Valley College students are currently assessed for academic course placement either on campus or in a limited capacity at proctored off-campus locations in the community. Assessment is also available to ESL students for placement into a variety of course levels. Students with disabilities are accommodated with various services such as a distraction reduced environment (testing rooms), sign language interpreters for instructions, note-takers, enlarged print, i.e.: Zoom Text for low vision users, and readers

for individuals with blindness and learning disabilities.

Along with the traditionally delivered on-campus course selections, Victor Valley College offers online courses. Victor Valley College also offers several courses, including English as a Second Language, off campus in various locations throughout the community. The College has responded to the extreme enrollment growth by promoting more web-based registration services which includes the college application, fee payment and general registration. The College has tracked the increase in web-based registration utilization. For example, only 579 students were reported in Fall 2000 to have used web-based registration services, while 6,823 students were reported to have used web-based registration services in Fall 2003.

Planning Agenda

None

Standard II B 3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Standard II B 3b Descriptive Summary

Co-curricular activities on campus provide a platform for students to interact with others who have similar interests. Involvement in these activities provides students with an environment that can be relaxing, socially responsible or academically challenging. Additionally, the College student activities provide opportunities to learn teamwork and civic responsibility. Campus activities include student government and politics, 17 clubs, local and national academic support groups, and a student newspaper. Nearly all the groups are involved in fund-raising

activities to support various academic and social goals. The groups have a Faculty or Staff Advisor to oversee funding and provide direction for selected activities. In addition, the College supports 14 athletic varsity teams that compete in the Foothill Athletic Conference.

More specifically, the Associated Student Body was recognized as the "Community College of the Year" for 2004. In addition, the Model United Nations team at Victor Valley College was awarded Honorable Mention at the National Model United Nations Conference in New York representing the country of Tajikistan, Spring of 2004. Victor Valley College competed against 3,100 other participants from over 190 schools located in 44 different countries. Victor Valley College students were judged to be in the top ten percent of their respective committees every day. Victor Valley College students out-performed students from the London School of Economics, UCLA, and University of Chicago. Victor Valley College was one of only 25 schools out of 190 to win such recognition.

Standard II B 3b Self-Evaluation

According to the student satisfaction survey conducted in the Fall Semester 2003, students rated their satisfaction with campus climate only (-0.02) lower than the seven comparison California community colleges used for the survey results. In general, this satisfaction rating indicates students are satisfied with the Victor Valley College climate and their expectation of belonging are reasonably met.

Campus Climate This component of the survey assesses the extent to which your college provides experiences that promote a sense of campus pride and feelings of

belonging. This scale assesses the effectiveness of your institution's channels of communication for students.

Importance Scale	VVC score	National score	Difference
Campus Climate	5.93	5.82	+0.11

Satisfaction Scale	VVC score	National score	Difference
Campus Climate	4.92	4.94	-0.02

Planning Agenda

None

Standard II B 3c. The institution maintains academic advising programs to meet student needs for information and advice.

Standard II B 3c Descriptive Summary

Victor Valley College employs a campus wide matriculation program, which provides guidance and advice as part of a multi-step orientation and academic counseling program. Identification and goals of counseling services are incorporated into all adjunct faculty training sessions, and full-time faculty are informed of changes in procedures and services.

The Counseling Department offers a variety of services for students ranging from educational planning and advisement, preliminary mental health screening with appropriate referrals to qualified mental health providers, analysis of transfer, degree, and certificate completion standards, and university general education certification. In addition, Counseling Faculty provide referrals to: Student Employment; Career Center; Veterans; Transfer Center; ASB

Student Activities; Title IV Student Support Services; Financial Aid; DSPS; EOP&S; Care; and CalWORKs on a regular basis.

Only Counseling Faculty provides academic advisement to Victor Valley College students. Students are often referred to faculty for in-depth questions about a particular academic or vocational field and faculty are invited annually to counseling meetings to provide counselors with the most up-to-date information pertaining to departmental course offerings and certificates. Students are referred to Student Support Services, tutoring, the Learning Center and Language Labs to assist in strengthening academic performance. Guidance classes are offered on a regular basis in Career and Life Planning, Learning Strategies and Study Skills, College Success, Building Math Confidence and Self Esteem. Advisement in selecting an academic major and assistance with career planning is also provided for the students. Orientations, education plan development and counseling guidance courses make significant contributions to indirect student learning outcomes.

Standard II B 3c Self-Evaluation

At this time, the primary method used at Victor Valley College to evaluate counseling and/or academic advising is the evaluation process. This process is initiated annually by the Dean of Student Services each October. Counselors and academic advisors select peer reviewers with the agreement of the administrator. Students complete counselor evaluation forms after each counseling session. These student evaluations, as well as a counselor self-evaluation are then reviewed with both the faculty peer and the Dean. The Dean will then write a summary based on meeting discussions, peers, self and student

evaluations. After the counselor has reviewed the summary, it is signed by the counselor and the Dean, then placed in a personnel file with the self and student evaluations. This process is completed by March 1 and all tenured full-time members will be reviewed once every three years.

The counselor self-evaluation focuses mainly on accomplishments, plans, goals, strengths and weaknesses to help evaluate the effectiveness of the counselor's training as opposed to evaluating the effectiveness of the counseling in terms of student development and success.

The student evaluation focuses on the effectiveness of the counselor in terms of student success by asking questions that affirm that the student did receive the information or services (e.g., information on majors, certificates, transfer programs, career guidance, personal assistance, referrals to other programs and services) he or she had come for. The student evaluations collected in the Fall Semester 2003 rated student satisfaction with individual counselors and services provided as part of the tenure evaluation for five counseling faculty. Some 325 students returned evaluation forms for five 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. In general, the overall evaluations score ratings show how satisfied students are with Victor Valley College counseling services and their expectations are being met in a satisfactory manner.

Student Support Services has grown within the last two years. DSPS has hired two new counselors, EOP&S has hired two new counselors and VVC now has nine generalist counselors. This growth may provide evidence of counselor effectiveness by demonstrating that a greater number of students are seeking academic advisement and learning outcomes. In addition, it is possible to determine assessment numbers that show evidence of people matriculating, the number of graduating students with Ed Plans compared to those without Ed Plans and the number of returning students with Ed Plans. It would also be possible to determine if students with Ed Plans take a shorter amount of time to obtain degrees than students without Ed Plans.

There is a great deal of evidence that supports the validity of adequate counselor training. For example, all counselors hired at VVC must possess a MA in counseling or higher. The hiring process assures that counselors are highly qualified and diverse. Next, all counselors are involved in local, regional or statewide committees and/or activities which provide avenues to exchange updated information. Also, counselors attend update meetings where faculty and department chairs are invited to bring updates on their programs and to learn about the opportunities and services of the counseling department. During these weekly counseling meetings, outside professionals are also invited to speak on various topics in order to provide professional growth for the counselors. Counselors are continually invited to luncheons and orientation meetings to be informed about different requirements for specific degree, certification or licensing programs. University or college representatives provide updated information to enhance counseling services. Often,

informational letters are sent to the counselor from university representatives in order to inform counselors about changes or new services.

In the past, counselors attended 24 hours of flex activities each year which provide updated information and orientation to new, revised or continued campus services, programs or departments. During these Flex Day activities important information updates and instructional orientations and projected goals are communicated between faculty, ASB student representatives, Counselors and Administration. Counselors and Student Support Services provide faculty information and schedule directories through the VVC web page on the internet and through "Counselor's Corner," an article in the Ram's Page, the campus newspaper.

Standard II B 3c Planning Agenda

The Vice President, Student Services and the Dean, Student Services will make significant efforts to improve transfer activities and increase staffing dedicated to improve the number of transfer ready students at Victor Valley College. For example, additional staff will be identified that are student oriented and knowledgeable about the transfer requirements and activities. Mailings will go out to identified transfer students advertising the Transfer Center services and functions.

In addition, efforts will be undertaken to implement an electronic education plan to be utilized by counseling faculty for students, and monitored for enrollment management as related to scheduling of future class offerings.

Standard II B 3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Standard II B 3d Descriptive Summary

Student equity is viewed as a high priority for Victor Valley College. The College is committed to maintaining access with success for its students, particularly those from underrepresented groups. The discussion by representative groups surrounding the review of data and development of goals and activities for student equity and diversity have been excellent, and there is an increased emphasis on student outcomes at the institution.

The direction of the College and the Student Equity Plan are both guided by a comprehensive mission statement that promotes appreciation of diversity. Approved by the Board of Trustees, the mission statement represents the perspectives by which college programs and protocols are fashioned.

Victor Valley College Master Plan Goal 4 - Diverse Populations

The Master Plan includes a goal to increase access for diverse populations. Victor Valley College will strive to improve educational opportunities and services for diverse student populations. Overall, the College will improve programs and services to better serve an increasingly diverse campus population.

In addition, gender equity is a goal pursued at Victor Valley College as noted by the current staffing populations. In 1997, administration supported program efforts by adding coordinators: a female counselor and a male faculty member. The learning environment is changing positively in many departments: for example, Automotive,

Construction Technology, and Welding are pursuing gender balance. In 2001, Physical Education continued with gender and diversity balance by hiring both a male and a female to teach full time in the dance division. The hiring has helped to raise the percentage of Latino faculty at Victor Valley College from 10.4%. Sixty-four percent of students in California public schools during the calendar year 2001-2002 were non-white, whereas 25.6% of teachers were non-white. In contrast, Victor Valley College faculty represents the student population to a greater extent (19.4% non-white faculty vs. 39.2% non-white students). The most current statistics are available in the Office of Institutional Research on the campus of Victor Valley College and in the College Fact Book.

Standard II B 3d Self-Evaluation

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 was (+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.

Responsiveness to Diverse Populations

This component of the survey assesses the College's commitment to specific groups of students enrolled at the College, e.g., underrepresented populations, students with disabilities, commuters, part-time students and older, returning learners.

Satisfaction Scale	VVC score	National score	Difference
Responsiveness to Diverse Populations	5.34	5.15	+0.19

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, DSPS and the Title IV Student Support Services grant. The development of the 2004 Student Equity Plan reinforces the existing philosophy and program activities. The Student Equity Plan is written with the intent of making a real impact college wide, and the activities are designed to be "achievable." The Student Equity Plan has been blended with the College mission statement, Matriculation Plan and the Master Plan Goals. In addition, the Student Equity Plan and development process was evaluated along with other 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.

Outreach efforts including school visits and college tours were conducted for area middle and high school students. New technologies are being expanded and utilized to increase enrollment options for new and continuing students. For example, college online services, phone-in and in-person registration is available. In addition, assessment is offered on a drop-in basis, with no need for scheduled appointments, with instant results and on-the-spot advisement. The class schedule includes registration and matriculation information in Spanish. With the passage of the 2003-2004 state budget, the College has received

additional BFAP-SFAA funding to increase awareness and participation in student financial aid programs through outreach activities that target potential Hispanic student populations.

The College has focused efforts on the development of student learning outcomes associated with general student services. Staff development activities on the implementation of an early alert system have begun to enhance and improve the success and completion rate for high-risk students as evidenced by the reduction of Probation/Dismissal students. For example there were 818 students with dismissal status Spring 2002 and only 303 Spring 2003. Student Learning Outcomes and Multicultural aspects are being incorporated into the courses offered, and social activities promoting multicultural events have been enhanced. Avenues to develop learning communities and supplemental instruction combined with Basic Skills instruction will be studied and presented to the deans for further consideration. In addition, special programs including Title IV Student Support Services, EOP&S and DSPS have targeted African-Americans to provide them with a variety of proven support services to increase completion and success rates for this special population.

Standard II B 3d Planning Agenda

- The Vice President, Student Services and the Dean, Student Services will make significant efforts to improve the following areas:

    Degree & Certificate Completion: The associate degree will be promoted to students who are "close" to obtaining a degree will be identified and provided with information on how they can apply

for a degree. Students with more than 40 degree applicable units will be notified and encouraged to meet with an academic counselor to develop an education plan or update an old education plan.

ESL/Basic Skills Completion: The data to evaluate whether students move from the initial ESL courses to degree applicable ones will be reviewed and considered. More specifically, the institutional researcher will provide transition reports each semester for the ESL department to review and analyze. The Dean, Student Services will appoint one counselor as lead person to work with Basic Skills faculty and students to assist in the development of learning communities.

Transfers: Guaranteed Transfer Agreements will be expanded by Victor Valley College with four-year institutions, with a concentrated focus on the University of California, Riverside and California State University, San Bernardino. Field trips will be conducted by campus organizations such as PTK and the EOP&S Club to promote transfer to four-year institutions. Mailings will go out to identified transfer students advertising the Transfer Center services and functions. The Transfer Center activities will be publicized including: university visitations, application workshops, transfer workshops and the annual college fair.

Standard II B 3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Standard II B 3e Descriptive Summary

Victor Valley College believes strongly in the overall goal of student access with success. Overall: "To increase access and success at community colleges, particularly for historically underrepresented groups." Student equity indicators have been discussed at Victor Valley College by a broadly representative group, and goals for the future have been established by the Student Equity Task Force. Activities designed to achieve these specific goals have been identified along with college individuals responsible for implementation of the identified strategies.

The Matriculation Advisory Committee and counseling faculty have established and implemented the current multiple measures process for placement of new students into appropriate courses. In addition, the appropriate validation studies have been conducted to comply with the state Chancellor's Office recommendations. The College utilizes assessment instruments approved by the Chancellor's Office for placement recommendation purposes. Assessment results, including the use of multiple measures, are used in an advisory manner. However, students are blocked from enrolling in classes based on multiple measures, combined with assessment results. In addition, during the 2000-2001 year, the Vice President, Instruction; the Vice President, Student Learning; and the Curriculum Committee developed and implemented a prerequisite challenge process that is consistent, widely distributed, and clearly understood by staff and students.

Standard II B 3e Self-Evaluation

At Victor Valley College, the Student Equity Plan was developed using a Task Force which was broadly representative of all college groups, i.e., faculty, students, staff and administrators. The Student Equity Task Force provided the overall direction for the efforts and reviewed the indicator definitions to be used. VVC is committed to a broad-based, coordinated approach to student equity.

In addition, the College currently follows the criteria outlined in the California Community College Matriculation Assessment Standards in utilizing the CELSA for non-English speakers. More specifically, the College conducted a study which updated and validated the current cut scores for English and Math. The cut scores were initially established through "professional judgment" which was allowed under the Assessment Standards at that time. However, the current College cut scores, along with multiple measures, were updated and validated. At this time, CELSA test scores are used only in an advisory manner in recommending ESL course placement.

Standard II B 3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Standard II B 3f Descriptive Summary

In compliance with the Federal Family Education Rights and Privacy Act of 1974, as implemented by the California Education Code (76200) and Title V (54600), Victor Valley College protects the privacy of

student records. A student may prohibit the release of general information for student directories by marking the appropriate box on the application for admission. The College may also release records. Student records primarily include those found in the Admissions and Records Office (admission application, transcripts, and petitions) and the Office of the Dean of Student Services (discipline).

Standard II B 3f Self Evaluation

The required log of access to these records is kept in the respective offices. Officials and employees may have access to these records if they are operating within the scope of their respective college duties. These access logs are kept for a minimum of five years. Students may have access to their own records with appropriate notice and payment of appropriate cost, and may challenge the content as defined by campus policy. Student may also file a complaint with the U.S. Dept. of Education concerning any alleged failure by Victor Valley College to comply with Section 43 of the General Education Provisions Act.

Standard II B 4 Self-Evaluation
Standard II B 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II B 4 Descriptive Summary

The institution evaluates student support services to assure their adequacy in meeting identified student needs. The program review model has been implemented by the College to incorporate the integrated planning approach with linkages to program planning and resource allocation. For example, Admission and Records department along with the DSPS program have gone through the Program Review process. Additionally, the current research agenda identifies student services outcomes and attempts to incorporate them into the institution's overall systematic and integrated planning approach.

Students have been randomly selected to fill out evaluations following individual counseling appointments and experiences in assessment advising as described in 3c. In addition, EOP&S and DSP&S programs

The evaluation for student services is both formative and summation. The summative evaluation provides the College with the opportunity to determine how activities are going to make any adjustments and the summative evaluation helps determine if student service goals are being met.

The Matriculation Advisory Committee is responsible for monitoring the Student Equity Plan outcomes. For the formative

evaluation, the Matriculation Advisory Committee receives reports on the activities from special programs through participation in the program review process. The Matriculation Advisory Committee meets at least twice per year to review the progress and answer the following questions:

- Are the activities being conducted as planned?
- Are the activities successful?
- What progress has been made toward achievement of current Student Equity Goals?
- Do any adjustments need to be made to the activities and/or strategies implemented?

The summative evaluation of Student Services is based on the five student equity indicators. The progress made towards meeting goals established for each indicator is reviewed by the Student Equity Task Force on an annual basis and the Matriculation Advisory Committee. The district's Institutional Research Coordinator publishes the indicator data annually in "The Fact Book" so it is readily available to everyone at the college and community.

According to the student satisfaction survey conducted in the Fall Semester 2003, students rated their satisfaction with campus services (-0.02%) lower than the seven comparison California community colleges used for the survey results. In general, this satisfaction rating indicates how satisfied students are that Victor Valley College has met their expectation for quality of services.

Service Excellence. This component of the survey assesses the attitude of staff toward students, especially front-line staff. This scale pinpoints the area of the campus where quality service and personal concern for students are rated most and least favorably.

Importance Scale	VVC score	National score	Difference
Service Excellence	5.97	5.82	+0.15

Satisfaction Scale	VVC score	National score	Difference
Service Excellence	4.90	4.92	-0.02

The College has worked to improve student access and success through various program activities. Many of Victor Valley College's activities related to access rest with the implementation of matriculation standards, Financial Aid Outreach efforts, EOP&S, DSPS, Partnership for Excellence, and the Title IV Student Support Services Program. The development of the Student Equity Plan reinforces the existing college philosophy and program activities. The Student Equity Plan is written with the intent of making a real impact college wide, and the activities are designed to be "achievable."

To plan, direct and monitor student equity, the student equity plan was blended with the College Mission Statement, Matriculation Plan and the Master Plan goal #4. Therefore, the Student Equity Plan and process was evaluated along with other college activities associated with student access and success. The matriculation evaluation standards require the review of campus functions and their impact on student success.

The Student Equity Plan has been developed around the five indicator areas: Access, Course Completion, Degree/Certificate Completion, ESL/Basic Skills Completion, and Transfer. The suggested definitions presented by the Chancellor's Office were reviewed and some adjustments were made by the Student Equity Task Force. These definitions including any adjustments made

by the Task Force are included in the following paragraphs.

Access: Compare the percentage of each group that is enrolled to the percentage of each group in the adult populations within the community served.

The 2000 Census data were used as a comparison for the area of access. Because the College attracts over 98% of their students from the San Bernardino County, the census data for the county, rather than the 30 mile radius, was used. It was felt this would be a much more appropriate and logical approach for comparative data. A review of the access data revealed one target group where student equity goals and activities should be developed to help make improvements to remedy the situation. The identified group is the Hispanic student populations.

The percentage of enrolled Hispanic students is less than the local community population in the Victor Valley service area.

Population of Hispanics in the service area for 2000 = **31.8%** for 2003
Population of Hispanics attending VVC for 2002 = **23.5%** for 2003

New technologies are being expanded and utilized to increase enrollment options for new and continuing students. For example, college online services, phone-in as well as in-person registration is available. In addition, assessment is offered on a drop-in basis with no need for scheduled appointments with instant results along with on-the-spot advisement. The class schedule includes registration and matriculation information in Spanish. With the passage of the 2003-2004 state budget the College has received additional BFAP-SFAA funding to increase awareness and participation in

student financial aid programs through outreach activities that target potential Hispanic student populations. In the Fall of 2004, the College was awarded a Title V grant under the Developing Hispanic-Serving Institutions program to increase the college's capacity to be effective as a Hispanic-Serving institution. The components of the grant proposal focus on the following:

- Improve Academic Programs: Transform ESL and Math instruction to include faculty training, state of the art software and computer labs and integrated lab assignments in these gateway courses.
- Improve Academic Programs with faculty development and improve student success in courses across the curriculum with Culturally Sensitive teaching and learning, Instructional Technology, and to strengthen the grant proposal writing capabilities.

Course Completion: Compare the ratio of the number of courses that students successfully complete (A, B, C, and Cr) to the number of courses in which students are enrolled on the census day of the term.

A review of the state data from the Chancellor's Office on course completion rate revealed the following challenges:

A course completion rate of 28% for basic skills courses is significantly less than vocational or transfer courses. In addition, the course completion rates for African-American students, is significantly less than that of the overall Victor Valley College student population. More specifically, Victor Valley College's successful course completion rate for Basic Skills was significantly less than the statewide average for successful completions. Overall, the state average Basic Skills rate for successful

completions is reported to be 67.4%. In contrast the Basic Skills completion rate for Fall 2003 was 28% according to Chancellor's Office MIS data.

Degree & Certificate Completion: Compare the number of degrees and certificates awarded with the numbers of degrees and certificates awarded in prior years.

ESL/Basic Skills Completion: Compare the ratio and number of Basic Skills and ESL courses that students successfully complete (A, B, C, and Cr) to the number of courses in which students are enrolled on the census day of the term.

A course completion rate of 28% for basic skills courses is significantly less than vocational or transfer courses.

Transfers: The combined number of students completed courses accepted for transfer to a CSU or UC each fall term and the ethnic distribution of the transfer students.

Successful completion of transfer course rate of (6.6%) for African American students, was significantly less than that of the overall Victor Valley College student population rate of 9.6%.

Standard II B 4 Planning Agenda

- Separately survey students regarding quality and satisfaction of support services received in those specific areas to prepare for Chancellor's Office mandated reviews.

Student Learning Outcomes Related to Student Services

The Student Services Division has made efforts to understand and begin development

of indirect student learning outcomes for student support services and programs. The Astin (1991) UCLA Model of looking at the input, environment and output was reviewed as part of the framework for developing indirect student learning outcomes. Astin's model looks at Input, Environment, and Output. Input refers to what the students bring with them as they enter a program or college: demographics, past academic achievement, basic skills proficiencies, learning styles, study skills, and various affective factors (e.g., motivation). The environment includes the programs and service. The outcomes will include the results of what the student learned and what has happened to those who were served by the program or service. For example, the Standard II B Accreditation Sub-Committee developed the following list of indirect student learning outcomes by specific service area or component as part of the Self Study process:

Disabled Students Programs and Services (DSPS) Student Learning Outcomes

Students receiving DSPS related support services will increase their knowledge of their individual educational limitations related to the college academic environment and increase their knowledge of how to access support services, self advocate and utilize support services.

Evidence of indirect DSPS student learning outcomes will include the following aspects:

The DSPS students who have the ability to verbally identify and communicate individual special needs to instructors and effectively negotiate solutions for accommodations.

EOP&S Student Learning Outcomes

Students receiving EOP&S related support services will increase their knowledge of educational barriers and increase their knowledge of academic environment how to access support services, self advocate and utilize support services.

Evidence of indirect EOP&S student learning outcomes will include the following aspects:

- The EOP&S students who make three or more service contacts with EOP&S will learn about college resources.

- The EOP&S students who attend the EOPS training will increase the knowledge and skills about leadership styles and the difference between management and leadership.

Academic Counseling and Advising Student Learning Outcomes

Students receiving counseling and advising services will learn to solve problems and make good decisions while attending Victor Valley College including:

1. Obtain positive experiences with college systems and processes
    a. Evidence of indirect learning outcome derived from Student Satisfaction Surveys.

2. Develop skills necessary for transfer and/or obtain an AA/AS degree.
    a. Evidence of indirect learning outcome derived from graduation and transfer rates.

3. Develop appropriate communication skills both written and verbal to meet general education requirements.

a. Evidence of indirect learning outcome derived from graduation and transfer rates.

4. Matriculating students will develop critical thinking skills and problem solving skills to meet general education requirements.
   a. Evidence of indirect learning outcome derived from graduation and transfer rates.

- Outcome: Students will define their educational goals and set education goals.
  - Evidence and measurement: 70% of matriculated students will have an educational goal documented on their registration record.

- Outcome: Students will declare an academic major.
  - Evidence and measurement: 70% of matriculated students will have an academic major declared on their registration record or their education plan by the time they have completed 30 semester units.

- Outcome: Students will learn how to follow and use course registration procedures.
  - Evidence and measurement: 80% of matriculated students will complete all appropriate registration forms for their second and subsequent semesters without need of advising appointments.

Assessment and Testing

- Outcome: Students will know their skill levels in math, English, and reading and make appropriate enrollment decisions based upon their placement scores.

  - Evidence and measurement: 80% of matriculated students who completed the college assessment, a comparable assessment at another college, or have college transcripts showing coursework in math, English, and reading will enroll in appropriate level courses.

Career Counseling and Guidance courses

- Outcome: Students will know the educational requirements for their intended career goal.
  - Evidence and measurement: 60% of matriculated students will have an education plan that documents the educational requirements for their career goal or educational goal.

Counseling Faculty developed the following student learning outcome template below for Career Guidance courses to be utilized based upon a variety of course objectives.

Guidance Course Objectives	Guidance Course Learning Outcomes
1. Define the elements of the career and life planning process.	• Use career assessments to identify and appreciate personal interests, needs, personality, values, abilities and skills. • Conduct extensive career research utilizing varied resources and media. • Use labor market trends to plan career goals. • Establish and utilize a career networking system. • Analyze and personally evaluate information gathered. • Determine viable career options.
2. Develop personal career and life goals.	• Develop appropriate career path. • Set appropriate short and long term life goals.
3. Develop job attainment skills.	• Create a professional resume • Practice employee/employer interviewing techniques • Devise an action plan to reach stated goals
4. Acquire awareness of campus resources	• Locate support services • Contact service professionals • Follow through with recommended support activities

Financial Aid and Veteran's Benefits Counseling

Outcome: Students will learn how to follow and use financial aid and veteran's benefits procedures.

Measure: 80% of students will successfully complete the required application processes after meeting with the Financial Aid staff and/or Veteran's Benefits Counselor.

New Student Orientation

Outcome: Students will learn how to successfully navigate and use the student support systems, policies, and procedures.

Measure: 50% of applicable matriculated students will successfully enroll in next semester classes without advisement or staff assistance.

Student Achievement Outcomes

In addition, student achievement outcomes will focus on the following:

The following are student achievement outcomes associated with DSP&S:

The number of DSPS students who successfully complete courses listed on their education plans or student education contract with a "C" grade or better.

The number of DSPS students who achieve their educational goal as stated on their education plans or student education contract, i.e., vocational certificate, AA/AS degree (graduation), or transfer to 4-year colleges.

The number of DSPS students who utilize classroom accommodations and successfully complete courses with a "C" grade or better

with four or more service contacts with DSP&S.

The following are student achievement outcomes associated with EOPS:

The number of EOP&S students who achieve their educational goal as stated on their education plans, i.e., vocational certificate, AA/AS degree (graduation), or transfer to four-year colleges.

The number of EOP&S students who successfully complete courses listed on their education plans with a "C" grade or better.

The number of EOP&S students who persist from Fall semester to Spring semester.

STANDARD II:
STUDENT LEARNING PROGRAMS AND SERVICES

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Included in this section of the report are the Library and the following Learning Support Services:

The **College Library**, centrally located on the upper campus next to the Academic Commons, serves the college's students and faculty as well as students attending other colleges, elementary and high school students, and the community at large. The 29,886 sq. ft. facility seats approximately 300 library users through a combination of tables, study carrels and casual seating arranged throughout the two floors. A diverse collection of materials is offered to library users. The library makes an essential contribution to student academic success through its ongoing instruction and training programs.

The **Supplemental Instruction/Tutoring Program** and the **Computer Lab (formerly Learning Center)** is located in the Academic Commons building and is connected to the library by a breezeway. In the summer of 2001 the Academic Commons building that housed the Learning Center underwent significant changes. The faculty offices and classrooms for the Business Education Technologies (BET) and Computer Information Systems (CIS) departments were relocated to the Academic Commons. The Basic Skills program was assigned its own building on the lower campus. The Learning Center Coordinator resigned and the Learning Center ceased to exist. The Supplemental Instruction Program was merged with the tutoring component of the Learning Center to form the Supplemental Instruction/Tutoring Program. The Computer Lab was expanded to include labs for BET and CIS as well as tutorial software

The **Language Lab** is located on the lower campus in the Humanities Center, room 10. The lab provides CDs, audiotapes, videotapes, computer resources, and educational materials specific to AENG/ESL and foreign language courses offered on campus.

The **Basic Skills Program** is located on the lower campus in the Humanities Center, rooms 23 and 24. The program provides individualized instruction in math and English for students who place below Math 10 and English 6 on the college assessment exam. The program is an open-lab setting, but all students are enrolled in one or more 1-unit Basic Skills courses.

The **Writing Center** is located on the lower campus in the Humanities Center, room 5. The center provides writing guidance, computers with word processing, Internet access, printing, and reference materials related to writing. It is open to students in all disciplines.

Standard II C 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Standard II C1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Standard II C1a Descriptive Summary - Library

The library's mission statement was developed based on professional standards and institutional goals developed by the Western Association of Schools and Colleges (WASC) and the Association of College and Research Libraries (ACRL):

> "The Library's primary mission is to support the teaching, learning and service mission of Victor Valley College. The library is accessible to a diverse student population and responsive to the needs of the community by providing the highest quality instructional services, materials, facilities and technology for effective utilization of these resources."

In accordance with the library's collection development policy, the library supports the college's instructional programs by providing a quality collection of books, periodicals, media, and on-line resources.

The library collection includes approximately 52,000 books, 410 current periodicals, 1,800 video recordings, 1,400 audio recordings, and 13 electronic databases. The library maintains a web site that provides on-campus and remote access to the catalog, full-text databases, research tools developed by librarians, and general information.

Librarians select materials in a variety of formats based on relevancy to curriculum, currency, diverse viewpoints, existing collection, and recommended reviews in library periodicals. Faculty input to collection development is a result of individual contacts with instructors, and a curriculum committee process that encourages recommendations to support new courses. Librarians look for resources that will offer assistance in basic skills and English as a second language, as well as vocational and other lifelong learning skills. A special collection of local history materials is a unique resource to students, faculty, community members, and other historical researchers.

Standard II C1a Self Evaluation – Library

Materials to support student learning: In addition to surveys and feedback from instructors and students, the library evaluates the effectiveness of its collection by comparison with national Association of College and Research Libraries (ACRL) standards and community college libraries of the same approximate size. As of spring 2002, the book collection represented a 7 items/student FTE, which is below the ACRL recommendation of a minimum 11 items/student FTE. Based on data from

"California Library Statistics 2002," a comparison with California community colleges of similar student population also shows VVC's collection is somewhat smaller than comparable institutions (see the library's program review, p. 22).

While the library's book and periodical budgets have remained relatively unchanged during the past 10 years, inflating costs for reference materials, books, and periodicals have greatly impacted the library's ability to build the collection. Enrollment at VVC has grown from 16,138 in 1993 to 27,327 in 2002. The quality, quantity and currency of the library's collection of materials that support student learning have not been adequately maintained to support the growing student population.

Electronic Sources: The library subscribes to 13 online databases, purchased with grant money from California Community College's Telecommunications Technology Infrastructure Program (TTIP). Most of the databases are also available to current students and staff members from off-campus via username and password. Because many of the magazines and journals accessible through the InfoTrac database contain full-text articles, the library has cancelled paper subscriptions to these periodicals. It is crucial that the college recognize the importance of maintaining the database subscriptions, whether or not state categorical funding supports them.

Equipment: An imperative issue affecting equipment and technology in the library is the need to upgrade the Sirsi automation system client and server. The system server has not been replaced since it was first installed in 1996 and the client software was last updated in 2002. The library received new computers for student access to online databases and Internet sources last year.

The computer situation in the library is currently adequate; however, an effective program depends on the institution for stable funding for contracted services and equipment replacement. Although VVC's Educational Master Plan calls for established guidelines for the "acquisition, support, maintenance, and replacement of equipment and software," it is unclear if guidelines that address routine maintenance and replacement of equipment exist.

Standard II C1a Planning Agenda - Library

- Request augmentation of book budget to $100,000.

- Secure general fund budget for online database subscriptions if current categorical TTIP funding is reduced or eliminated.

- Upgrade the server, operating system and client software for Sirsi library automation system.

Standard II C1a Descriptive Summary – Supplemental Instruction/Tutoring Program and the Computer Lab

The Computer Lab provides software that assists students with mandatory coursework material. It consists of 84 workstations with seven different configurations specific to departments or classes. The configuration differences are reflected in hardware specifications, menus, policies and rights to information on the server. There are over 80 different software applications plus required online sites available in multiple subject areas. Each department requesting support for their students in the lab is responsible for purchasing software and providing sufficient licenses. In the Fall 2003 semester, approximately 25 faculty members

requested continued support or upgrades to software. There are two disabled student workstations that provide assistive technology hardware and software.

The Instructional Assistant III (IA-III) maintains the local area network and assists faculty in making educational technology decisions. The IA-III maintains constant communication with the IT Department and obtains support and training from them when unusual problems arise or when network upgrades are instituted. Computer hardware and software are serviced on a daily basis. Each semester break preventive maintenance is performed which includes rebuilding the seven configurations and incorporating all upgrades, changes, or additions to hardware and software.

Students wishing to print their work do so for free on the five printers available. Many students abuse the free printing privilege by printing excessive amounts of Internet information, not all of which is relevant to their class work.

Standard II C1a Self Evaluation – Supplemental Instruction/Tutoring Program and the Computer Lab

The IA-III maintains continuous communication with instructors teaching both online or in the traditional classroom. Requests for software installation or upgrades are documented and then processed. Plug-in additions and upgrades are installed for web site access. Hardware upgrades are requested from management when required. Presently the computer workstation configurations provide more than adequate support for students' needs.

During the semester there is minimal hardware down time because initially all computers start the semester with a "clean"

image. Equipment failures are processed immediately and this keeps the computer lab at maximum availability.

Students who abuse the free printing privilege are numerous and cost the college a great deal of money, not only in paper and toner, but also in printer wear and tear. Monitoring student use of printing is difficult, but it is done. Pay-to-print systems are being explored to recover the costs of paper and toner.

Standard II C1a Planning Agenda – Supplemental Instruction/Tutoring Program and the Computer Lab

- Because the process for the acquisition of hardware is not clearly defined at present, there is a need for established guidelines regarding the replacement of equipment.

Standard II C1a Descriptive Summary – Language Lab

The Language Lab supports all adult English (AENG), English as a second language (ESL), citizenship, Spanish, French, and German classes and is open to all students enrolled in these classes. The lab employs a network of 30 interactive multi-media computers linked to a master instructor console. This allows complete interaction between the instructor and the students or selected groups of students. The Language Lab provides a variety of language specific computer software programs that directly support the AENG/ESL, citizenship, and foreign language curriculum. These programs provide both audio and visual language recognition and pronunciation features, including built-in assessment capabilities for immediate feedback and progress assessment. Additionally, the lab provides Internet access for researching

language specific web sites and completing online course requirements.

The Language Lab also provides an alternative learning environment for all supported students. Instructors may schedule classes in the lab, thus enhancing the students learning experience through interactive hands-on learning sessions.

A facilitator, currently an ESL instructor, manages the Language Lab and two instructional assistants control daily operations. Student lab assistants are also employed during peak operating hours to further assist students.

Standard II C1a Self Evaluation – Language Lab

In its current configuration, the Language Lab is capable of accommodating students or entire classes when instructors schedule the lab for specialized computer-based training. However, when classes meet in the lab, individual students from other classes are turned away because of the limited number of computer stations. Instructors are therefore limited in their ability to schedule classes on a regular basis.

The currency of the Language Lab software and hardware is primarily curriculum driven. Some programs integrate directly into textbooks, lab manuals and workbooks. These programs are continuously reviewed, along with curriculum requirements, to ensure their accuracy, currency, and validity. The Language Lab also has numerous course specific audiocassettes for students to use in the lab or duplicate for home use. New titles are continuously being added as new and improved software and teaching methodologies are employed. The Language Lab currently has over 45 audio and video titles and an additional 15

language programs loaded on each of the 30 student workstations. These programs provide both audio and visual language recognition and pronunciation features including built-in assessment capabilities for immediate feedback and progress assessment. The Language Lab recently received a $95,000 grant to upgrade the lab facility through the addition of a computer classroom designed to assist instructors teaching ESL classes. The instructional assistants are currently developing a selection of student handouts for AENG, ESL and Spanish classes. This will ensure all students have educational materials readily available to assist them with their lab activities.

Standard II C1a Planning Agenda – Language Lab

None

Standard II C1a Descriptive Summary – Basic Skills

The college assigns four primary faculty members to the Basic Skills program. Students who do not have the skills to complete college courses successfully are prepared for entry-level college work through instruction in reading, writing, and mathematics. All work must be completed in the Basic Skills lab where instructors and tutors are available at all times to help students complete assignments and to ensure students progress at an acceptable pace. Computers with basic skill software and textbooks for math, reading, and English are available.

Standard II C1a Self Evaluation – Basic Skills

Students complete exercises in reading, writing, grammar, and mathematics using a

computer software program called SkillsBank 4. Although the program is effective, it is several years old and needs to be updated. Basic Skills faculty members are going to research software that will enhance student learning. Newer software programs, such as Plato, allow students to be more involved in the lessons by having them type out answers and work through problems in stages rather than repeatedly clicking on multiple choice answers for memorization.

Standard II C1a Planning Agenda – Basic Skills

- Investigate new computer programs and seek new funding sources for updating software. Instructors will select the programs after careful review for value of content.

Standard II C1a Descriptive Summary – Writing Center

The Writing Center has eleven computers with Internet access, word processing and free printing. There is a small reference collection of books related to writing and sample writing assignments from instructors across the curriculum to help students prepare assigned papers. Staff members provide simple computer maintenance and refer problems to the IT Department. Microsoft Office software, including Word, PowerPoint, Excel, and Access are available, as well as a program called Inspiration that helps students create outlines.

Standard II C1a Self Evaluation – Writing Center

Faculty from the English Department, and other departments such as biology and psychology, consult with the Writing Center

several times a week. This ensures that materials available to assist students are relevant and up-to-date. Besides maintaining several writing handbooks, there are a number of English Department textbooks that are available for students to use while working on assignments. Students can also voice their needs for materials either through direct communication with the staff or through anonymous user surveys. Utilizing both faculty and student input has helped the center meet a growing demand for services. Since its inception in Fall 2000, student usage of the center has increased from 4,882 hours to 6,373 hours in Fall 2003.

Standard II C1a Planning Agenda – Writing Center

- Analyze data from the AccuTrack attendance program and student surveys to evaluate and suggest improvements for services to students.

Standard II C1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Standard II C1b Descriptive Summary - Library

Information competency, as defined by the Academic Senate for California Community Colleges in 1998, is:

> *...the ability to recognize the need for information and to find, evaluate, use and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information use and*

requires the application of both critical thinking and communication skills.

The foundation of VVC's information competency program is a mandatory library instruction session and self-paced workbook required of all English 101 students. The program includes a 45-minute instruction session followed by a 40 multiple-choice question workbook. Learning objectives for the workbook include: using the online catalog to search for books; recognizing a periodical citation; using print and online indexes to locate periodical articles; understanding web page format and evaluating web sites; using search engines or subject directories to find web sites; using reference sources, Book Review Digest, and biographical tools; and citing sources using the MLA style manual. The number of students completing the English 101 workbook increased from 755 in 1998-99 to 1,216 in 2002-2003.

Librarians provide instruction sessions for any VVC class on topics such as general introductions to library resources, using databases to find scholarly journals, and locating resources for research papers. Librarians work with instructors to develop library exercises that increase students' ability to find and use information resources in print and electronic formats. Last year, librarians presented orientations to 112 classes in addition to 69 English 101 classes. Another form of ongoing instruction is the individualized teaching that takes place during reference interactions. Instructional tools designed to help students use information resources, such as searching for periodicals, understanding differences between scholarly journals and magazines, and using MLA citation format, are made available in print format and on the library's web page. Librarians have offered staff

development workshops to teach faculty and staff about the library's online catalog and electronic databases.

Standard II C1b Self Evaluation – Library

Ongoing goals for the library are continual improvement of the workbook and increasing student exposure to information competency instruction. During the Fall 2003 semester, librarians created a PowerPoint presentation to help maintain consistency and formalize the content of the English 101 instruction session. It would be helpful to get student feedback in order to assess and improve the librarians' teaching presentation.

The effectiveness of the workbooks was assessed as part of the library's program review by having English 101 students complete pre-test and post-test questions related to the workbook outcomes. Overall, results showed that the 300 students who participated in the testing process consistently improved in their knowledge of basic library research skills after completing the library workbook. Feedback from faculty showed a desire for greater emphasis on online research and resources.

Currently, students who are enrolled in the online sections of English 101 attend one of several "drop-in" sessions on campus to complete the workbook. However, distance-learning students who are unable to come to campus have an option of completing a generic Internet-based library tutorial hosted by an outside university. An immediate goal for the library staff is to adapt the workbook to an online format in order to accommodate distance-learning students and ensure that they receive the same level of information competency instruction as on-campus students.

Librarians are working with faculty and administration to establish institution-wide goals for teaching information competencies, such as establishing information competency as a general education graduation requirement and/or college-wide student learning outcome. To accomplish this goal, we are working with Academic Senate and campus-wide committees including Graduation Requirements Committee, Student Learning Outcomes Committee, Faculty Senate Learning Assessment Committee and Curriculum Committee.

Standard II C1b Planning Agenda - Library

- Work with Faculty Senate and the Student Learning Outcomes Steering Committee to propose and adopt a campus-wide definition of information competency. Identify a list of core competencies to assess how research assignments and the library's workbook meet student learning outcomes.

- In response to faculty requests, expand the English 101 workbook coverage of online information sources and develop an electronic format to meet the needs of distance learning students.

Standard II C1b. Descriptive Summary – Supplemental Instruction/Tutoring Program and the Computer Lab

Tutors assist students in the Computer Lab by instructing them in the use of software with the heaviest concentration on web-based applications such as Blackboard and Mymathlab. They assist students in accessing instructor web pages and also setting up email accounts. The IA-III trains tutors and staff concerning recent upgrades

and additions of hardware and software in the computer lab.

The Supplemental Instruction/Tutoring Program maintains approximately 35 SI leaders and general tutors who provide students with assistance in math and science as well as nursing and computer science. Basic Skills and ESL tutors are a part of this group but work in labs dedicated to those programs. SI leaders and tutors are trained to assist students with their immediate problems, encourage improved study skills, identify and help students with potential learning problems, and work with individuals and groups.

Tutors offer study skills sessions for students who would profit from improved use of time, note-taking, reading of a textbook, and studying. Sessions led by tutors have also been offered for familiarization with the computer and the Internet.

Standard II C1b Self Evaluation – Supplemental Instruction/Tutoring Program and the Computer Lab

New and returning tutors who receive training from the IA-III regarding software usage and updated lab configurations are better able to assist students in the use of program applications. This facilitates the students' ability to become independent learners as the semester

The Supplemental Instructional/Tutoring Program has functioned well to meet students' needs. The study skills sessions and the computer familiarization sessions are not as well attended as they might be. Many students are unaware that these services are available to them, without cost. To assess the effectiveness of the individual SI leaders and tutors, they meet twice each

month to improve their skills and to confer about unusual tutoring situations that have arisen. They also observe each other during SI and tutoring sessions and discuss the session observed, including the perceived value for the students in the session. The Supplemental instructional/Tutoring Coordinator observes sessions, reviews written accounts of peer observations, and meets with individual SI leaders and tutors as needed.

Standard II C1b Planning Agenda – Supplemental Instruction/Tutoring Program and the Computer Lab

- Identify improved ways to advertise available tutoring services, including utilization of the web page.

- Work with the Student Learning Outcomes Committee to establish measures of improved student performance as a result of interactions with tutors and SI leaders.

Standard II C1b. Descriptive Summary – Language Lab

As students progress in their studies, they are introduced to an increasing array of multimedia language software and receive additional hands-on training until they master the required skills. More advanced students are introduced to word processing programs with special emphasis placed on foreign language characters and dictionaries. Basic Internet operation is taught to students performing information lookup and retrieval for ESL and foreign language classes and training is given to ESL students in the use of email for their classroom assignments. In addition, all students are monitored while in the lab to ensure that they are using the computer systems correctly.

All Language Lab students are trained in the use of the ASC Multi Media Centre DI-8 interactive audio system. This training begins during class orientation visits and continues throughout the students' time in the lab.

Standard II C1b Self Evaluation – Language Lab

The Language Lab is in the unique position of being the first encounter with computer-based information technology systems for many students. As a result, the lab strives to provide the highest quality basic introduction to our computer systems at a level that is appropriate for the students' level of comprehension and understanding. Providing this instruction, however, is time consuming and detracts from the overall time students spend learning subject material.

Standard II C1b Planning Agenda – Language Lab

- The Language Lab will develop support services for three new ESL computer literacy courses specifically designed to teach basic computer operation to ESL students.

- The instructional assistants will work with the ESL and foreign language departments to ensure that student learning outcomes presently being developed are incorporated into the Language Lab program.

Standard II C1b Descriptive Summary – Basic Skills

Interaction between instructors, tutors and students promotes skill building and success in the program. Students are given frequent quizzes as they progress through the

courses. They are allowed to continue with their coursework only if they complete a quiz with 70% or better in math and 80% or better in English. If a student has trouble passing a quiz, an instructor or tutor sits down with the student to assess difficulties related to student learning. Once the student understands the principles being tested and has completed additional assignments, he or she is allowed to take the quiz again and proceed with the course. A student demonstrates proficiency in an educational program when he or she has successfully completed the assignments and has earned a passing score on all exercises and quizzes.

Standard II C1b Self Evaluation – Basic Skills

The Basic Skills program offers content and personalized attention to meet the needs of students who are at an educational disadvantage and require time and practice at the pre-college level. However, the program could also reach out to advanced students who require a more rapid review of essential English and math skills. Course offerings could provide instruction for students who need review in grammar or basic mathematics, but do not need to follow the current track of course offerings.

Planning Agenda – Basic Skills

- Faculty will review the need to create two new courses in English and math for advanced students who require a quick review of selected skills.

Standard II C1b Descriptive Summary – Writing Center

The Writing Center employs a part-time assistant instructor (AI), several student peer tutors, and a facilitator who is a full-time English instructor. The AI provides

technical and instructional assistance and helps with scheduling student tutors. Tutors are students who have excelled in freshman English composition classes and have undergone tutor-training workshops. The faculty facilitator administers the center, including hiring, training, and supervising tutors.

Standard II C1b Self Evaluation – Writing Center

The Writing Center provides students with a variety of writing assistance including generating ideas, focusing on topics, adding support, organizing ideas, researching ideas, documenting research, grammar, punctuation, revising, editing, and proof reading. Tutors and instructors teach students to set up email accounts, register on BlackBoard (online class management system) or Turnitin (plagiarism prevention system), and copy and paste documents into the online information sites. Students can also receive assistance with research and navigating the web.

Standard II C1b Planning Agenda – Writing Center

- The administrator will work with the English Department to ensure that instructional student learning outcomes currently being developed are incorporated into the Writing Center program.

Standard II C 1c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Standard II C 1c Descriptive Summary - Library

The library is open 65 hours per week during the fall and spring semesters, and 40 hours during the summer semester, including evening and weekend hours and during the spring break. Professional librarians are on duty during all hours the library is open. To accommodate early or late classes, librarians provide instruction sessions during times when the library is normally closed.

Access to the databases and Internet version of the online catalog is available to support off-campus students and distance learning classes. The library's web site provides continuous remote access to the online catalog and most of the subscription databases with full-text periodical and encyclopedia articles. Learning guides are available on the library's web page, which include research tips, sample citation formats for Modern Language Association (MLA) and American Psychological Association (APA,) explanation of standard web page components, and criteria for evaluating web sites.

Interlibrary loan of books or periodical articles required for research purposes is available to students and faculty members. The library is a member of the Inland Empire Academic Libraries Cooperative (IEALC) that entitles our students to circulation privileges at 19 nearby community college and university libraries. A dedicated computer station with assistive technology is available for students enrolled in Disabled Students Programs and Services.

Standard II C 1c Self Evaluation - Library

Library hours are satisfactory at this time. Students have requested that the library stay open later on Friday and Saturday, and open on Sunday, but staffing and budget are not adequate to accommodate additional hours of operation.

The process currently in place for off-campus access to databases is handled manually; a library staff member receives a form email request from students or staff, verifies enrollment or employment, then emails a username and password to each applicant. Usage statistics show an increase in the number of password requests from 598 in the year 2000 to 2,260 in 2003. Library staff has approached the IT Department to address the feasibility of automating this process via a remote authentication or proxy server process; implementation of the Datatel student records system may facilitate an automated process.

In Fall 2003, a librarian completed a sabbatical project related to redesigning the library's web site. One component of the web page upgrade will be to ensure accessibility with assistive technology devices and compliance with Section 508 guidelines of the Rehabilitation Act of 1973.

Standard II C 1c Planning Agenda - Library

- Automate the remote authentication process for accessing online subscription databases.

- Redesign library web site to ensure accessibility.

Standard II C 1c Descriptive Summary – Supplemental Instruction/Tutoring Program and the Computer Lab

During a regular semester, the Academic Commons is open for student use from 8:00 a.m. to 6:45 p.m., Monday through Friday, and closed on Saturday and Sunday. Summer weekday hours are shorter, and the facility is closed on Friday, Saturday, and Sunday. Most students in the Academic Commons prefer tutoring between the hours of 9:00 a.m. and 3:00 p.m.; therefore, most tutors are employed during this time.

Students may access the computer lab during all hours of operation. The Academic Commons web page describes the Supplemental Instruction/Tutoring Program and instructional software used in the Computer Lab. Links are provided to web-based applications that support specific departments on and off campus.

The Academic Commons complies with ADA standards by providing automatic doors, restroom access, and two workstations with a scanner and printer for the disabled.

Standard II C 1c Self-Evaluation – Supplemental Instruction/Tutoring Program and the Computer Lab

The weekday hours of operation generally satisfy the student population. Until the fall 2003 semester, the Academic Commons was open on Saturdays, and the facility was about a third to half full. A few tutors worked with students in the computer lab, others were working as general tutors, and both groups were usually kept busy.

The hours provided for tutoring are appropriate. Students who need tutoring at hours before and after the preferred times are accommodated by adjusting schedules.

The original website is done well, but it needs to be updated on a regular basis so that it can be used to its full potential.

Standard II C 1c Planning Agenda – Supplemental Instruction/Tutoring Program and the Computer Lab

- Survey users concerning the need for opening the Computer Lab on Saturdays.

- Develop a plan to utilize the website more effectively and schedule a designated person to meet with the web master regularly with updates.

Standard II C 1c Descriptive Summary – Language Lab

The Language Lab is open 60 hours per week including evenings and Saturday. It is available to all students enrolled in AENG, ESL, citizenship, and foreign language courses. An instructional assistant is available during all hours to assist students with equipment operation, computer applications software, and audiocassette duplication. Student lab assistants are also available during peak utilization hours.

The Language Lab operates on a walk-in basis. All students must sign-in to the lab using the automated AccuTrack student tracking system. This system is the primary means by which instructors monitor the time students spend in the lab during the course of the semester.

The lab has an Internet presence as part of the college web site. Students are able to access basic information about the lab and

connect to the Spanish and French department web pages. Future updates will include links to Spanish, French, and German web resources, including TV stations, radio, newspapers, periodicals and other current information resources.

An assistive technology workstation is available for students enrolled in Disabled Students Programs and Services (DSPS). This workstation is equipped with a 21- inch computer monitor, a text magnification software package for visually impaired students, and an interchangeable trackball mouse.

Standard II C 1c Self-Evaluation – Language Lab

The hours of operation and access to the Language Lab are sufficient at this time.

Standard II C 1c Planning Agenda – Language Lab

- The instructional assistants will further develop and expand the lab web page to support both the ESL and foreign language departments.

Standard II C 1c Descriptive Summary – Basic Skills

The Basic Skills program is an open-lab setting and coursework must be completed in the lab, which is open Monday through Saturday for 46 hours per week during the fall and spring semesters. Regular hours of operation are: 8:00 a.m. to 5:00 p.m. Monday through Thursday; 8:00 a.m. to 2:00 p.m. Friday; 10:00 a.m. to 2:00 p.m. Saturday. A faculty member from either the math or English departments is available during every hour of operation, and numerous tutors provide assistance during the busiest times. An Instructional Assistant

III is present Monday through Friday from 8:30 a.m. to 5:00 p.m.

Ramps, an automated door, and adjustable tables provide accommodations for physically disabled students. Students with poor eyesight have access to Zoom Text, a software program that magnifies the size of text on a computer screen and reads highlighted text.

Most materials that students need can be checked out for use in the lab without any cost to the student.

Standard II C 1c Self-Evaluation – Basic Skills

Students who can only take classes at night are not well served by the Basic Skills program. We have tried to offer evening hours during previous semesters, but the demand has not been strong enough to justify the expense. Opening the lab on Saturday has proven successful. Students who are unable to attend during the week for family and work commitments now have a chance to enroll in Saturday classes.

The program is not promoted to the community or non-governmental organizations, which leaves potential students without any information regarding the program and the opportunities it provides.

The books available for student use in the lab help to keep student expenses to a minimum, but the condition of these books is becoming a serious issue. Most of the books are damaged as pages are missing or exercises have been completed in the book by less considerate students.

Standard II C 1c Planning Agenda – Basic Skills

- Plan to expand the program and serve more working students. Promote outreach to the community.

- Purchase new books for student check-out in the lab.

Standard II C 1c Descriptive Summary – Writing Center

The Writing Center is open 9:00 a.m. to 7:00 p.m. Monday through Thursday. Friday and Saturday hours vary, depending on budget and classes offered on those days. The center provides a complete online tutoring center accessible through the college web site. Students can email questions or drafts of assigned papers for review. Online tutoring requests are answered within 24 hours. Students taking online classes receive help using BlackBoard and other programs like Turnitin.

Standard II C 1c Self-Evaluation – Writing Center

The Instructional Assistant makes every attempt to schedule tutors during peak operating hours as individual schedules allow. The Center is committed to serving students enrolled in evening and Saturday classes by maintaining extended hours throughout the semester, including finals week. Students enrolled in distance learning classes have the option of using online tutoring support. Although this is a very convenient and effective method for any student to receive tutoring assistance from off campus, it is not being utilized as much as it could be.

Standard II C 1c Planning Agenda – Writing Center

- Increase the use of online tutoring assistance by actively promoting the service to students and faculty involved in distance learning classes.

Standard II C 1d. The institution provides effective maintenance and security for its library and other learning support services.

Standard II C 1d Descriptive Summary - Library

Maintenance and security of the library's building and collection have been compromised by the inclusion of classrooms in the building. A security system at the entrance of the library signals an alarm when books or magazines have not been properly checked out, but theft continues to be a problem.

Standard II C 1d Self Evaluation - Library

In Spring 2000, the space originally occupied by Instructional Media Services (IMS) on the lower floor was appropriated by administration to create additional classroom space. When the library building was originally designed, the lower floor was designated as a quiet study area, away from the open service areas on the main floor. Placing classrooms in the library has resulted in problems related to increased noise, traffic, and food and drink violations, wear on the facility, and maintenance requirements; there has also been an increase in vandalism, graffiti, and nuisance complaints, especially during the evenings when staffing is at a minimum. In 2000-2001, the annual gate count for patrons entering the library was 136,868; two years later, traffic in the library increased 31%, or

to a gate count of 179,352 in 2002-2003, due to classes being held in the building.

Standard II C 1d Planning Agenda - Library

- Work with administration to develop a plan to eliminate classrooms on the lower floor so that the space can once again be utilized for IMS and library services.

Standard II C 1d Descriptive Summary – Supplemental Instruction/Tutoring Program and the Computer Lab

The IA-III can remotely monitor, control, and print information from computer workstations for security purposes.

Campus police provide security for the Academic Commons building. They do random tours of the building to ensure all occupants are registered students. Forms for documenting unacceptable student behavior are completed for each incident as it occurs and are sent to the campus police office. Every one to two years the police chief instructs Supplemental Instruction leaders and general tutors about safety and security issues.

Standard II C 1d Self Evaluation – Supplemental Instruction/Tutoring Program and the Computer Lab

Cleaning by the Maintenance Department is done usually during semester break; however, the chairs at the computer workstations and carpeting do not always get cleaned at this time. Broken or damaged chairs are removed by the Maintenance Department, but are not replaced. Replacement chairs are pulled from the tutor area to be used at the computer workstations. The M&O Department is working on replacing the chairs.

There are posters on the walls informing and cautioning students that tutors and staff constantly monitor computer usage in the computer lab. When unacceptable behavior is suspected students are warned verbally or the IA-III is informed and accesses computer workstations remotely from her office. This can result, and has resulted, in the implementation of appropriate disciplinary measures and has proven to be an excellent tool to control inappropriate student usage of the computers.

Standard II C 1d Planning Agenda – Supplemental Instruction/Tutoring Program and the Computer Lab

None

Standard II C 1d Descriptive Summary – Language Lab

The lab's instructional assistants in conjunction with the campus Information Technology Department maintain the language lab computer systems. The ASC Multi Media DI-8 interactive computer audio system is maintained solely by the Language Lab instructional assistants.

The physical security of the language lab is maintained through the use of a coded alarm system with both intrusion detection and internal motion detectors connected to interior and exterior alarm sirens. Campus police also monitor the Language Lab area during their roving patrols.

The instructional assistant and student workers on duty control the security of laboratory resources. All CDs and audiotapes are stored in cabinets controlled by the staff and issued to students in exchange for a student ID card. Larger items, such as CD players and tape

recorders, are only available for faculty and staff checkout.

Standard II C 1d Self Evaluation – Language Lab

Security and maintenance of the Language Lab are sufficient at this time.

Standard II C 1d Planning Agenda – Language Lab

None

Standard II C 1d Descriptive Summary – Basic Skills

The Basic Skills lab has an alarm system installed on the entrance and exit doors.

Standard II C 1d Self Evaluation – Basic Skills

The lab is clean, safe, and secure.

Standard II C 1d Planning Agenda – Basic Skills

None

Standard II C 1d Descriptive Summary – Writing Center

The Writing Center is an environment for learning, so a degree of quiet is maintained. A security system provides for protection of equipment.

Standard II C 1d Self Evaluation – Writing Center

The staff and faculty for the Writing Center have maintained a safe working environment as well as a safe learning environment for students. The few instances where other students posed any danger

resulted in contacting the campus police who responded quickly and appropriately.

Standard II C 1d Planning Agenda – Writing Center

None

Standard II C 1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Standard II C 1e Descriptive Summary – Library

The library has collaborative agreements for interlibrary loan (ILL) and borrowing privileges at other academic libraries as a means of supplementing the library's collection. These services are utilized when specific materials that support student learning are not available in our library. ILL is managed through a contractual agreement with Online Computer Library Center, Inc. (OCLC). The library's membership in the Inland Empire Academic Libraries Cooperative (IEALC) provides students with library borrowing privileges at 19 higher education institutions in the Inland Empire region. ILL and IEALC services are promoted on the library's web site, the library brochure, and through patron-librarian reference interactions. Staff

members attend annual meetings to learn about new innovations and regulations.

The library participates in the Community College Library Consortium for purchasing online databases. The consortium, a partnership between the Council of Chief Librarians and the Community College League of California, works on behalf of community college libraries to negotiate contracts for electronic resources.

Standard II C 1e Self Evaluation - Library

During the 2002-2003 academic year, the library made 31 interlibrary loan requests from other libraries through OCLC; all 31 were successfully filled. Some of the requests were from students and some from faculty. On the other hand, we received 295 requests from other libraries, and filled 124 of these, almost all of them books. Twenty-six IEALC cards were issued to students last year to enable them to use other libraries.

Standard II C 1e Planning Agenda - Library

None

Supplemental Instruction/Tutoring Program and the Computer Lab, Language Lab, Basic Skills, Writing Center

NOTE: This standard is not applicable to these departments.

Standard II C 2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II C 2 Descriptive Summary - Library

The 1999 WASC accreditation self-study resulted in both an internal and external recommendation for the library to complete a program review; this goal was fulfilled in 2002-2003. The library's collection and services undergo ongoing evaluation via student and faculty surveys, annual statistical reports, the planning process, and program review. The library helps students meet learning outcomes by providing a collection of materials that supports academic success and teaching information competency skills needed to achieve learning objectives.

Standard II C 2 Self Evaluation - Library

In 2002-2003, the library completed a thorough self-evaluation in the program review process, which included comparing our collection and services with ACRL standards and other community colleges of similar size. Surveys were distributed to all faculty and made available to students within the library in order to evaluate users' satisfaction with the library's collection and services; 100 students and 40 faculty members responded to the surveys. Survey results showed that the library is recognized as a valuable resource for student success. According to the survey results, 84% of student respondents rated the library as "very important" to their success in college, while 43% of faculty respondents rated the library as "extremely important" and 43% of faculty rated the library as "very important" to students' academic success. Survey results were distributed to library staff to

help us evaluate our program and provide recommendations for improving the collection and services.

VVC's Institutional Research Department report on "Noel-Levitz Student Satisfaction Inventory: Internal Analysis and Directions for Change" showed a high level of student satisfaction with the library's collection, services and staff. Results of the Fall 2003 survey included two references to the library as a college strength. Students ranked the library's adequate resources and services as number 6, and rated the library's helpful and adequate staff as number 13 in order of importance and satisfaction on a list of the college's top 15 strengths.

In Spring 2002, a pre/post assessment test based on the objectives of the English 101 library workbook was distributed to 300 students. The results provided evidence that the library's instruction program is effective in promoting student achievement of learning outcomes. Students demonstrated improved knowledge of library and information resources in the post-test in all areas.

Quantitative measurements of the library are evaluated by completion of annual and bi-annual reports, including the Annual Data Survey to the Chancellor's Office, the California State Library's California Academic Library Report, and the National Center for Education Statistics Academic Library Survey.

Standard II C 2 Planning Agenda - Library

- Librarians are members of the newly formed campus-wide and faculty senate committees for student learning outcomes, and are working to establish SLOs for the

library that can be assessed and used to improve our instructional program.

- Survey students, faculty, and staff periodically to evaluate the library's collections and services and provide assessment sources for the upcoming 2007 program review.

Standard II C 2 Descriptive Summary – Supplemental Instruction/Tutoring Program and the Computer Lab

In Spring 2001, all comprehensive reporting of activities ceased at the request of the Dean. The last report submitted at that time detailed information for the Fall 2000 semester. Each semester for many years prior to this date the Learning Center Specialist and the Instructional Assistant III compiled comprehensive reports for functions of the former Learning Center. These provided detailed breakdowns of hours of usage and included many activities such as Basic Skills, tutoring, makeup testing, class visit information and Computer Lab software additions and updates. The reports pinpointed changes in lab usage, tutor usage, and general service issues. Results were analyzed and used to implement changes such as personally contacting instructors to encourage class visits, increasing tutor hiring in specific subject areas, and organizing workshops. Presently the report the dean receives contains limited information.

The IA-III receives requests from faculty for new or upgraded software installation. Instructors are encouraged to schedule class visits to the Academic Commons to introduce their students to software required for the course. The instructor and the Academic Commons' staff provide a demonstration of the use of the software and

also introduce other services available in the Academic Commons.

The Front Desk staff receives many comments from students, faculty, and staff concerning the activities in the Academic Commons. These comments are usually verbally expressed, but a suggestion box is available and checked weekly.

The Supplemental Instruction/Tutoring Program provides assistance to students enrolled in both on-campus and online classes. Tutors support numerous subject areas including math, foreign languages, business, physical sciences, and behavioral sciences as well as study skills and time management. Individual appointments as well as group tutoring sessions are offered. If a tutor's one-on-one appointment time is not scheduled, the tutor remains available for walk-in appointments. Students schedule their own 1/2- or 1-hour sessions that reference both the current and following weeks in the tutor appointment books provided at the Front Desk. Tutoring and group study sessions are conducted at worktables utilizing whiteboards in the Academic Commons. Additional tutoring may be done in the Computer Lab. Students are entitled to one hour of tutoring per subject per week with the exception of EOPS and DSPS students who may be allowed up to 6 extra hours of additional appointments per subject per week.

The hiring procedure begins with recommendations from faculty and is followed by thorough interviews with the Coordinator. The Coordinator offers in-depth training for new tutors each semester that includes topics such as communication skills, learning styles, adult learning characteristics, and group tutoring techniques. Both new and returning tutors attend two meetings each month for ongoing

tutor training offering further instruction in a wide range of subjects such as recognizing and working with learning difficulties, workplace safety issues, and dealing with difficult students. Each semester all tutors are required to perform four observations of other tutors followed by discussions about what occurred during the sessions. The Coordinator facilitates the ongoing tutor sessions and reads the observations, offering feedback.

Standard II C 2 Self Evaluation – Supplemental Instruction/Tutoring Program and the Computer Lab

With the integration of the BET and CIS departments with the former Learning Center in the Academic Commons building in the summer of 2001, reporting procedures were uncertain. These new departments shared building resources but had their own way of doing business. After the Dean resigned in summer 2002, there was no consistent leadership to direct what information should be reported. Since then a minimal report has been prepared based on Accutrak and tutoring hours. To be useful for implementing change, data collection should include items such as:

- Document usage of the Computer Lab through the use of random tallies to determine what software is being used and with how much frequency.

- Record the number of requests for new and upgraded software.

- Maintain a log of class visits including number of students attending.

- Compile tutor usage statistics

The IA-III is very responsive to faculty requests for software, meeting their needs in

a timely fashion. The continued requests for support from instructors verifies that the Computer Lab is meeting the needs of faculty and students when these support-learning tools are delivered via the computer.

Students reportedly utilize approximately eighty percent of scheduled tutor time. This high use of tutor time indicates students' need for tutors and justifies the expense of the Supplemental Instructional/Tutoring Program. The high quality of tutors, the variety of subjects tutored, and the range of hours tutors are available explain this high percentage. However, there still is a need to formally assess and evaluate the tutoring program aside from this tutor usage statistic. Currently tutors complete a performance evaluation at the end of every semester and numerous anecdotal testimonies from students attesting that tutoring did make the difference between obtaining a failing, passing, or higher than expected grade are collected. Other tools that could be utilized include surveys, pre- and post-testing, and soliciting faculty involvement in the statistical process.

Information needs to be compiled, documented, and reported regarding tutoring support for students taking online courses. Many instructors prefer that tutors do not work with their students online; however, students make appointments with tutors on campus in the Academic Commons for these sessions.
In the past a form was placed in faculty mailboxes requesting recommendations for potential tutors. Few faculty responded, and the Supplemental Instructional/Tutoring Coordinator interviewed candidates recommended by other tutors. More faculty need to be involved in recommending tutor candidates.

Standard II C 2 Planning Agenda – Supplemental Instruction/Tutoring Program and the Computer Lab

- With direction from the Dean, design and implement ways of collecting and reporting data that will be useful in assessing and improving support for student learning.
- Complete a Program Review in 2005, including user surveys, to determine the effectiveness of the Computer Lab and Supplemental Instruction/Tutoring Program.

Standard II C 2 Descriptive Summary – Language Lab

Language Lab operations are curriculum driven and respond to the course requirements set forth by ESL and foreign language department chairpersons. The Language Lab currently uses AccuTrack to track student utilization rates associated with each AENG/ESL and foreign language course to assess the level of student participation in required lab activities.

Standard II C 2 Self Evaluation – Language Lab

The faculty facilitator, along with two instructional assistants, works closely with the teaching faculty of the ESL and foreign language departments to assure that the lab is adequately meeting student needs. New materials and programs for the lab are evaluated and introduced by individual instructors or the departments as a whole.

Standard II C 2 Planning Agenda – Language Lab

- Participate in the ESL and foreign language departments' program review

processes to evaluate and improve services to students.

Standard II C 2 Descriptive Summary – Basic Skills

Data regarding the number of students who enrolled and successfully completed Basic Skills is collected. Students are asked to fill out a questionnaire regarding their view of the usefulness and responsiveness of the program and its faculty, tutors, and staff. These comments are used to evaluate student needs and how the program is meeting these needs.

Standard II C 2 Self Evaluation – Basic Skills

During 2002-2003, the Institutional Research Coordinator provided data regarding student success rates that were used to evaluate the strengths and weaknesses of the program. Demographic data presented success and failure rates by ethnicity. Current grade sheets were used to determine how many students received either Credit or No Credit. At this time, no data is available to determine whether students from the Basic Skills program are moving on to English 6 or Math 10 and whether they are completing those courses successfully. A more accurate system of tracking student success needs to be developed and implemented.

Standard II C 2 Planning Agenda – Basic Skills

- Develop a standardized method of tracking the success of students as they progress through the program and on to further studies at the college; determine how many students are progressing to higher-level work and whether they are successfully completing coursework.

Standard II C 2 Descriptive Summary – Writing Center

The Writing Center has maintained a database since 2000 to determine the number of students who use the facility each semester. It also relies on direct feedback from students and instructors. Some of this feedback is recorded in anonymous surveys that began in Spring 2003. Mostly, however, feedback is an ongoing dialogue between students, tutors, the assistant instructor, and the administrator. Reports on student utilization hours are given to the administrator at mid-semester and end of semester and are reported to the dean of instruction once per semester.

Standard II C 2 Self Evaluation – Writing Center

The Writing Center staff would like to begin benchmarking student outcomes in this area, but there is little more it can do without following a number of students throughout their attendance at VVC. It would be helpful to monitor the grades of several students over a period of time, but this has yet to be attempted.

Standard II C 2 Planning Agenda – Writing Center

- The assistant instructor will work with the institutional researcher, administrator, and other faculty members to correlate student attendance in the Writing Center with final grades and outcomes in specific classes.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III A 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Board Policy 7120 addresses the recruitment and selection process for all positions advertised (Board Policy 7120). This policy outlines a plan regarding the education, training, and experience necessary for positions being considered. Each department coordinates with the Human Resource Department regarding the essential functions, minimum qualifications and working conditions before a position is advertised.

Standard III A 1 Self Evaluation

Utilizing the document entitled, Minimum Qualifications for Faculty and Administrators in California Community Colleges, published by the Human Resources Division of the Chancellor's Office, the College ensures that all academic applicants meet the minimum education and experience requirements pertinent to their assignment.

Applications for classified positions are reviewed, first by human resources staff and then by selection committee members, to determine that applicants possess the knowledge and abilities listed in the job description of the position for which they are applying.

Standard III A 1 Planning Agenda

- Develop and implement an instrument to survey candidates to assess their level of satisfaction with the College's recruitment and selection procedures. In calendar year 2005, other community colleges will be surveyed to obtain examples of instruments.

- Develop procedures to bi-annually assess employee opinions related to the services and support provided by the human resources and payroll staff.

Standard III A 1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Standard III A 1a Descriptive Summary

Programmatic needs are addressed through the department input. A recruitment brochure based upon minimum qualifications and input from department faculty is developed for each faculty position by the Office of Human Resources (Recruitment brochure). Qualifications to be sought through recruitment and selection processes are outlined in the brochure. Needs analysis occurs through a discussion at the department level. Analysis of classified positions occurs through Cabinet discussions and Budget Advisory Committee review and recommendations. The faculty association provides the president and deputy superintendent of instruction input regarding hiring priorities. Discussion at this level yields a final list to be forwarded to the Cabinet. The hiring process utilizes input from various departments in developing criteria for screening of applications, as well as interview questions to be asked. This process ensures that candidates will be evaluated by committee members from the department seeking replacement personnel. The evaluation by these committee members, coupled with screening criteria, address the specific needs of the department.

A selection committee is formed, usually chaired by the Department Chair or immediate supervisor, and is observed by a trained Fair Employment Representative (FER). The FER is present at all selection committee meetings.

Title 5 guidelines are followed, as is the district's hiring policy outlined in the Faculty Staff Diversity Plan (Faculty and Staff Diversity Plan. The Faculty Senate developed a hiring policy that was approved by the Board of Trustees in 2003 (Full-time Faculty Hiring Procedures Agreement). The faculty hiring policy provides specific direction pertaining to the recruitment and selection procedures and timelines. This policy is being followed, in so far as possible; however, the established timelines in the policy have not been strictly adhered to due to budget decisions made later than the timeline would require, as well as the need to fill positions vacated without sufficient notice to begin the hiring process in the summer as stipulated in the policy.

The Faculty Hiring Policy clearly outlines the manner in which faculty members participate in the selection of new faculty. Applicants' qualifications are assessed through paper screening and scoring of applicants' application materials. Each committee member participates in the development of criteria to evaluate applications. The interview process includes scoring of applicant answers to questions and, in addition, often includes assessment of a teaching demonstration. Based upon these processes, applicant qualifications are assessed and those determined to be best qualified to be hired by the College are referred for a final interview and selection processes.

Recruiting is accomplished with in-house advertising, various website, flyers, and newspaper and trade journals, and in compliance with Title 5 regulation 53021.

Standard III A 1a Self Evaluation

The assessment of subject matter knowledge is accomplished through paper screening, interviewing, teaching demonstrations, and responses to reference checks. The assessment of scholarship is determined by review of applicant transcripts and letters of recommendation. Applications are screened to determine whether minimum qualifications are met. Those applicants who meet minimum qualifications are then subject to the paper screening, interview, and reference check processes previously discussed.

Effectiveness of teaching skills is judged by the interview committee through its scoring of responses to interview questions and through assessment of the applicant's teaching demonstration. The rating of each individual committee member is tallied to provide a combined score for each applicant. These scores permit the ranking of applicants with the most qualified receiving the highest point score.

Applicants are required to provide U.S. evaluation of foreign transcripts. Several outside agencies provide those services for a fee. If creditable assessment of applicants' degrees is not provided, the applicant will not be considered.

Since all employees have an initial probation period where their performance is assessed and few probationary employees are dismissed due to poor performance, it can be assumed that the hiring process yields qualified candidates. In the past year, 99%

of newly hired employees successfully completed probation.

The fair employment representative assigned to each committee is charged with the responsibility of ensuring that all candidates are provided equal opportunity and assessment in the interview process.

The Opinion Survey (April 2004) reflected the faculty and staff opinions regarding the selection and evaluation processes. Of those who responded, 76.2% of faculty, 66.7% of classified, and 90.9% of administrators agreed with the statement, "Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated." In addition, 48.1% of faculty, 24.1% of classified, and 50.0% of administrators surveyed agreed with the statement.

Standard III A 1a Planning Agenda

- In academic year 05/06, fully implement the Faculty Hiring Policy approved by the Board of Trustees. Expand recruiting techniques to make full use of current advertising media. Implement the recommendations of the classification and salary study in Spring 2005, as budget permits.

Standard III A 1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Standard III A 1b Descriptive Summary

The classified evaluation process provides for an improvement plan in each assessment area. The faculty evaluation process includes recommendations for performance improvement by the evaluation committee. At the administrative level, goals are set by administrators and level of attainment is assessed by the evaluator and evaluatee. All evaluation processes measure specific job-related duties, knowledge, and abilities. The district has contracted for a classification and salary study to ensure that job responsibilities are consistent with job descriptions and that competitive salaries are paid. The organizational structure or hierarchy of jobs will be appropriately aligned through the study.

Standard III A 1b Self Evaluation

The administrators evaluation process has been revised, and implemented (Administrators Evaluation Form). In addition, spreadsheets have been developed.

The Opinion Survey (2004) indicated that of those surveyed 50.0% of management, 48.1% of faculty, and 24.1% of staff agreed with the statement, "The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals." The College has a process and form for evaluation of associate faculty. There is a need to implement the evaluations for the associate faculty in accord with the law, first semester and at least once every six semesters.

Standard III A 1b Planning Agenda

- The College will strive to complete all evaluations in a timely manner.

Standard III A 1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Standard III A 1c Descriptive Summary

Full-time and associate faculty are regularly evaluated following either contractual or usual procedures. Full-time faculty are evaluated according to the current Agreement, and associate faculty are evaluated through a prescribed procedure. Evaluations include assessment of the individual faculty member's use and implementation of student learning outcomes. Faculty who are found lacking in their use and/or implementation of student learning outcomes are counseled by department chairpersons and, as appropriate, by their area dean in order to help the instructor better identify and understand what student learning outcomes and their applicability in the teaching/learning paradigm.

Standard III A 1c Self Evaluation

Full-time and associate faculty are regularly evaluated following either contractual or usual procedures. Full-time faculty are evaluated according to the current Agreement, and associate faculty are evaluated through a prescribed procedure. Evaluations include assessment of the individual faculty member's use and implementation of student learning outcomes. Faculty who are found lacking in their use and/or implementation of student learning outcomes are counseled by department chairpersons and, as appropriate, by their area dean in order to help the instructor better identify and understand

what student learning outcomes and their applicability in the teaching/learning paradigm.

Standard III A 1c Planning Agenda

None

Standard III A 1d. The institution upholds a written code of professional ethics for all of its personnel.

Standard III A 1d Descriptive Summary

A code of ethics has been completed and approved by the shared governance process (Code of Ethics). This code of ethics will serve as a standard by which employee ethics can be judged.

Self Evaluation

During Fall 2004, the Ethics Statement was approved by College Assembly and the Board of Trustees.

Planning Agenda

None

Standard III A 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Standard III A 2 Descriptive Summary

The College continues to work toward achievement of the 75/25 ratio of full-time and part-time faculty. The number of full-

time faculty is currently 134, which exceeds the Chancellor's Office required minimum of 111 by 23 full-time faculty members. The support staff of 183 employees has increased over the past five years from 135 in 1999. Increased staffing is particularly noteworthy in the areas of information technology, where five positions were added to meet the need for support which continued to grow as the demand for computer technology spread throughout the College and as the College implement the Datatel Information Management System.

The number of administrative staffing has remained constant, except in areas where budget constraints required the elimination of positions such as Internal Auditor, Coordinator of Purchasing, and Director of Printing. These functions have been accomplished by other administrators assuming additional duties. As administrative positions become vacant and need for administrative support is assessed, dollars are reallocated to address the areas of greatest need. Where possible, new positions are added to support new or expanded programs. An example of the College responding to need is the proposed addition of the position of Dean of Corporate and Community Education, which will build and expand programs to serve the needs of local businesses for trained personnel. The position will be implemented when and if funding can be obtained through donations from local agencies and corporations.

Staffing needs and recommendations are provided to the Cabinet. These are based upon available funding. Recommendations for classified and administrative personnel come from various department heads, while recommendations for faculty hires come through the association leadership to the president.

Cabinet periodically assesses the needs of the organization and provides direction for reorganization where it is considered necessary or in the best interests of the College. Generally, staffing is sufficient to meet the needs of the organization. However, recent budget constraints have not allowed addressing needs for additional staffing. Examples would be the custodial area and the small number of instructional deans.

Each supervisor is responsible for evaluating the effectiveness of his or her specific department and addressing the needs for improved performance, additional staffing, and setting of priorities.

Standard III A 2 Self Evaluation

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. Human Resources is constantly working to address the need for instructors as the number of sections and new classes expands. For example, in the Fall Semester 2004, 137 new course sections were added to promote growth, which required the employment of 27.4 full time equivalent faculty. Added recruitment efforts and expedited hiring and orientation processes fulfilled the increased demand.

Standard III A 2 Planning Agenda

- As funding becomes available, respond to the needs to fill vacant positions, as well as develop job descriptions and recruitments for new positions, such as Director of Institutional Planning & Research and Dean of Corporate & Community Education.

Standard III A 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistency administered.

Board policies govern college personnel practices. These policies have been updated within the past two years. Collective bargaining agreements, which are a form of Board policy, reflect provisions which govern hiring practices, promotion, evaluations, and other personnel issues. These contracts are subject to revision through the negotiations process and are modified through agreement of the parties. Procedures for employment policies are being developed by the director. Policy changes will be approved by the appropriate shared governance committee prior to a recommendation being made to the board for approval. Policies and practices are included in the faculty and staff diversity plan, which was revised in 2001 (Faculty and Staff Diversity Plan).

Board policies are developed and updated based upon model policies provided through the California Community College League Policy and Procedure Service. New or revised policies are submitted to College Assembly for review and refinement prior to submission to the board. Faculty and classified contracts are subject to the collective bargaining process and are revised through negotiations.

Standard III A 3 Self Evaluation

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 (Management Handbook).

Standard III A 3 Planning Agenda

None

Standard III A 3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

The College ensures fairness in its employment procedure by providing that each selection committee is guided by a Fair Employment Representative. The number of trained faculty Fair Employment Representatives for selection committees is seven (7), and the number for classified/administrative committee service is three (3) with four (4) more in training.

The institution systematically develops personnel policies and procedures that are available for information and review. Using the Community College League of California (CCLC) model, policies are tailored to the needs of the College. We also review sample policies and procedures from other institutions. For example, in August of 2004, Human Resources Officers were surveyed, via email, regarding Exit Interview procedures. Six (6) responses were received and are being reviewed with the intent of updating the exit process.

Standard III A 3a Self Evaluation

The respondents of the Opinion Survey (2004) indicated that 68.0% of management, 66.0% of faculty, and 44.8% of staff agreed with the statement, "The institution establishes and adheres to written policies enduring fairness in all employment procedures."

Standard III A 3a Planning Agenda

- The Director of Human Resources will develop procedures to implement newly-adopted board policies from the human resources area during 2005 calendar year.

- With input from the leadership team, revise and update the management handbook.

- Establish procedures for addressing complaints not addressed through the Title 5 discrimination and sexual harassment procedures.

- Improve the exit interview process for all employee groups, no later than Fall of 2006.

Standard III A 3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Personnel records are maintained in the Office of Human Resources and are maintained by a personnel analyst. Employees are allowed to review their personnel files by making an appointment to do so. The review is monitored by a human resources staff member. The review process is described in both the classified and faculty collective bargaining agreements. Personnel records are well maintained. Documents such as evaluations, and contracts are filed regularly.

Standard III A 3b Self Evaluation

As indicated in the contract agreements, employees can review personnel records at the Human Resources Office (Contract Agreements).

Standard III A 3b Planning Agenda

• Substantially increase the filing and storage space to appropriately accommodate existing files and to allow for expansion as the College grows. Education Code requires the maintenance of employee files indefinitely and for retention of payroll and recruitment files for extended periods of time.

Standard III A 4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Victor Valley College is committed to faculty and staff diversity. The goal is to recruit, hire, and retain qualified individuals who represent the student's ethnic, gender, disability, and veteran composition without sacrificing quality. The Board of Trustees has a diversity plan in place with Board Policy 7100 (Board Policy 7100, Diversity Plan). 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.

Standard III A 4a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Standard III A 4a Descriptive Summary

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. Also, the "script" used by fair employment representatives encourages diversity awareness in the hiring process. The district also strives to provide diverse representation on hiring committees by encouraging the various constituents to consider diversity when assigning volunteer members, and by reviewing committee make-up regularly.

The district also provides specialized services to employees with disabilities. For example, when a need for reasonable accommodation arises, that need is addressed. The human resources director, who is blind, has been provided reading software for his computer. The services provided to employees have been adequate since there are no requests for service that have not been fulfilled.

Standard III A 4a Self Evaluation

Supervisors bring to the attention of the Superintendent/President or the HR director needs for specific training. Training and staff development have been severely limited by budget constraints. Therefore, training needs have not been adequately addressed.

The respondents of the Opinion Survey 2004 indicated that 81.3% of management, 78.3% of faculty, and 47.8% of staff agreed with the statement, "The institution creates and maintain appropriate program practice, and services that support the diverse personnel".

Standard III A 4a Planning Agenda

- Need to establish an equal opportunity committee to plan and organize activities to create a better understanding of the needs of diverse personnel.

- Train more Fair Employment Representative (FER), schedule workshops in areas of discrimination harassment by Spring 2005.

Standard III A 4b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Standard III A 4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Standard III A 4b, 4c Descriptive Summary

The College tracks the diversity in all applicant pools and encourages the inclusion of a diverse pool of candidates in the interview process. The information collected is used to determine whether future recruitments need to be broadened to attract underrepresented populations.

The institution endeavors to provide equity and fairness to all in its employment practices, interactions with employees, distribution of resources and services, response to complaints, and opportunities for growth, development and advancement.

Standard III A 4b, 4c Self Evaluation

The institution's record on equity and diversity is in part reflected by the following data comparing the student population to the entire staff. The ethnic distribution of our student body as of September 2004 follows. The ethnic distribution of our faculty, staff, and administration is as of October 1, 2004. The data illustrate that the College must endeavor to attract an increased number of Hispanic candidates.

	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 district'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 Office of Human Resources has achieved success in employing diverse faculty. The College recently received an award from the Chancellor's office for significant improvement in the numbers of faculty from diverse backgrounds.

Of those surveyed, 61.9% of management, 41.4% of staff and 51.8% of faculty agreed

with the statement, "The institution demonstrates integrity in the treatment of all personnel."

Standard III A 4b, 4c Planning Agenda

In 2005, the Office of Human Resources will be revising the Faculty and Staff Diversity Plan to conform to new guidelines, which are to be provided by the Chancellor's Office.

Standard III A 5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Personnel have the opportunity and are encouraged to attend conferences, workshops, and seminars. 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. A Staff Development Committee is active in planning and developing professional growth activities for all faculty and staff.

Professional development opportunities are frequently available on campus, even though, upon adoption of a sixteen-week calendar, the College suspended flex activity obligations. The Office of Instruction, in conjunction with the Staff Development committee, continues to offer workshops and seminars and looks to expand the number and type of offerings by Fall 2004.

Standard III A 5a. The institution plans professional development activities to meet the needs of its personnel.

Standard III A 5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Standard III A 5a, 5b Descriptive Summary

The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission as published in the College Catalog, and the Institutional Self Study of Reaffirmation of Accreditation and the website. Staff is afforded the opportunity to attend conferences, workshops, and seminars in an effort to stay current in their fields. On-campus staff development activities are planned and offered to these segments of the college community. All staff are encouraged to give presentations on areas of their expertise.

The Staff Development committee, which is chaired by the Chief Instructional Officer, evaluates all professional development programs and incorporates evaluative comments and suggestions into future programs of the same type and/or into new or different programs.

Standard III A 5a, 5b Self Evaluation

Given the challenge of not having mandated flex activities, generating and maintaining interest in workshops and seminars has been a challenge to the Staff Development committee. Similarly, generating and

maintaining interest in presenting workshops or seminars. The committee has proposed a modest stipend for presenters as a way to encourage increased participation in presenting what the members recognize as an essential component of a college.

Standard III A 5a, 5b Planning Agenda

- Provide funding in the Human Resources budget to permit staff members to attend training sessions and workshops in the human resources, benefits, and payroll areas. In addition, provide funding in campus department budgets to permit staff to attend conferences and workshops.

- Arrange ongoing training sessions for staff in the areas of workplace harassment and discrimination, as well as teamwork and improvement of working relationships.

- Conduct survey regarding staff development activities.Standard III A 6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Standard III A 6 Descriptive Summary

The 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 was designed to have campus-wide representation so that all constituencies could bring their particular interests to bear in solving financial issues which impact the entire institution. 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. The president, who has global knowledge of college needs, approves all hiring requests prior to their submission to Human Resources. The positions requested through the hiring process are filled and there are few examples where courses could not be offered or services provided, based upon an inability to find a qualified employee. Since the last Accreditation Report, VVC 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.

Standard III A 6 Self Evaluation

Human resource planning is integrated with institutional planning, through the program review and the planning process. In Section D, Resource Needs of The Program Review Guide, departments are asked to identify human resources that are needed to improve program quality and to reach the Department's goals and objectives. For example, in human resource planning, each item provides detail equivalent to that required for the following budget augmentation requests. The department

identifies the short and long term human resource needs for the following positions: Full-time Faculty, Associate Faculty, Permanent Classified Positions, Part-time Temporary Employees (Program Review Guide).

The program review process, identifies goals for improvement, and affords recommendations for departmental planning, including the need for human resource planning 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.

The integrated PC2000 and Payroll systems provide users with the ability to make changes in Position Control, salary schedules, and work calendars, triggering retroactive, current, and future changes to specific employee earnings lines in the Employee Payroll Earning program. The Payroll system also allows a district to track earnings specific to an earning type, like coaching, department chair. This information is reported to administrators and other agencies as needed.

Standard III A 6 Planning Agenda

- As the College grows, the human resources office must also demonstrate growth in order to respond to increasing needs. This growth would include more personnel in both human resources and payroll, additional training for staff, improved access to technology, implementation of new software, and ongoing assessment of services.

STANDARD III: RESOURCES

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III B 1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Standard III B 1 Descriptive Summary

Victor Valley Community College is located in the Southern California High Desert on the north side of the San Gabriel Mountains. This single-campus college of 253 acres is adjacent to the historic Mojave River and centrally located near the three major cities it serves, Apple Valley, Hesperia, and Victorville. The site consists of forty-four buildings and major college owned and controlled infrastructure including: roads, computerized telephone system, high voltage electrical service, primary water service with operating water wells, fibre optics system, and a medium service natural gas distribution system. The campus surrounds a centrally located five-acre man-made lake that was constructed as a stock watering pond during the early ranching days of the Mojave Basin. It is now enjoyed by students, faculty, staff, and the community as a relaxing backdrop to the rock-strewn western hills. The College also serves the communities of Adelanto, Lucerne Valley, Phelan, and Wrightwood. There is a sufficient land base to accommodate the ultimate capacity of the master plan and still allow portions of the upper and lower campuses to be most effectively utilized for asset management purposes should the opportunity arise.

Historically, the High Desert has been sparsely populated with some concentration of population in the three major communities. New housing starts within the College service area are estimated by Southwest Gas Corporation to exceed 5,000 in 2004 alone. With the increased traffic along both the freeway corridor and the two east-west arterials, there is evidence that major growth is occurring. Concurrently, the College has experienced a 21% increase in enrollment over the last four years.

The College owns an additional 160 acres of unimproved property in the Baldy Mesa area eight miles west of Highway 395. This site is on a county dirt road over one mile from the nearest paved road. Only partial utilities are available to the site at this time.

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 8-hour period.

The institution 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 <u>evaluate</u> 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.

As of June 30, 2003, the value of College equipment dedicated to improving instructional effectiveness exceeded $17,000,000. Additionally, equipment dedicated to maintenance, operations, and infrastructure, i.e. lawn mowers, back hoes, vans, etc., exceeded $500,000. Asset Inventory as of June 30, 2003:

Land	$	766,000
Land improvements	$	3,400,000
Buildings	$	48,000,000
Construction in progress	$	1,700,000
Infrastructure	$	5,000,000
Machinery	$	927,000
Vehicles	$	323,000

The College assures the safety and sufficiency of its equipment through periodic and annual inspections. In addition, continued training of staff insures the proper usage and continued reliability of all equipment.

Standard III B 1 Self Evaluation

The institution has sufficient and appropriate physical resources to support its purposes and goals. Along with the continuing high rate of growth, the College has identified additional needs created by the even faster growth of technology and its related features, such as access for personal lap top computers, access to the Internet, and on-line delivery of educational programs.

In 2002, the new Child Development Center was completed and the adjacent modular units were remodeled to create a clean, safe, and healthful infant/toddler facility for the staff, students and the very small children for which the Center is responsible for which the Center is responsible.

The Department of State Architect has approved the plans for the new Advanced Technology Center. Funding for construction is anticipated by March, 2005.

Planning for the 28,116 square feet Speech/Drama Addition to the Performing Arts Center (PAC) is complete. This facility will provide a permanent "home" for the speech program, which is currently dispersed throughout campus to any available classroom. This building will also provide instructional space to the very active dramatic arts program. The PAC does not currently have adequate support space for a facility in which teaching, learning, and performing occurs. The Speech/Drama Addition will address this deficiency.

As previously reported, a post-Northridge Earthquake survey by the Department of State Architect found the Auxiliary Gymnasium (one of the original five buildings) to be seismically unsafe. As a result, the College has presented a Final Project Proposal to the Chancellor's

Office for a replacement project in which the space use will be duplicated.

The Final Project Proposal has been approved to build a new adaptive physical education center. This project is currently in the working drawing stages and should be submitted to the Department of State Architect for approval by March of 2005. The total cost of this project is $3,612,000. It will house dance studios, adaptive physical education classrooms, shower and locker areas, offices, classrooms, and a gym area. This project can be viewed at the states Fusion website.

The College has been successful in yearly applications for funds to support the scheduled maintenance program receiving, on average, $300,000 annually in state support. Projects already identified and typical of these ongoing efforts include: refurbishment of high voltage electrical equipment, replacement of underground phone lines, roof replacements, and refurbishment of mechanical air handlers. Due to the lack of state funding, all scheduled maintenance requests to the State have not been funded for the past two years. The district has had to rely on a portion of instructional equipment dollars to continue with needed scheduled maintenance repairs.

The Opinion Survey (2004) revealed that of those who responded a large percentage of management (95.0%), faculty (78.2%) and staff (83.3%) agreed that the College manages its physical resources in a manner to ensure safety and access for the campus community.

Survey Item 38: The institution manages its physical resources in a manner to ensure safety and access for the campus community. (Opinion Survey, 2004)
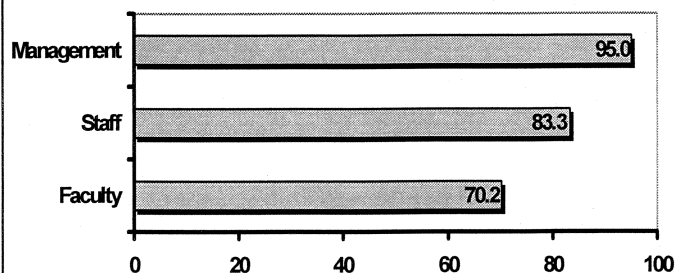
The College uses the results of these surveys, self-inspections, and committee discussions to evaluate the needs of most concerns to be addressed.

The College should continue its efforts in strengthening the quality of its maintenance, custodial and grounds operations. This will be accomplished in part through annual customer satisfaction surveys. The first survey of this kind will be handed out in the Spring 2005. Results will be analyzed and appropriate action will occur given the information provided from the results.

Budget growth should continue, in the form of increasing appropriations for the maintenance and operations department to keep pace with the general growth of the campus and its student population.

The Director of Maintenance and Operations and members from that department directly participate in master planning activities and budgeting. This provides one channel for communication that ensures safe and sufficient physical resources and linkage to the planning process. This has occurred during past years and will continue in the future to support the annual maintenance and operations goals and objectives for 2004-05.

Planning for the purchase of new and replacement equipment is a part of program review.

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.

Standard III B 1 Planning Agenda

None

Standard III B 1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Standard III B 1a Descriptive Summary

Understanding of the critical connection between successful learning and a positive learning environment, the College is committed to developing new facilities and providing improvements and enhancements to existing facilities and equipment to support the continuing rapid growth in student enrollment.

The College has identified additional needs created by continuing growth in student population, advances in technology, and demand for expanded instructional programs. These proposed facilities and equipment have been included in the annual Five Year Capital Construction Plan and Annual Space Inventory Report (Five Year Capital Construction Plan and Annual Space Inventory Report). In order to be included in the plan, a facility must not only be a desired

addition to the campus, but it must be supported through efficient utilization of existing spaces, a selection of disciplines to be housed in the facility, the weekly student contact hours (WSCH) generated by both the selected programs and the College as a whole, and by types of existing spaces being requested, i.e., lecture, lab, office, etc.

The College also utilizes the Educational Space Quantification and Facilities Master Plan (Educational Space Quantification and Facilities Master Plan, Master Plan), which 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 trained 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 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.

Advanced Technology Center

The Advanced Technology Center will contain fifteen computer labs, with wire- and wireless-connectivity, five specialized computer labs for Digital Art, Digital Animation, Computer Drafting, CIS, and Business Education, and an open computer lab containing 260 computers for multi-disciplined, self-paced, or on-line learning.

Speech/Drama Addition

The Speech/Drama Addition will contain five large speech and theatre laboratory classrooms, a specialized speech and theatre lab with breakout rooms, offices, an experimental theater with support facilities such as costume shop, scene shop, costume storage, and rehearsal space. Sign Language will also be housed in the addition, using the speech and theatre laboratory classrooms.

Auxiliary Gymnasium

Funding for the Auxiliary Gymnasium replacement is anticipated in 2004-05. This project will replace a 40-year-old seismically unsafe building.

Other projects entering the planning stage are:

Vocational Technology Building
Humanities/Social Sciences Classroom Building
Allied Health – Phase I
Westside Center – Phase I
Safety/Security Road – Phase II
Academic Commons Renovation
Campus Parking and Lighting
Fire Technology
Infrastructure Upgrades
Central Plant – Phase II
Music Building
Liberal Arts Building Renovation
Student Activities Center Renovation/Addition
Practice Fields/Tracks

In addition to these new building proposals for state funded projects, the College is exploring community partnerships, has submitted applications for a variety of grants supporting additional facilities, and has provided local funds for facilities improvements. The College is also evaluating the issuance of a local bond to support these needs.

Additionally, the College annually evaluates the condition of existing facilities to create a prioritized list of maintenance projects that require funding during the subsequent five years. The Five Year Scheduled Maintenance Plan is supported through combined state and local funding (Five Year Scheduled Maintenance Plan). The assessment and replacement of equipment is ongoing in order to provide for changing needs in classrooms and work areas to make the environment safe and ergonomically correct for students and staff. The Director of Maintenance & Operations, the Safety Committee and Keenan & Associates, the Districts insurance carrier have been completing campus tours, evaluating work stations and training students and staff to ensure an ergonomically safe working environment. These trainings will help to reduce the number of worker's compensation claims and the dollars spent addressing these claims. The Maintenance Work Order System is available to all campus staff to electronically report any required repair or upgrade issues directly to the Maintenance and Operations department. These work orders are prioritized and addressed on an ongoing basis.

The College annually evaluates the utilization of existing spaces to determine efficiency and needs. In addition, a study is being prepared by a paid consultant to help the District address specific issues with space utilization and how to better report it to the state. The Space Inventory Report is combined with increased enrollment and changing instructional needs to generate a Five Year Construction Plan. Requests for new and renovated facilities are prioritized and state funding is aggressively pursued.

Standard III B 1a Self Evaluation

Nearly half of managers and faculty who responded to the Opinion Survey (2004) indicated that the campus' physical resources were managed in such a way to support its programs and services by effective space utilization. A consultant has been hired to address the effectiveness of the College's space utilization. The findings of the study will be evaluated and implemented to better enhance the College.

Survey Item 37: The institution manages its physical resources, through institutional planning, to ensure effective space utilization necessary to support its programs and services. (Opinion Survey, 2004)
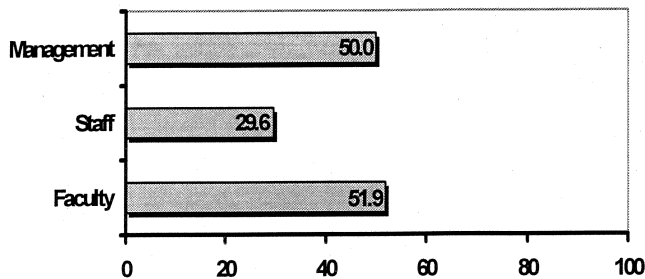
The institution demonstrates evidence of planning, building, maintaining, and upgrading its physical resources to assure effective utilization and continued quality necessary to support its program and services through the following additions and advancements of its facilities.

In 2002, a new state-funded 7,800 square foot Child Development Center was completed. The center is a wonderful improvement over the previous thirty-year-old, second-hand, prefabricated units with severely limited cooking facilities.

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. The project allowed us to provide better access and features to all staff, full time and part-time faculty. We were also able to use this new system to install emergency phones in classrooms that previously had no means of communication.

With local funding, the College was able to bring the Print Shop back onto the campus where it is networked and easily accessible by faculty and staff.

With community assistance, two new soccer fields have been constructed and two additional fields will be ready soon. And in 1999, six tennis courts were constructed with a donation from a local business community partner. As part of requests made by the Associated Student Body, the College has created a beautiful new entry at Jacaranda during 2002. The entry enhancements include curb cuts and sidewalks for disabled students as well as students with children. In 2004, a second project requested by students was improvements to the steep walking path used by students and staff as part of their physical workouts. New paving and safety handrails have been installed.

Also during 2002, a new well was drilled to replace the 60-year-old, partially collapsed water well that provided water for irrigation and replacement lake water used to cool buildings.

In 2001, a regulation football field was developed/renovated and home games were actually played on campus instead of renting.

In 2003, the Victor Valley College Rams advanced, for the first time ever, to the Southern California Section Potato Bowl in Bakersfield.

Among many individual sign improvement projects, the upgrade of our directories was completed in 2003.

Installation of a new sewer line servicing the Humanities Center area. The previous system was inadequate and resulted in numerous breakdowns each semester.

Approximately 20 percent of all classrooms and parking lots are refurbished each year to ensure that campus physical facilities are maintained at a quality level.

The College will continue providing high quality maintenance, custodial, grounds, and physical plant operations. However, the impact of recent budget reductions and personnel shortages continues to take its toll on existing staff.

Facilities planning is ongoing and projects under consideration include ACM Liberal Arts, replacement of air handlers campus wide, abatement of automotive restrooms and remodel for ADA access.

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. Principles from that study, which are still applicable, are outlined as follows:

Lecture:

Average lecture room sizes tend to be too large for current needs. This contributes to an actual shortage of classroom scheduling units on campus when overall lecture square footage is more than adequate relative to state space standards. Lecture space provided on campus is 157% of state standards based on the 36,084 lecture WSCH in 2002-03.

Lab:

Offices: show a 107% ratio for 2002-03, but this immediately drops to 96% the next year and to 91% before the ATB project is completed. From necessity over the years, faculty offices have "crept" into odd corners, support rooms, and some other spaces such as lecture rooms. Several lecture rooms have been temporarily provided with movable semi-partitions to serve faculty office needs.

The College will ensure the continued quality of its maintenance, custodial, and grounds by employing the use of customer satisfaction surveys, cross training, and use of employee rotation to gain broader knowledge of facility needs.

The Maintenance & Operations staff will be pursuing a more aggressive approach to preventative maintenance of its facilities with information gained from these surveys.

The College continues to complete funded projects in a timely manner.

The maintenance department uses a system of priority ranking work order requests that are received electronically and by phone. All requests to keep the teaching and study environment working are second only to safety issues. With the Energy Management System serving nearly all buildings on campus, the computer monitoring of all critical buildings functions ensures a healthful learning and teaching environment.

Standard III B 1a Planning Agenda

None

Standard III B 1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Standard III B 1b Descriptive Summary

Physical facilities are constructed and maintained to ensure access, safety, security, and a positive learning environment. The previous self-study addressed the need for maintaining budget support for the Maintenance and Operations Department (M&O) areas. The M&O Department has budget support for personnel, equipment, tools, vehicles, and supply resources to maintain the campus at a quality level. The department is encouraged to seek better ways to complete their tasks through staff development activities, trainings, consultants, and equipment. The department is currently funded for (9) maintenance, (6) grounds, and (13) custodial personnel, as well as a director and a clerical support position.

The design and construction of capital outlay projects for classrooms, labs, and other student services facilities are completed under Title 24 of the California Code of Regulations, also know as the California Building Standards Code. Updating accessibility as a function of the Americans With Disabilities Act (ADA) is always an important part of the remodeling planning process. Signs have been placed in each classroom giving contact information should students need to report a compliance/access issue not met in the facility.

The District's Foundation was successful in obtaining a grant totaling $50,000 from the County of San Bernardino. Funds will be used on the upgrade of doors to make them more accessible and to comply with ADA standards.

When planning remodeling projects, the College improves accessibility by adding electric doors, electric door openers, ramps and compliant doorway thresholds, and improvements to paths of travel. Approved signage with contact numbers is also in place on all automatic doors on campus. The Director of Maintenance & Operations works directly with the Director of Disabled Student Programs and Services to insure all disabled student accessibility needs are met.

The existing 70' freestanding Elevator Tower at the bottom of a sheer cliff connects upper and lower campus. Recognizing the need for even greater reliability and accessibility for both able and disabled students, the College installed a second elevator in 2002. When needed, there is room for a third elevator. The Advanced Technology Center will also include an elevator to assist students and staff in overcoming the 8' topographic change of that building site.

The College has a well-developed maintenance program through which there is a systematic refurbishment of classrooms and other facilities campus wide. Major maintenance projects are funded through the state scheduled maintenance program. Among the projects completed in the last four years are: re-roofing, electrical distribution systems, hillside stabilization, replacement of well, upgrade of Performing Arts Center sound system, and heating and cooling systems renovation.

Classrooms are repaired and repainted on a three-year cycle and work orders can be submitted electronically on-line. All work orders regarding safety hazards are addressed immediately.

In 2003, the College contracted with 3D/International to assess all campus facilities. The completed report provided a basis for prioritizing maintenance projects. The report indicated that more buildings then previously anticipated were in need of repair, upgrading, or replacement.

The College continues to replace classroom and office furniture to ensure safety, sound ergonomics, and accessibility for all staff and students. 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.

Traffic safety is a very important issue for the College. The increase in number of students is reflected in an increase in traffic entering and exiting the campus as well as the growing demand for additional parking spaces. As the internal traffic and the traffic on Bear Valley Road (the only route to the campus) increases, both the entries at Jacaranda and Fish Hatchery Road present safety concerns. The College is working closely with the cities surrounding the campus to coordinate efforts to improve traffic related problems. These campus flow concerns have been addressed in recent studies by 3D/International, MASS Company and our own Facilities Focus Group. Changes have been made on campus to redirect the flow of traffic to reduce left-turn accidents.

In a partnership with the Victor Valley Transit Authority, the College participated in the development and construction of a multi-model bus transit center on campus that provides shelter from the wind, sun, and rain. Security lighting and a drinking fountain have been added. Additional room was built for recharging electrical wheelchairs used by students enrolled in the Disabled Students Programs and Services. When completed, the project will make it easier, safer, and more convenient for students and staff to use our expanding local public transit system.

The College is a partner in a California Department of Transportation grant to improve Bear Valley Road, which includes a stoplight and intersection improvements with a proposed Park-N-Ride facility at Fish Hatchery Road. This project, when completed, will provide for greater safety during entering and exiting of the campus, aid in the reduction of air pollution in the high desert, and provide additional parking for visitors to the campus.

A post-Northridge Earthquake survey by the Department of State Architect found the Auxiliary Gymnasium (one of the original five buildings) to be seismically unsafe. The College has presented a Final Project Proposal to the Chancellor's Office for a replacement project. The Final Project Proposal has been approved to build a new adaptive physical education center. This project is currently in the working drawing stages and should be submitted to the Department of State Architect for approval by March of 2005. The total cost of this project is $3,612,000. It will house dance studios, adaptive physical education classrooms, shower and locker areas, offices, classrooms, and a gym area. This project can be viewed at the states Fusion website.

The College abated asbestos containing sprayed-on fireproofing material in the old Humanities and Business Buildings. Both buildings have been reconstructed providing clean, well-lighted, and like-new facilities. The College has recently received funding to abate the asbestos containing sprayed-on fireproofing material from the Liberal Arts Building.

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

Instructional technology systems and equipment are developed and maintained to ensure computer information and data are accessible, safe, and that confidentiality is maintained for all student and employee records.

The College aggressively pursues a program of surveying all equipment in order to maintain the inventory to ensure that equipment, i.e. chairs, desks, and workstations remain in good condition to provide safe, comfortable, and efficient learning and working environments for students and staff.

Energy efficiency is extremely important to the educational setting as well as the financial well being of the College. Five of the largest and most utilized buildings on campus are cooled through the Central Plant chillers. Well water is pumped from the ground at approx 53 degrees then circulated through the buildings as a pre cooler to the system. It is then pumped back to the Central Plant and used as condensing water for the chillers, after which it is returned to the lake. The water is then pumped from the lake to irrigate the campus landscaping and thereby returned to the aquifer. This unique system continues to save thousands of dollars on utility costs each year. This system and its unique design received an Energy Conservation award from Southern California Edison as a result of its energy savings design.

All new lighting fixtures installed are energy efficient T 8 type fixtures and ballast and most buildings are on a computerized energy management system.
Inventory is the responsibility of Purchasing and Warehousing. Computerized records are kept of all capital equipment. Instructional Technology (IT) handles computer equipment and software separately. Annual random audits of physical inventory are made by Warehousing to confirm location and condition.

Student classroom furniture is continuously upgraded to ergonomic student computer stations and chairs. Every lab is disabled accessible. Employee work equipment has also been upgraded to ensure work effectiveness and efficiency. Requests for ADA compliant furniture are submitted electronically to the Maintenance and Operations department each semester to meet the needs of students with disabilities.

Standard III B 1b Self Evaluation

The graph below, taken from the internal opinion survey conducted in April 2004, indicates that the majority of campus employees surveyed believe that the institution manages its physical resources in a manner to ensure safety and access for the campus community.

Survey Item 38: The institution manages its physical resources in a manner to ensure safety and access for the campus community. (Opinion Survey, 2004)
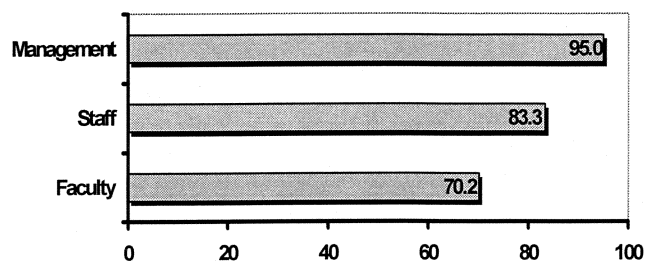
The College has been successful in yearly applications for funds for the College Scheduled Maintenance Program receiving, on average, more than $300,000 in state support. Projects already identified and typical of these ongoing efforts include: stabilization of the steep hillside, erosion control campus wide, replacement of high voltage electrical equipment, Humanities Center sewer system, roof replacements, etc.

There is a need to improve efforts to meet the legal requirements for holding regular college level safety meetings. In order to do so, the College will establish sub-committees for buildings/organizations and regular scheduled meetings.

Plans for a representative from Keenan & Associates to tour the campus have begun. The tour will consist of the representative visiting as many areas as possible to look at ergonomic issues and training individuals on how best to set up and use their work stations to help avoid issues such as wrist, neck or back strain.

To understand the future needs of the Maintenance and Operations (M&O) department at Victor Valley College it is necessary to refer to the Demographics Chapter in the Accreditation Self Study. The information regarding projected growth shows that by Fall 2006 we can expect a 23.5% increase in student population from that of Fall 2003.

Looking at this projected growth, as well as comparing staffing of 47 other community colleges in the Maintenance and Operations Staffing Comparison Self Study, it is apparent that plans to request the hiring of more M&O staff is necessary to meet these growth needs (Maintenance and Operations Staffing Comparison Self Study).

Standard III B 1b Planning Agenda

- To improve the institutions efforts to meet the legal requirements for holding regular college level safety meetings, the Safety Committee plans to implement the following nine Cal-OSHA mandated programs through its insurance carrier:

1. Ergonomics (Office) – T8 CCR 5110
2. Injuries and Illness Prevention Program – T8 CCR 3203
3. Chemical Hygiene Program – T8 CCR 5191
4. Bloodborne Pathogens Programs – T8 CCR 5193
5. Safe Work Practices – T8 CCR 1509
6. Lockout/Tagout – T8 CCR 3314
7. Hazard Communication Program – T8 CCR 5194
8. Confined Space Entry Program – T8 CCR 5157
9. Emergency Action Plan – T8 CCR 3220

- The Director of Maintenance and Operations plans to work with the MIS department to create an annual survey, giving students, faculty, and staff an opportunity to voice their opinions on the areas of strengths and weaknesses of the Maintenance & Operations, Grounds, and Custodial departments of the College. Once the surveys are analyzed, the department will use this information to improve the institution by creating safer and more efficient physical resources, which will in turn foster student learning outcomes.

- Plan to request the hiring of more M&O staff to meet the growth needs and equipment needs. The Director of M&O plans to request a sufficient budget to meet the department's staffing and equipment needs.

Standard III B 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Standard III B 2 Descriptive Summary

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.

Plans for future facilities are tied to Program Review 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 on a regular basis.

The annual five-year construction plan is a fundamental tool in the support of educational planning. If the results of the current educational planning efforts call for adjustments in proposed projects for the next Five Year Construction Plan, they will be made. If, on the other hand, they confirm what has been proposed, project planning can proceed with the assurance that it is responsive to the rapidly changing community needs and the role of the College within it.

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 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. Meetings are held periodically until a conceptual design is ready to be turned into working documents.

When remodeling of facilities is required, all end-users, IT, Maintenance and Operations, communications, and other staff participate in the planning, scheduling, and development of these smaller projects to create an enhanced facility that meets instructional needs. Updating ADA accessibility is always an important part of any remodeling planning.

Selection, maintenance, inventory, and replacement of equipment are conducted through a coordinated process involving faculty, staff, and administration in support of the College Integrated Master Plan. All equipment is coordinated and purchased through the Purchasing Department. Those who work with equipment identify needed new and replacement equipment at the line level. Their suggestions and requests are forwarded through meetings with their supervisor, who in turn completes the formal budget request document. Equipment needs are identified in the Program Review process. The current budget planning process provides for equipment needs.

Standard III B 2 Self Evaluation

Physical resource planning involves all levels of the institution to ensure coordination between infrastructure and the Educational Master Plan and physical resource priorities, planning, and budget allocation are based on

the potential contribution to the achievement of student learning outcomes. The College's Mission Statement reflects the importance of planning and evaluating its physical resources when it states, "Victor Valley College is a learning organization committed to instructional and institutional innovation and excellence, systematic self-evaluation and improvement, and learning-centered planning and allocating of resources."

The College files a Five Year Capital Outlay Construction Plan annually. This plan includes the Initial Project Proposals for new facilities. The plan also includes the Final Project Proposals for projects proposed in previous years and found to meet the statewide basic criteria for project development (Five Year Capital Outlay Construction Plan).

The College files a Space Inventory Report annually (Space Inventory Report). This report identifies the ways in which existing space is utilized and assesses the efficient use of space. This report is a critical and essential component of any request for new facilities.

Facility planning is an ongoing process. Other facility needs under consideration include:

Academic Commons Renovation – renovations will be necessary when current occupants will be moved to the completed Advanced Technology Center
Vocational Technology Building – to replace 35-year-old automotive-welding-electronics buildings
Allied Health – Phase I – to provide more and newer classrooms for these fast-growing programs
Humanities/Social Sciences – to provide permanent building and remove modular units

Westside Center – Phase I – to take educational services to the west side of the high desert where community growth is occurring
Safety/Security Road – Phase II – to improve circulation and remove traffic hazards
Music Building – to replace a 40-year-old building that has limited ADA accessibility
Fire Technology – to take this program out of 30-year-old modular units and provide relevant training facilities
Central Plant – Phase II – to address the need for additional heating and cooling
Campus Parking and Lighting – to provide more and safer parking areas.
Practice Fields/Tracks
Liberal Arts Building Renovation – this building is one of five original buildings and requires updating to meet new codes
Student Activities Center Renovation/Addition – with the continued growth in student population, additional activity space and food services will be required
Infrastructure Upgrades – to replace aged and worn underground piping and conduit
A teaching lab for the Restaurant **Management program**
An adaptive physical education facility
Assorted scheduled maintenance projects
A lecture/lab classroom building
A sports complex/stadium
IT upgrades
A classroom communications system
A distance education center on the west side of the I15 freeway
A writing center lab
A new health sciences center
A school of business center
A family care/foster care education /training center
Automotive/AJ/fire-technology/ welding/electronics/vocational center

Technological infrastructure and equipment must be assessed annually to meet the needs of educational programs and services.

Standard III B 2 Planning Agenda

None

Standard III B 2a. Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

Standard III B 2a Descriptive Summary

Selection, maintenance, inventory, and replacement of facilities and equipment are conducted through a coordinated process involving faculty, staff, and administration in support of the College Integrated Master Plan. Program review is a major source of information regarding future physical resource needs. When the Five Year Capital Outlay Plan process indicates a new facility can be supported as a result of the shortage of space and the increase in students and classroom productivity, the College begins the development of new space. This phase of planning and the subsequent construction covers a period of four to six years. In accordance with formulas utilized by the state, maintenance and operations funding is allocated to the College within one year of the date the new facility is occupied. During the initial period of use, the College absorbs the increased operations costs of utilities, supplies, and human resources.

Capital renewal costs over the next 10 years would be required to maintain the current FCI. The total to keep the FCI stable is approximately $21.2 million.
The estimated repair cost for all deficiencies is $10,479,787 based on current industry standards.

The College contracted with 3D/International to perform a facilities assessment in 2002. The overall Facilities Condition Index (FCI)

of the facilities at VVC is 9.16% and is typical of what is found for facilities of similar age, type, and function across the nation. This is a "Fair" FCI (as defined by the Association of Higher Education Facilities Officers) and the facilities are generally well maintained. (An FCI of 10% and above is considered poor). The majority of the deferred maintenance requirements are of the type that can be renewed without demolition of the facility i.e. mechanical and electrical systems, wall and floor finishes, and exterior doors and windows. Not all facilities should be renovated; however, renovation can remain an option as the College considers master planning for new buildings.

Nearly every new capital outlay project is supported by a new equipment allocation which is released to the College after the new project reaches 50% of completion.

Standard III B 2a Self-Evaluation

When planning for future facilities to meet growth and change needs of students, the College previously has not budgeted for the increased costs of maintenance and operations personnel augmentation that will be needed when the completed facility is occupied.

The equipment allocation made for most capital outlay projects does not cover the total cost of ownership (TCO) for new equipment. Older equipment with useful life remaining is added to the inventory of the new facility. Few local dollars are allocated to replace these pieces of equipment at the time of occupancy. The state does provide annual funds in the way of instructional equipment monies to the District. These funds are based on the amount of FTE generated by the District in the previous fiscal year.

Standard III B 2a Planning Agenda

None

Standard III B 2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement

Standard III B 2b Descriptive Summary

Physical resource planning involves all levels of the institution to ensure coordination with the Integrated Master Plan and Program Review process. The existing process provides for input from all areas of the campus community.

Long range planning in the Facilities Master Plan Focus Group includes: Faculty, Students, Staff, Management, Administration, Board representatives. In addition, the specific project design groups include the College architect and specialized facilities consultants, a technology consultant, communications and IT staff, maintenance and operations staff, end users, 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.

A need for equipment inventory request is handled through program review to instruction and administrative support is identified in the program review process. The allocation of financial resources for those purchases is made through the budget development process.

Standard III B 2b Self-Evaluation

Physical resource planning and evaluation support institutional goals and are coordinated with the Integrated Master Plan to generate the Five Year Capital Outlay Plan. Aiding in the development of the Five Year Capital Outlay Plan, support and allocation of equipment budgets, guides the development of planned equipment purchases.

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 outcomes measures with clear documentation of achievement, and identified priorities for improvement.

The Educational Master Plan, facilities plan and technology plan recommendation of 1999 needs to be supported with good institutional assessment and research data. A process of linking the various plan of the College is through the integrated Master Plan.

In addition to long-range planning established by the College, the Associated Student Body meets annually to develop goals and objectives for the coming year. Some of their goals have included additions and enhancements to physical resources of the College. From the planning retreats of 1999 through 2003, the following list of student requests was presented. All of these needs will be prioritized and accomplished based on available funding.

- New campus directories and maps
- Provide building directory signs to associate each building
- More campus police
- Display case for science lobby
- Renovation of switchback to include stairwells and handrails

- Campus beatification: wall entrance, benches, trees, outdoor display cases, covered outdoor seating, trees at Humanities Center
- Better CDC facilities
- Additional handicap parking
- Decorative wall along Bear Valley Road
- Emergency phones in campus parking lots to insure safety of students, staff, and guests
- Provide computers for students to process FAFFSA forms electronically
- Traffic lights
- Lake maintenance and improved lake vitality
- Clay/grass tournament tennis courts
- Shuttle for disabled students
- Arcade in SAC
- Comfortable lounge area: pinball machines, ping pong table TV
- Improve campus maintenance (clocks, floors)
- Campus radio station
- Purchase and/or update additional adaptive equipment for disabled students
- Upgrade Bear Valley Road marquee that was donated by ASB ten years ago
- Student financed and operated recreation facility
- Exterior covered seating at SAC
- Campus-wide lighting review and improvements
- Increase parking spaces
- Update décor at Student Activities Center
- Replace SAC carpet
- Provide e-mail accounts to students
- Create an art gallery on campus

Problems with parking are listed on student and staff surveys. It is often stated that parking is too distant from classrooms. However, comparison with parking ratios to the majority of other community college campuses shows that Victor Valley College has a favorable parking ratio of two thousand parking spaces for the approximately 13,000 students, or a ratio of 1 to 6. Additionally, an evaluation of the average walking distance from parking to buildings revealed that most classes can be reached with less than a fifteen minute walk. At no time have all the parking lots been used at 100 percent. More handicap parking spaces have been added to accommodate disabled students.

Standard III B 2b Planning Agenda

None

STANDARD III: RESOURCES

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III C 1. The institution assures that any technology support it provides is designed to meeting the needs of learning, teaching, college-wide communications, research, and operational systems.

Standard III C 1 Descriptive Summary

Victor Valley College is committed to providing access to technology and to using technology effectively to reach its goals. The College's technology centered departments promote and support 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 (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. Specifically, the Technology Plan outlines the how technology will:

- facilitate measurable student learning outcomes. (Commitment, Student Learning Outcomes, Organization)
- support the College mission. (Commitment)
- support student learning programs and services and improve institutional effectiveness. (Evaluation, Planning and Improvement, Institutional Integrity, Organization)
- provide all students access to technological resources across social, economic, and physical barriers. (Institutional Commitment, Student Learning Outcomes, Dialogue, Institutional Integrity)
- encourage and support creative and innovative uses of technology. (Commitment, Evaluation Planning and Improvement)
- require collaborative input in technology decision-making. (Dialogue, Institutional Commitment)
- efficiently utilize resources to provide for reliable, accessible, and serviceable technology systems . (Institutional Commitment, Dialogue)
- be implemented along with appropriate technical support staff to meet the demands of the new technology resources and programs. (Institutional Commitment)
- support the economic and workforce development goals of the College. (Institutional Commitment, Institutional Integrity)
- provide quality training and support opportunities for faculty and staff to effectively use and integrate technology on campus. (Institutional Commitment,

Institutional Integrity, Dialogue) Accreditation recommendation.

- maintain, monitor, and manage technology performance standards to meet the infrastructure needs of the college community (Evaluation, Planning and Improvement; Institutional Commitment, Organization).
- encourage ethical best use policies and procedures regarding the acquisition and use of technology. (Institutional integrity)

Currently, the campus' technology needs are identified on an as needed basis. The Technology Plan is currently under revision and will outline recommended policies for identifying campus needs. Individual departments identify their respective technology needs and submit those to the department manager for consideration.

I.T.'s primary responsibility is the design, implementation and maintenance of the complex college information network utilizing industry open architectures and designs. In addition to facilitating measurable student learning outcomes and college operations through the effective use of technology, the department develops, improves, and maintains the campus web site to provide the students, community and staff timely and relevant campus information.

M.I.S. creates, maintains, and expands the College's primary, centralized information system in support of admissions and records, business services, human resources, other student services, and administration. The Interim Directory of MIS chairs the AccessVVC (Datatel) oversight committee. Through data acquisition and report generation for fiscal offices, academic offices, and institutional research, the Institutional Research Office readily provides data on student achievement and

student learning outcomes. http://www.vvc.edu/offices/research/IRwebsite04/

Maintenance and Operations provides the College's telecommunications infrastructure, power infrastructure, and climate control systems required for the implementation of campus wide technologies. The telecommunications staff assists with the design, implementation and maintenance of the fiber-optic infrastructure and Voice Over Internet Protocol (VoIP) telephone system.

Instructional Media Services (IMS) provides direct classroom media and technology assistance. In addition to providing and maintaining computer and data projectors, the IMS staff provide and train faculty in the use of DVD/VCR players and recorders, television monitors, and overhead projectors. The video distance education facilities are maintained by IMS staff.

Disabled Students Programs Services (DSPS) provides technology assistance to students with disabilities. The campus Title 5 technology policies are developed and maintained by DSPS. Additionally, they offer a variety of technology solutions to students, such as books on tape, remote hearing devices, computers with adaptive technology, etc.

Collectively, these departments are the primary resource for providing solutions to and support for all campus technology-related initiatives, deployments, and requests. Detailed information about the technology services available to college users is provided in the Technology Plan.

Standard III C 1 Self Evaluation

Since the last accreditation evaluation visit of March 23, 1999, the Technology Plan is nearing completion, but the document and associated policies requires the input of multiple departments, and thus, requires committee oversight. The faculty facilitator for the Technology Plan is a member of the Master Plan Committee and gives input on the technology integration.

Despite the lack of an updated and complete Technology Plan, the campus has done a remarkable job anticipating the campus needs. Based on an interview with the IT Network Engineer, the infrastructure in place will accommodate the campus' growing technology needs for at least the next ten years. For example, the current infrastructure is robust enough to support the new VoIP system. The VoIP system reduced the campus infrastructure needs for a traditional phone switch and associated phone network. By combining the phone infrastructure with the network infrastructure, the system is scalable to handle human resources growth without significant costs or delays associated with expanding phone switches.

On the other hand, of those surveyed in the Spring 2004 Opinion Survey, 35.0% of management agreed that the institutions technology infrastructure is managed in a manner that meets the institutional needs. In addition, 46.0% of the staff and 52.0% of faculty agreed that the technology infrastructure met the institutions needs. Satisfaction with the institutions technology training programs was fairly low in the same survey, and thus, the Standard IIIC committee felt there was a direct correlation between training and satisfaction with the infrastructure.

Standard III C 1 Planning Agenda

None

Standard III C 1a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Standard III C 1a Descriptive Summary

The Technology Plan is currently under revision by the technology plan facilitator to develop formal policies and procedures for technology acquisition, implementation, maintenance, and evaluation. The last complete revision to the Technology Plan was finalized in 1998. Many of the informal procedures that are in place are standard operating procedures that have evolved ad hoc over time and are based on prior practices. Major technology acquisitions are considered by the yearly budget cycle, while small technology purchases are individually considered, discussed within the department, and reviewed by the department manager. Once the Technology Plan is implemented, it will drive the budget considerations for technology acquisition and maintenance. Once equipment purchases are approved, they are evaluated by the Information Technology department for warranty and compatibility with existing infrastructure. Generally, software and non-computer related technology is at the discretion of the department manager.

The College network infrastructure is carefully planned by I.T. with the assistance of vendors such as Blue Micro, Cisco, Novell and Dell. An overall strategy is formulated calculating for future campus expansions, network bandwidth requirements, Internet and Intranet needs, network storage, and disaster recovery. I.T.

has run fiber optic cable to each building on campus to support the bandwidth requirements of network usage and voice over IP solutions. As a result of careful planning, the campus phone network runs over the same fiber lines that the network uses, eliminating the need for an expensive phone switch and traditional phone network. Over the past four years, the campus has implemented a Cisco-based switched infrastructure which has addressed many of the College's security needs. In addition to the Pix firewall, VLAN technologies are used to separate high-risk areas (such as the CIS networking courses) and several wireless access points were safely implemented to areas that could not easily be networked. Cisco includes the utilities to monitor the network, scan for viruses and suspicious activity, log activity, and restrict connections.

To ensure physical security, the campus has a dedicated server room with climate control. Only the IT staff, campus police, and two Maintenance and Operations staff have access to the room. The room remains locked at all times and is alarmed when left unattended. User-level security measures include forced password changes every 90 days, and LDAP and eDirectory control network services access. Virus protection is managed by Norton enterprise solutions protecting network operating systems, desktop operating systems, and email clients.

According to the IT Network Engineer, the campus started experiencing network reliability issues in 2002 and 2003. Since the network has grown to over 50 servers campus wide, it has been increasingly difficult to maintain high accessibility of network services. By upgrading the Novell operating system, implementing Novell Clustering services, and updating the

disaster recovery plan, reliability has been restored.

The Advanced Technology Center is currently in the planning stages. The building plans are in final revisions. The building will host technology curriculum activities, including classrooms and offices for the Computer Information Systems, Business Education Technologies, Media Arts, and other departments. According to the Directory of Maintenance and Operations, IT was an integral part in planning the technology infrastructure, which is an example of integrated technology and facility planning.

At the inception of the Distance Education Program, various options for an online delivery system were evaluated by the Distance Education Committee. The committee elected to recommend an online course delivery system, Blackboard, where most online courses now reside. Technical problems associated with course modifications, site navigation, and account login usernames and passwords are resolved by the Blackboard Help Desk, available to students and faculty during normal campus working hours, including most evenings. The Management Information Systems department works closely with Blackboard staff to integrate the Blackboard system with the College's student information system. Student data is provided by MIS to the Instructional Network Computer Maintenance Technician and updated frequently to ensure accurate enrollment in Blackboard course shells. The Blackboard administrator monitors log files, documenting any problems encountered during updates, so problems are detected and resolved quickly.

For over a decade, Victor Valley College contracted student and financial data

services through the County of San Bernardino's Office. Although the program provided worked, it limited our abilities to integrate the data with web-enable applications, such as online registration. As a result, the College researched several off-the-shelf solutions and settled on Datatel. Although the implementation has spread over the course of five years, the campus has a system that is extensible, web-enabled, and secure. Access to student record information is based on the employee or student login and password authentication. As dictated in the California Education Code, limited employee access is granted based on the employee's position at the College. In cooperation with IT, MIS has implemented SSL (secure socket layer) to protect sensitive information broadcasted across the Intranet and Internet.

By utilizing Novell's built-in system management software, ZenWorks, the College is able to manage more than 1,500 workstations remotely. The College does not have the human resources in IT to install upgrades, troubleshoot, and maintain individual desktops. Information Technology selected Novell's ZenWorks to accomplish centralized software distribution tasks whenever possible. System Management Server has also been helpful in collecting asset information and providing some remote diagnosis capabilities to facilitate remote troubleshooting of problems.

To achieve an effective method of workstation installation, upgrade, or repair, most common software "images" (the complete operating system and software environment) are identified, documented, stored, archived, and deployed with a standard tool and procedure. The College is currently standardized on Norton Ghost, but ZenWorks Imaging is under implementation.

Standard III C 1a Self Evaluation

According to the Technology Plan, sustainability is a major challenge facing higher education institutions in the 21st century. In other words, it is a challenge keeping the technology current. Obsolete technology, which is common in colleges, is costly to support and it does not represent the type of environment that students will encounter in the workplace. There is also the challenge of ensuring that the underlying technologies of system wide projects are sound and compatible with future technology directions. As such, the Technology Plan currently under development will outline strategies and recommend policies to sustain the campus' technology needs.

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.

According to the Director of Fiscal Services, the financial system does not meet the College needs. Since the County of San Bernardino requires cash based accounting system, and Datatel uses accrual accounting practices, the system is incompatible for

reporting to the County and for reporting to the State of California Chancellor's office. Additionally, the system does not support more than one checking system, break up student fee apportionments required for state reporting, apportion student fees owed or collected into separate fees such as parking, library charges, etc., or correctly manage student fee balances after Pell grants are awarded. These shortcomings in Datatel can be fixed, but would require prohibitively expensive modifications to Datatel's source code. Although the Director of Fiscal Services did not have an exact figure for Datatel's total cost, the first payment to the Datatel Corporation was for $1.5 million. Additional costs for the Datatel implementation have included several consultants, full-time employees, training sessions, and other indirect costs.

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.

Standard III C 1a Planning Agenda

None

Standard III C 1b. The institution provides quality training in the effective application of its information technology to students and personnel.

Standard III C 1b Descriptive Summary

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.

The Distance Education Committee implemented, and the College at one time required, pedagogical and technical training courses for all faculty teaching on line courses. The training was designed to ensure instructors understood how to implement technology to support successful student learning outcomes.

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.

Most technology centered labs are maintained by Instructional Assistants with the help of the IT staff. Thus, IT provide training to IAs on network design, user management, workstation management, workstation imaging, minimal server management, and web integration. IT staff attends Novell and Cisco trainings as needed to implement new technologies.

Standard III C 1b Self Evaluation

Although staff development still offers classes and seminars, they are infrequent. According to Deputy Superintendent / Executive Vice President, Instruction, given the lack of funding from the state, the campus has not allocated General Funds to support staff development activities. The combination of a lack of funding and the elimination of flex activities due to the necessary increase in class time to accommodate a lack of flex obligation has significantly impacted staff development opportunities.

Based on interview with the chair, the Distance Education Committee is considering moving to another course management system and recommending the reinstatement of the pedagogical and technical training. The Faculty Senate and Distance Education Committee are working

on a manual to support online teachers that would address both pedagogical and technical issues.

Based on an interview with the department chair of the Education and Education Technology Department, it was indicated that the department offers the pedagogical and technical training courses for new online instructors.

Standard III C 1b Planning Agenda

None

Standard III C 1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Standard III C 1c Descriptive Summary

The College's technology infrastructure has been planned and implemented by the IT and MIS staff with the assistance of our vendors. Each building on campus is supported by fiber-optic cable which meets our current bandwidth needs. The Cisco-based switch infrastructure enabled the telecommunications department to remove the traditional phone switch and phone infrastructure and replace it with a Voice Over Internet Protocol (VoIP) solution that resides on the same Cisco network as the computers and associated peripherals. Maintenance and Operations has installed electrical filtering and battery backup systems for most major labs and server rooms to protect the equipment in the event of power failure and/or power spike.

Although each department has some autonomy when selecting equipment, decisions must be made within the guidelines established by IT. Specifically,

all computers must be purchased from Dell, all phones, switches, and routing devices must be Cisco devices purchased through our vendors. By standardizing with specific vendors, the campus has minimal vendors to contact for warranty issues.

Except for within the CIS department, all lab users must authenticate with a Novell eDirectory account to access workstations and network resources. Staff and faculty are not required to authenticate with eDirectory to access their workstation, but must use their respective eDirectory account to utilize network services such as shared printers, server directories, etc. To manage workstation network policy protocols and software deployment, the campus utilizes Novell's ZenWorks utilities.

Each function described above is, of course, carried out by Victor Valley College's technical staff, which is also responsible for many other functions, including hardware/software installation and troubleshooting, development, and user support. Lab technicians and/or IT staff troubleshoot hardware issues and contact vendors for warranty support.

The campus ensures reliable network services through a clustered server farm. If any one service on a server goes down, the cluster reassigns that service to a functioning server. All storage devices in the server farm are controlled through RAID arrays, which provide data redundancy in the event of a hard disk failure. For further protection, all data is backed up periodically using a Dell backup library.

Standard III C 1c Self Evaluation

In most labs, students must agree to abide by a specific set of rules before a network logon, but there currently is no campus-wide computer and network use policy that

applies to college employees or students. In the absence of an acceptable network use policy, problems occasionally arise over both the monopolization of shared computing resources, such as printing, and the unauthorized use of restricted or objectionable online materials. Without a policy, the problems are more difficult to identify and to resolve. Operating without a computer use policy not only jeopardizes confidential data, but also may possibly permit activities that could adversely affect the general performance and availability of networked resources. It also unnecessarily exposes the College to potential liability if information is improperly used or disseminated.

According to the Network Engineer, physical infrastructure security is adequate. Critical equipment is installed in access-controlled environments to which a small number of I.T. staff members have access. Critical equipment server rooms have appropriate uninterruptible power supplies (UPS) installed to protect the availability of the network, servers, and services. A dedicated air-conditioning system cools and protects the primary network server room.

Although the campus does provide for network reliability and backup, the disaster recovery plan does not include off-site backup storage. In the event of a data disaster in the primary server room, or on campus as whole, it would be prudent to have backups off campus. The TMP addresses the short-comings in our disaster recovery plan.

A current and comprehensive inventory of assets is a critical foundation for technology planning efforts. The campus currently does not have an asset inventory program that is directly integrated into the student records data system. Computer and network

equipment purchases are recorded into a campus-wide inventory database called Facts Plus, which can report according to department. Computer equipment is also entered into access database when received by IT staff and labeled with a VVC inventory number. Since neither of the inventory programs are tied to any other databases for comparisons during program review or to compare with student learning outcomes, it is difficult to measure how technology acquisitions affect student learning outcomes. Additionally, the asset management system is not yet used for determining an asset upgrade or replacement schedule.

Standard III C 1c Planning Agenda

- The Technology Plan will include an element regarding how technology acquisitions and improvements supports student learning.

Standard III C 1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Standard III C 1d Descriptive Summary

As addressed in the Technology Plan, the campus has few formalized policies and procedures for technology acquisition, use, and maintenance. Many, if not most, of the policies and procedures that are in place are standard operating procedures that have evolved ad hoc over time and are based on prior practices. Each department assesses its current technology, identifies its needs and submits a budget request each year. If the superintendent/president cabinet can allocate funds and deems the request valid, then approval is given for the next budget year. The technology acquisition is collaborated with IT, MIS, Maintenance, and/or IMS to ensure campus infrastructure compatibility and to maintain the warranty compliance.

The technology recommendations of the Accreditation Self Study Report, March 1999, are integrated into technology decisions. For example, the MIS program review addressed the planning agendas from the March 1999 Self Study Report (MIS Program Review). As a result, the web based-application process has been implemented for web-registration and improved through Datatel.

Since the last site visit, IT has partnered with the Digital California Project to bring in an OC12 line. This connection is secured by a Cisco Pix firewall. The network is then distributed via Cisco gigabit switches and segmented into Virtual Local Area Networks (VLANs). The gigabit switches are supported by fiber optic cable from building to building. Additionally, IT utilizes Novell's network operating system and clustering functions to maintain high availability. The campus mail system, Groupwise, is protected by Symantec Anti-virus Corporate, as are all individual workstations and Windows servers. Web and data services are Unix or Linux based, resulting in very long periods of uptime without needing to down the servers for maintenance. The network engineer has provided a robust, secure, and reliable network infrastructure.

The responsibility to keep technology infrastructure up-to-date has occurred on a departmental basis. Generally, IT maintains the campus network infrastructure current to meet the bandwidth and connectivity requirements. Individual departments evaluate the need for upgrades, replacements, and/or additions to their technology infrastructure and submit request accordingly.

The campus has given substantial consideration to the distance education program. An annual commitment to purchase Blackboard distance education software, along with a robust server and regular storage upgrades enables the campus to continue its growth in online education. The campus considers technology a key component to increasing student services with limited physical resources, particularly with respect to online and hybrid courses.

According to the MIS Program Review (2003), procedures and other reference manuals for Datatel are kept in the office and maintained by the department secretary. As new procedures are developed, these manuals will be updated to reflect the changes. – Departmental standards and procedures are being developed to support Datatel. There are some procedures, recently developed, that specify how the work order system functions. This procedure will be updated and migrated to support Datatel. Written procedures exist for many legacy procedures and are kept by the staff.

Standard III C 1d Self Evaluation

For the most part, it is difficult to analyze the effective distribution of technology since the campus has not had a data system up to this point that collects and analyzes respective statistics. The Technology Plan calls for more statistical data gathering so such analysis can be made, particularly for grant submissions and program reviews. In addition, the Technology Plan identifies a technology advisory committee to oversee equitable distribution of technological resources pursuant to the educational master plan.

Although the campus has not had formal procedures for acquiring and distributing

technology, technology decisions are integrated into the Technology Plan and program reviews. Program reviews and the Technology Plan 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.

Standard III C 1d Planning Agenda

- 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.

Standard III C 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Standard III C 2 Descriptive Summary

The Technology Faculty Facilitator is a member of the Master Plan Committee and gives input for technology into the overall Master Plan. On January 29, 2004, the College conducted an open forum for goal setting for the Master Plan. The technology goal was revised as a result from input from participants at the open forum. Technology is a goal integrated under the Master Plan Goals 2004. The Master Plan includes an

executive summary of the Technology Plan (Master Plan).

In order to ensure that facilities decisions emanate from institutional needs, the campus actively supports the Facilities Master Plan Focus Group, which is headed by the Vice President of Administrative Services. The Vice President of Administrative Services also supervises the Information Technology department. The Facilities Focus Group's charge is to look at the whole district's needs, including classes offered, technology infrastructure, grounds, etc. The committee addressed in the October 13, 2004 meeting that instruction needs to pilot the outlook of the campus technology needs (Facilities Focus Group, Minutes). Additionally, the committee emphasized that all decisions need come from instruction, included courses that will be taught and how technology will support those courses.

The campus maintains a five year capital construction plan. IT staff is included in the development and evaluation of the five year capital construction plan to insure the technology infrastructure will support new construction. For example the Advanced Technology Center design was centered on the technology infrastructure. As a result of IT's and CIS's input, the building will provide wireless Internet access for students and faculty.

Although the Technology Plan is under development and will drive facilities technology decisions, program review has been the main tool for identifying needs. For example, in the IT program review (02-03), the staff identified the following needs:

- Switch to VoIP for telecommunications, student and administrative computing, and improve the use of technology in the classroom.

- Identified a serious weakness in the district's information system backup.
- Added TMP to their goals in their program review
- Added College catalogs for the past 5 years online
- Each of IT's recommendations have since been implemented following integration with the master plan process.

Standard III C 2 Self Evaluation

According to the Spring 2004 Opinion Survey: a majority of the respondents indicated 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

Integrating Technology Goal
The College will become a model institution in the integration and utilization of technology in the creation and delivery of academic instruction and vocational education, distance learning, academic and student support services, administrative and organizational affairs, and other operational aspects.

Keep	84.6%	(181)
Delete	3.3%	(7)
Rewrite	12.1%	(26)

Based on the summary of the Master Plan Goals Survey conducted in November, 2003, 84% of the respondents indicated a preference to keep the goal of Integrating Technology in the Master Plan as indicated above.

Standard III C 2 Planning Agenda

- The College will develop a Technology Plan Committee to review, update, and enforce the Technology Plan to support student learning. This committee will assist the administration in the development of technology related goals, prioritization of technology resource allocation, and evaluation of resource utilization. The committee will also oversee the development and maintenance of a website devoted to advertising and sustaining the use of technological services provided by the district.

- The College will improve data consolidation and dissemination to evaluate technology in terms of student learning and for grant proposal development. Ultimately, grant proposals expect measurable outcomes and the campus will be able to report gains in student learning as a direct result of technology acquisitions.

STANDARD III: RESOURCES

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning. Standard III D 1. The institution relies upon its mission and goals as the foundation for financial planning.

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The College's philosophy, mission, and beliefs are stated in the 2004-2005 College Catalog, page 2 (College Catalog, p. 2). The College's vision, mission, and goals are also stated in the Victor Valley College Fact Book, and are elaborated upon in greater depth in the remainder of the document. Each division has a mission and goals based upon the College's umbrella, vision, mission, and goals. Budget managers are requested to build their budgets based upon these. Administrative review occurs to ensure that this happens.

The Chancellor's Office publishes reports, which clarify goals for the system, e.g., student access and diversity. The Governor's and community college budgets also define goals for colleges. For example, funds allocated on the basis of use: growth (access), instructional equipment, facility maintenance/repair and telecommunications place limits on expenditures. Other funds allocated with specific limitations and purposes include, among others: Disabled Students Programs and Services, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education, Matriculation, CalWORKS, and Financial Aid Administration funding.

Standard III D 1a. Financial Planning is integrated with and supports all institutional planning.

Standard III D 1a Descriptive Summary

Annual and long-range financial planning reflects state and national economic projections, as well as analysis of College population growth and employment trends. As with other California community colleges, the College is largely state financed, 94%; therefore, the College is dependent upon tax revenues which flow into state coffers and the accuracy of Department of Finance projections of property tax, income tax, sales tax, and other state revenues and a fair distribution of Proposition 98-based revenues.

Based upon the Governor's budget in January, an estimate of revenues is established for budget planning purposes. This estimate is updated based upon the Advanced Apportionment (P-1), the May Revise (P-2), and the Allocation of Revenues for the Approved General Operating Budget. Determinations are made based upon Cost of Living Allowance, Growth and/or Equalization projections, personnel (faculty, classified, management) and other human resource issues. Estimates of other expenditures are developed: supplies, contracted services, equipment,

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general fund reserve, contingency, and liability funds.

Determination of faculty positions is collaboratively accomplished between the College administration and the Faculty Senate. Classified and management positions are determined out of a budget priority ranking process by the Budget Subcommittee. These are financed from Growth Revenue Allocations. State regulations also drive the use of Growth funds for this purpose, e.g., the full-time faculty obligation.

One of the resources that the College is entitled to is non-resident tuition. Each year the tuition rate is set based on a formula developed by the State. The College has three options in setting the rate: they may accept the statewide average, the rate charged by any contiguous College, or their calculated cost of attendance. Another resource comes from State and Federal grants.

Since the College administration views state funding as "state-assisted funding," the College has been proactive in deriving revenues and cost savings from a variety of sources, e.g.:

- Computerized energy management system
- Energy conservation project
- Central Plant Upgrade, which includes pre-cooling and irrigation process from well water
- Pay telephone contract
- Pooled electricity and gas JPA
- Exclusive beverage agreement
- Leasing food vendor space in Student Activities Center
- Bid/RFP processes
- Long distance telephone services
- Coin-operated copy machines
- COP bond restructuring

Through the restructuring of Certificates of Participation (COPs), the College has removed the long-term debt liability by investing in Guaranteed Investment Contracts (GICs) at a higher rate of return. The difference of 3.75% between the investment interest rate and the debt interest rate allows future payments to be made from interest earnings. Evidence of the performance of the investments is reflected in the April 1, 1998, performance document from Anchor National. For the period June 1, 1998-October 28, 1998, the borrowing rate was 2.8380, a 4.912% difference.

During 2002-03, the District's Certificates of Participation were audited by the IRS. In 1997, the 1994 and 1996 bonds were refunded by the District's $53,450,000 Variable Rate Demand Certificates of Participation. The 1994 Certificates of Participation bonds were retired on June 1, 1998. As a result, during 1998, the District was required pursuant to the provisions of section 148(f) of the Code to compute and rebate to the United States rebatable amounts in respect of the 1994 Bonds. No such computations were made. In being made aware of this provision, the district hired an outside consultant to make the computations with which the IRS and the district concur. The amount paid back to the IRS in the amount of $3.09 million was arrived at by negotiation between the district and the IRS. The IRS did not formally assert any claims against the district, and did not tax any holders of the 1994 Bonds or the 1997 Bonds on interest income on the bonds.

Financial planning includes provisions for earning all State and Federal funds for which the College is eligible. For example, the process includes an annual FTES goal of 2 to 3 percent greater than the FTES funded cap. This assures reaching the cap and

makes the College eligible to earn Basic Skills supplemental funds.

Standard III D 1a Self Evaluation

The process considers probable state funding priorities and levels resulting in a Tentative Budget for Board of Trustees review and a Final Budget for adoption at the September meeting. These fulfill code requirements.

The annual financial budget reports include the calculation of the 50% Law. For the past nine years, the District has consistently been in compliance with this regulation. This is also true for the 75/25 requirement for full-time faculty.

The District has consistently established FTES funding goals, which reflect state allocations and have achieved these. This has resulted in the District earning all funds allocated; this includes categorical programs as well. All monies received by the District 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.

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.

Standard III D 1a Planning Agenda

- The College should reevaluate its Guaranteed Investment Contract, to establish when the District will have to start making payments from the General Fund, and start setting funds aside for that purpose.

Standard III D 1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The district 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 district's 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. Throughout the budgeting process, budget updates and projections were shared and explained to committee members. The committee representatives were then to share this information with their constituencies.

Standard III D 1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

The district has established a list of priorities for potential liabilities to the College such as vacation liability, increases in health and welfare costs, and costs of academic salaries associated growth. These are included in the 2004-05 district budget.

In 2000, the district hired a consultant to evaluate its Certificates of Participation program. The consultants did three projections on how the district would be affected if the variable rate averages 3.5 percent, 3.75 percent, and 4.0 percent. If the interest rate averages 3.5 percent, no payments on the COP will need to come from the general fund revenues; in addition, the 7.75 percent fixed rate Guaranteed Investment Contract will end the term with a balance of $10.7 million. If the interest rate averages 3.75 percent, the district would need to make annual payments of $14,360 commencing December 2004 to December 2028. With an interest rate of 4 percent, the district would need to make annual contributions of $156,186 from December 2004 to December 2028. The district's variable interest rates have averaged less than 3 percent, so it would seem that unless

the economy changes drastically, the first scenario is a realistic assumption for the short-term.

Standard III D 1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Standard III D 1d Descriptive Summary

During the 2003-04 fiscal year, the Budget Advisory Committee (BAC) was established. The primary purpose of the committee is to make recommendations to Cabinet regarding the 2004-05 budget preparation in accordance with board policies, guidelines, and processes outlined in Board Policy 6200. The BAC consists of faculty, classified, students, administrators, and management representatives. In addition, resource persons were added to the committee, which included the directors of fiscal services and human resources. The committee decision-making process was based on consensus. Meetings are recorded for accuracy, and minutes are distributed at the next meeting.

The processes for developing the budget are clearly defined and implemented through fiscal services. Through electronic and voice mail, as well as hard copies to budget managers, all team members are encouraged to participate in the development process. The College Assembly serves as the governance committee in the budget review process. The College Assembly consists of representatives from administration, management, faculty, classified, and student organizations.

Each year the Board of Trustees adopts a budget calendar. It serves as a guide for the Board of Trustees and Administration so that a budget is developed in a systematic manner. A budget development process goal is to communicate budget augmentations to budget managers prior to the end of the spring semester so that instructional departments can commence preparations for the upcoming academic year.

The Superintendent/President administers the budget in accordance with the policies and procedures of the Board of Trustees. The day-to-day administration of the budget is delegated to the Vice President of Administrative Services.

During the fiscal year, the Board of Trustees reviews budgeted revenues and expenditures and makes revisions as deemed necessary. The Board approves transfers between budget classifications as appropriate. The budget administrative processes are evaluated by the Administrative Team with both process and content considered.

The Director of Fiscal Services retains the final annual copy of College financial reports. These financial statements break down revenues, expenditures, year-to-date cash flow, and fund balances for each of the following funds:

- General Fund
- Bookstore
- Capital Projects
- Child Development Center
- Health Trust Fund
- Self-Insurance
- Associated Student Body
- Student Financial Aid
- Debt Service Fund

Standard III D 1d Self Evaluation

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.

The past three years have been challenging for the District. Cuts in state funding at the beginning of the fiscal year as well as mid-year cuts have caused all departments to curtail spending. Departments experienced cuts of 10 percent to their supply, travel, and contract budgets. Because departments have been required to cut budgets, the normal budget augmentation process has not occurred. This has resulted in many feeling that the needs of their departments are not being considered.

The District administration attempts to involve the campus in the annual budget development process. Because the District has had to look to budget cuts rather than augmentations, a 2004 "Opinion Survey" indicated that of those who responded only 29.0% of staff and 31.1% of faculty believe 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 instructional departments have met the funding crisis by proactively applying for departmental grants. Departments successfully being awarded grants include Biotechnology, Agriculture, Automotive, Nursing, Education Technology, ESL, and Electronics.

Standard III D 1d Planning Agenda

- The College will continue to reach an FTES goal of 2-3% higher than the FTES-funded cap.
- The College will seek alternate sources of revenues and resources.
- The College will communicate to the campus on the budgeting process for the upcoming fiscal year.

Standard III D 2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

Standard III D 2 Descriptive Summary

The Vice President of Administrative Services is responsible for management of finances for the College. The Fiscal Services department processes are structured to provide safeguards against improper or unauthorized expenditures of college funds.

Data, reports, and summaries of revenues and expenditures are electronically accessible by all budget managers. Financial data, expenditure reports and summaries of revenues and expenditures are available through the Director of Fiscal Services by faculty, classified, and management—organizations on an "as needed" basis. All of the preceding reflects current revenues, appropriations, reserves, expenditures, encumbrances, and allocations. These are used by the College administration in projecting the financial condition of the College and to assist budget managers in financial accounting.

Standard III D 2 Self Evaluation

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.

The District has been part of the California Educational Computer Consortium for a number of years. Since the last Accreditation Report, VVC has recently 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. There are over forty San Bernardino County districts, as well as a great many other California county offices and district CECC members.

One example of the integration of the system entails the payroll system and the budget system. The payroll system rolls data into the budget development module that automatically calculates steps, columns, and longevity amounts. This ensures accurate salary and benefit budgets for the new fiscal year. The system also allows the district to create several "what if" scenarios to see the effect of pay increases, benefit increases, etc.

This new integrated system allows greater flexibility and audit trails for the user and management. In addition, in order to support the faculty information requirements for the Student Learning division, Human Resources and Payroll continue to initiate methods of integration between MAGIC/PC2000 and the newly implemented Datatel student system. This integration allows information to flow across systems for use in faculty assignments/contracts as well as meeting the Chancellor's Office MIS staff reporting requirements.

Survey Item: All of the institution's finances are managed in a manner that meets institutional needs. (Opinion Survey, 2004)
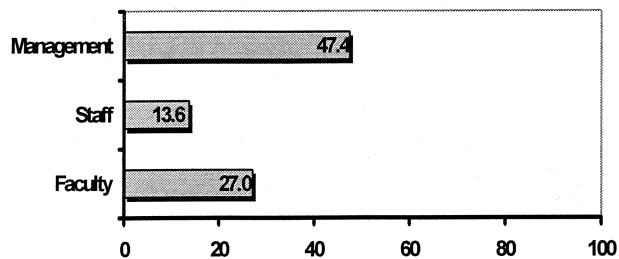
According to the graph, 47.4% of management, 13.6% of the staff, and 27.0%

of the faculty surveyed agreed that the institutions finances are managed in a manner that meets institutional needs.

Standard III D 2 Planning Agenda

- The College will remain alert to needed budget management controls and provide accurate and timely information for decision-making.

Standard III D 2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit finds are comprehensive, timely, and communicated appropriately.

Standard III D 2a Descriptive Summary

A certified public accounting firm each year makes an annual independent audit of the College financial records and processes. The audit covers all funds, accounting processes, and related record keeping processes under the jurisdiction of the College. The audit report includes findings, recommendations and responses. The audit report also contains action taken on prior audit items and recommendations.

In addition to the independent audit, the County Auditor's office performs an audit of College financial records and processes of accounts payable. This audit includes findings, comments, and recommendations also.

The College added an Internal Auditor position in 1999 to help ensure the financial and operating integrity of the College. After five years in existence, it was determined that there was not a current need for an ongoing internal auditor, since Victor Valley

College is a single campus. This position was abolished at the end of the 2003-04 fiscal years.

Standard III D 2a Self Evaluation
The College implements as many audit recommendations as possible. When recommendations come from our external auditors on how to improve a process, the district first seeks clarification from the auditors, to ensure there was no misunderstanding on how our process works. The Director of Fiscal Services and Vice President, Administrative Services then work with auditors to ensure that recommendations are implemented. The district does respond to any audit recommendations in a timely manner.

Standard III D 2a Planning Agenda

• The College will strive for accurate financial documents, and to adhere to public accounting standards.

Standard III D 2b. Appropriate financial information is provided throughout the institution.

The district communicates information about the budget and fiscal conditions through a variety of sources, including weekly Cabinet meetings, College Assembly, Board of Trustees meetings, Town Hall meetings, Flex Days, and the Budget Advisory Committee. Town Hall meetings are open to everyone; updates are given by the Superintendent/President and by the vice presidents. Employees are free to ask questions about any issues.

Standard III D 2c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and

realistic plans to meet financial emergencies and unforeseen occurrences.

Standard III D 2c Descriptive Summary

The director projects cash flow analysis for the current fiscal year and the next year. This projection lists income, expenditures, and cash balance for the current and succeeding fiscal year. It also shows the cash balance for the previous year. That cash flow analysis provides the basis for determining the need for a TRANs and/or short-term loan for management of the College's cash flow. As revenues do not flow to the College in a proportional manner, this analysis is necessary for smooth financial management of the College.

Because the timing of state and local revenue flow does not correspond to expenditure patterns of the District, the General Fund reserve is insufficient for the cash flow needs of the College. For the past several years, this natural imbalance has been exacerbated by the six- to eight-week delay between construction expenditures and reimbursement by the state. As a result, the College participates in a pooled TRANs to help management its cash flow.

To ensure financial viability, the District has sought non-traditional sources of revenues, including Auxiliary Foundation, Independent Foundation, and Contract Education. As mentioned previously, many instructional departments have applied for and received grants to meet the needs for innovation in their programs. In 2003-04, the Allied Health departments received a $1 million donation from the Dr. Prem Reddy Foundation; this will be used over the next several years to purchase much needed supplies and equipment for the programs.

Standard III D 2c Self Evaluation

The District is in a sound financial condition with at least a 5 percent reserve, and a $43,954 self insurance fund. With the rising costs of health and welfare costs, and with the hiring of new personnel, 81 percent of the 2004-05 General Fund budget is obligated for personnel related expenditures. As a general rule, districts should not exceed 80 percent of their budget for salary and benefits. If these costs continue to rise, programs will risk not being able to purchase needed supplies and equipment.

The College has maintained at least a 5 percent General Fund Reserve for the past several years. The district was $115,000 shy of the 5 percent for 03-04. This is largely due to State budget reductions to community colleges and to the faculty negotiating to get a portion of their summer pay on July 1, which is a liability payroll for the previous year. The summer salaries paid on July 1, 2004, totaled $463,392. The unrestricted ending balances of the district and the percentage it represents are listed below:

2003-04 $1,568,332 4.7%
2002-03 $2,456,270 7.5%
2001-02 $2,794,935 8.5%

To respond to the need to maintain a 5 percent, the district has built into its 2004-05 budget several budget items for unfunded liabilities and for economic uncertainties. Based on the CCFS-311 report, the ending fund balance should be $2.43 million, or a 6.9 percent General Fund Reserve.

Should the need arise, the District does have access to its Guaranteed Investment Contract, which as of October 31, 2004, has a balance of $35.1 million. The purpose of these funds is to retire the 1999 Certificates of Participation, so they should be used as a last resort.

It is the practice of the College to use its resources to provide educational and related services for present students—not for students at some time in the future. Evidence of this is reflected by the substantial investment in up-to-date computer labs for our students.

The District's practice of making Auxiliary Services self-supporting also contributes to the well-being of the General Fund. Included among these services are parking/campus police, child development center, food/vending, bookstore, and Associated Student Body.

The District manages its cash flow in the most cost effective way available through its participation in Tax and Revenue Anticipation Notes (TRANs). For 2004-05, the District will participate in a 12-month TRAN through the Community College League of California.

The District is self funded for its workers' compensation, property and liability. The district participates in the Statewide Association for Community Colleges (SWACC) JPA for its property and liability, and in the Protected Insurance Program for Schools (PIPS) JPA for its workers' compensation liability. The district had been a member of the California Community College Risk Management Association (CCCRMA) for the past several years, where the district participated in a "fully insured" program with rates significantly less than actuarially estimated. Rates have increased over the past few years as a result of increased medical costs, higher litigation rates, and declining investment returns, while the group's rates had remained relatively unchanged for the past five years. Due to the rising workers' comp claims,

insurance companies in California have discontinued offering this type of insurance. The PIPS composite rate is 14 percent lower than the Workers' Compensation Insurance Rating Bureau (WCIRB) premium rate for California Community Colleges.

Standard III D 2c Planning Agenda

- The College will be cognizant of the salary/benefit portion of the budget, and will ensure the ratio does not exceed 80%.

Standard III D 2d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Standard III D 2d Descriptive Summary

The continued expansion of categorical funds continues to make accounting, monitoring, and reporting of categorical programs a major task resulting in expanded workload for the Fiscal Services team. All categorical programs require specific training of staff and ongoing monitoring of expenditures. As exact funding levels for categorical programs is not known until well into the fiscal year, budgeting and expenditure control and monitoring are more complicated than base revenues. Examples of categorical programs include: VATEA, CalWORKS, Workforce Development, child development center funds, instructional equipment, scheduled maintenance, seismic retrofit funds, and telecommunications funds. Program reviews at Victor Valley College identify needs for specific programs to support the accomplishment of goals.

Standard III D 2e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Standard III D 2e Descriptive Summary

All of the District's special funds undergo the same audit as the General Fund. Monthly financial statements for each of these funds are presented at the Board of Trustees meetings where they are reviewed. External audits have demonstrated the integrity of their financial management practices. Auxiliary Services has been instrumental in assisting the District to achieve its goals. For instance, in 1999 they purchased three modular units to house several university branches on our campus. This encourages our students to continue in their education once they graduate from Victor Valley College. Other instances include an outdoor seating area in the Humanities Center on lower campus, and the remodeling of a vending area to house the campus ticketing booth and the College Rambassadors.

Standard III D 2e Self Evaluation

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 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 will be integrated in the math Program Review and the ESL Program Review.

In fulfilling the goal, Acquiring Dependable Resources of the Educational Master Plan 1998-2005, 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 addition, during 2004-2005, the College has received the Cal-Trans grant, and a Verizon grant.

Standard III D 2e Planning Agenda
None

Standard III D 2f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Standard III D 2f Descriptive Summary

All contracts in excess of $5,000 are currently being approved by the District's Board of Trustees, and authorized signers are limited. This enables more controls to be placed on commitments of the District's resources. In addition all other contracts/agreements are taken before the Board for ratification. Contractual agreements are formulated to be within District policies and include provisions which protect the integrity of the District. This includes the bid/RFP documents as well as contracts and agreements. Typically, legal advice and review is employed through a county attorney representative and/or other

district legal counsel before completion and agreement.

A certified public accounting firm each year makes an annual independent audit of the College financial records and processes. The audit covers all funds, accounting processes, and related record keeping processes under the jurisdiction of the College. The audit report includes findings, recommendations and responses. The audit report also contains action taken on prior audit items and recommendations.

Standard III D 2f Self Evaluation

The College, through legal advice and review, ensures that contracts and agreements fulfill policy requirements and protect the integrity of the district.

Standard III D 2f Planning Agenda

- The College will continue to adhere to district policies and act on legal review and advice for contracts and agreements.

Standard III D 2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Standard III D 2g Descriptive Summary

As mentioned in section 2.A, a certified public accounting firm each year makes an annual independent audit of the College financial records and processes. The audit covers all funds, accounting processes, and related record keeping processes under the jurisdiction of the College. The audit report includes findings, recommendations and responses. The audit report also contains action taken on prior audit items and recommendations.

Standard III D 2g Self Evaluation

The College values input from its auditors, and seriously considers their recommendations. Many recommendations made by the external auditors are put into practice.

Budgets are reviewed at several levels, including department chair, dean, and vice president. The budget is reviewed at mid-year by fiscal services and the vice presidents to determine any departments that may run short in their budgets.

State-funded construction projects have long presented the greatest challenge for maintaining financial stability. This results from the state construction funding processes and state construction bid processes. Seldom are state-funded construction projects fully funded. In addition, the District must front the monies for construction projects and then requisition the state for reimbursement. Needless to say, there is a strain in cash flow. In addition to participation in TRANs for cash flow, the district is proactively working with a local bank to provide a line of credit to serve as a cash flow cushion. This strategy will be put to the test when construction of the new Advanced Technology Building gets underway in 04-05/05-06.

Standard III D 2g Planning Agenda

None

STANDARD IV:
LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV A 1. The institution recognizes and utilizes the contribution of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator. The college recognizes that ethical and effective leadership throughout the organization enables the institution to identify institution values, set and achieve goals, learn, and improve.

Standard IV A 1 Descriptive Summary

The institution encourages staff, faculty, administrators, and students, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for self-improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. The college administrators set the tone in which the college conducts its activities in order to fulfill its missions. The institution is constantly striving to clarify and improve the Mission Statement based on the changing needs of the Victor Valley area. Documentation includes the College Mission Statement, as revised and approved by the Board of Trustees on November 2003, and as appearing in the 2003-4 VVC catalog, the 40 Years: A Retrospective, and the annual FactBook compiled by the Office of Institutional Research.

The Master Plan Goals are accessible to administrators, faculty and staff through the Planning and Resource Development webpage. The six Master Plan Goals, including the goals of the Board of Trustees in relation to them, are as follows:

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 the 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- Student Success Through Educational Excellence – 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.

    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.

These institutional goals are disseminated through e-mail and listed on the web site. In addition, college employees, students and community members can access this information through the VVC Planning and Resource Development Website.

The Office of Institutional Research annually publishes FactBook, that is available to faculty, staff, and students. This FactBook of institutional performance is easily accessed on the institutional web page. It includes understandable and concise demographic information regarding VVC and the community it serves. These data are used in institutional discussions, service planning, and decision-making. For example, the FactBook gives demographic data that is used to serve the diverse student populations of Victor Valley. This information was used to develop the recent Title V grant that Victor Valley College received to serve Hispanic underserved populations. It is also used in discussion with outside organizations such as the Logistics Airport to develop specialized educational programs.

Institutional evaluation and review through employee evaluations, student retention and learning outcomes are some of the ways in which VVC utilizes the evaluation in its education performance. Documentation includes the Office of Student Services compilation and periodic distribution of information and the periodic distribution of information concerning institutional learning trends and student retention in matriculation planning.

In terms of institutional planning and program review efforts, faculty and staff

participate in campus-wide committees where individuals may suggest ideas for improvement in their areas. These committees include but are not limited to Faculty Senate, Accreditation Steering Committee, Student Learning Outcomes Steering Committee, Budget Advisory Committee, Vocational Advisory Committees, Spirit Committee, College Assembly, Program Review, and the Master Plan Committee. In addition, the Superintendent/President uses advisory bodies such as the Cabinet in determining institutional effectiveness.

Beginning in Fall 2003, the Superintendent/President instituted the "President's Pen"(a web publication for distribution of campus information). An additional avenue for intercampus exchange is the President's Connection meetings: a forum for an intercampus exchange of campus ideas for the purpose of institutional improvement. The Superintendent/President's office has also been relocated to provide better access to employees and students. Employees and community members are encouraged to submit items to the Board of Trustees' agenda in order to address subjects of concern to the college and community. Deadlines for addition to the Board agenda are sent out routinely. The Board of Trustees' meetings are scheduled at 6 p.m. to allow more community involvement.

The mission of the college to enhance student learning is supported by the shared decision making process of College Assembly, which is the venue and central body for shared governance. The College Assembly is made up of representatives from the five major college constituencies: students, faculty, classified employees, management and administration. Each of these constituencies provides two

representatives to the College Assembly. The College Assembly assures the Board of Trustees that policies, procedures, and other important recommendations brought to it have been thoroughly reviewed and considered and subsequently provided to the Board and Superintendent/President.

Standard IV A 1 Self-Evaluation

In order to get a more objective perspective on self-evaluation, the research staff conducted a survey in Spring 2004 to discover how various segments of the college would respond to the standards of the Accreditation Commission. The response was limited, with only 17.3% of the college personnel participating. This percentage was composed of 53 full time faculty out of 134, 10 associate faculty out of 350, 32 classified staff out of 183, 15 classified management out of 20, and 7 academic administrators out of 15.

Survey Item 46: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. Figure
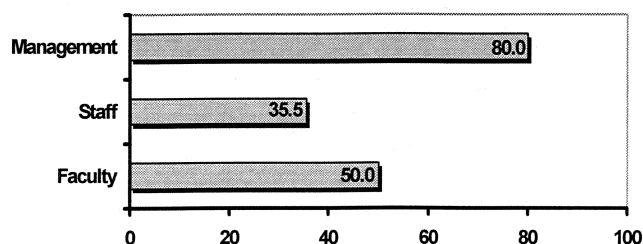
Under the leadership of the Superintendent/President, the Board of Trustees, and Faculty and Staff, the goals, plans and priorities of Victor Valley College as delineated in the Master Plan Goals and Accomplishments 1999, and the Mission Statement are closely followed and achieved. Effective discussion, planning, and implementation have improved with regularity across the campus in a variety of meetings and discussions such as the

College Assembly. The survey graph indicates that the management is more pleased with this process than the staff or faculty.

Standard IV A 1 Planning Agenda

- The College will provide leadership training for administrators specific to utilizing contributions from empowerment and recognition of constituency groups.

- The College will implement a Budget Advisory Committee and develop recommendations and procedures which do not interfere with collective bargaining 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 campus-wide training in effective, productive, and ethical communication consistent with the Ethics Statement recently adopted by the College Assembly and submitted to the Board of Trustees in December 2004.

- The College will conduct a campus climate survey for faculty, staff and students to gauge improvements in communication and knowledge throughout the College. This survey will be broadened to include additional components which reflect the diverse groups that make up the campus community. The College will conduct the faculty and staff satisfaction surveys and student surveys, determine if allocated resources are meeting goals by utilizing constituency recommendations.

Standard IV A 2. The institution establishes and implements a written

policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Standard IV A 2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms and organizations for providing input into institutional decisions.

Standard IV A 2a Descriptive Summary

The faculty perform a substantive role in formal and informal governance processes of the institution. The Board of Trustees has adopted policy 4035, dated February 11, 2003, regarding the faculty role in collegial governance. This includes eleven academic and professional areas that are specified in which the board is to rely primarily on the advice and judgment of the faculty. The eleventh item refers to other areas for consideration that through mutual agreement may be brought forward. These reflect Title 5, Section 53200 governance issues.

The classified staff and students have established mechanisms and organizations for providing input into institutional decisions. The classified staff serves as members on campus-wide committees and task forces that ultimately make recommendations regarding policy, procedures, and practice. The ASB president serves as a student trustee on the

Board of Trustees. Classified staff and students have appropriate representation to the College's shared governance body, College Assembly.

The role of administration in governance is substantive and clearly defined in the Victor Valley College Governance document. The centerpiece for the formal shared governance process is the College Assembly. The purpose of the College Assembly is to share the responsibilities of governance and to involve students, staff, faculty, management, and the administration appropriately in the policy formation of the College. The College Assembly is made up of two representatives from each of these constituencies. The members of the College Assembly are responsible for communicating information regarding concerns and issues to their groups. The ultimate result of shared governance is to create an exceptional teaching and learning atmosphere that encourages teaching and the student learning experience.

Administrative employees are included on governance committees that formulate policies and procedures that have a significant impact on administrative employees, the Board of Trustees, and the overall operation of the District. Because administrators are held accountable for their actions and decisions, governance committees are advisory. Administrators are obligated to seriously consider input and advice of committee members.

Standard IV A 2a Self-Evaluation

Survey Item 47: Faculty exercise a substantial voice in institutional policies, planning, and budget allocations relating to their area of expertise.
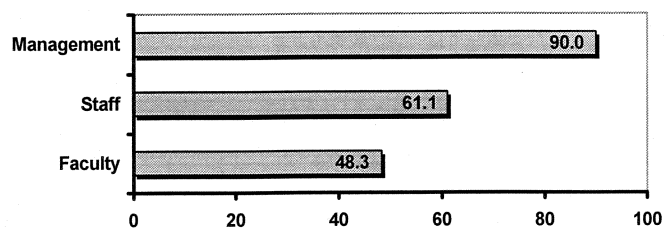
The management responded (90%) favorably to the item, while nearly 2/3 of the staff also agreed. The majority of the faculty, however, do not agree that they have a substantial voice. Further analysis is needed to assess the differences of opinion.

Standard IV A 2a Planning Agenda

- Continue to include all constituent groups in all discussions and committees working on institutional policies, planning and budget allocations related to their area of expertise.

Standard IV A 2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Standard IV A 2b Descriptive Summary

These student learning programs and services exist to enable students to succeed and to develop competence through academic and vocational programs. These programs and opportunities contribute to community and state economic growth and competitiveness to foster personal development and life-long learning through

culturally enriching programs and activities for the expanding learning community. The appropriate groups in the institution both recognize and are committed to verified student learning success, instructional and institutional innovation and excellence, systematic self-evaluation and improvement, and learning-centered planning and allocating of resources.

Central to accomplishing the goals of the institution are individual faculty members, faculty committee participation, and the Faculty Senate on the campus. The faculty drive the comprehensive curriculum through the various committee structures that include curriculum, master education planning, faculty senate, student learning outcomes committee, online instruction committee, facilities planning and academic units and specialties areas. The coordination and cooperation of these bodies working with the administration constitute the ongoing planning and continued development for the revitalization of existing programs and the building of new options for student success.

Board Policy 4035, Academic Collegial Consultation, states the institution will rely primarily on the advice and judgment of faculty for academic and professional matters. The eleven areas listed below are the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles

7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the Faculty Senate.

(Board Policy #4035 Academic Collegial Consultation, Feb 11, 2004).

Standard IV A 2b Self-Evaluation

The documents that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters are

1. Academic Freedom Statement (located on page 5, in the Victor Valley College Catalog 2004-2005).
2. Authority of Instructors (located on page 27 in the Victor Valley College Catalog 2004-2005.)
3. Victor Valley College Web Site, Staff Development Office (http://www. vvc.edu)

Based upon analysis of the eleven areas of consultation, the College relies on faculty, the Faculty Senate, other faculty structures, and administrators for recommendations concerning student learning and services.

At the November 17, 2004, College Assembly meeting, the standards were reviewed. It was indicated that the three areas where improvement had occurred at the College Assembly were in the College Assembly feedback to the community, the diverse representation, and that all policies

and procedures go through the approval process of the College Assembly.

Standard IV A 2b Planning Agenda

- Adopt procedures and opportunities for consulting collegially, specifically utilization of recommendations provided by faculty, complete the revisions of the Governance Document Draft and implement the ideals of shared governance with the Academic Senate being relied upon primarily for collegial consultation per Board Policy 4035, Academic Collegial Consultation.

Standard IV A 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Standard IV A 3 Descriptive Summary

It is in the spirit of collegiality, cooperation, and collective effort that the responsibility of governance is undertaken at Victor Valley College. The purpose of the Victor Valley College governance structure is to share the responsibilities of governance and to appropriately involve faculty, staff, management and administrators, and students in formulation of college policy.

The Governance Document Draft outlines philosophy, responsibilities, functions, formal participation, committee participation, primacy issues for participation, diversity of committees, and informal participation. The Governance Document Draft outlines the representation with the Committee Structure as follows:

Representation with Committee Structure. The governance structure provides for representation from five recognized constituencies at Victor Valley College: faculty, bargaining unit classified employees, management council members, executive administration, and students. Appointments from these constituencies, when not specified by position, are made by the following:

Students - Associated Student Body Council
Faculty - Faculty Senate
Classified Staff—CSEA Bargaining Unit
Managers—Management Group
Administrators
Superintendent/President

Group members of the College Assembly report back to their constituent groups. Faculty representatives report College Assembly activities to the Faculty Senate and are recorded in the minutes. Student representatives report at the Associated Student Body meetings and have a representative present on the Board of Trustees. Management and Administration representatives report College Assembly activities via hard copy meeting notes to management employees. In addition, informal reports are given at the Leadership Team Meetings. Classified employee representatives report the College Assembly activities at their general business meeting, and they are recorded in the minutes. Meeting notes are sent via e-mail to classified employees. The groups represented work collaboratively to effect institutional improvements such as standards for discipline of students, document on revised shared governance (in development), and communication among constituent groups.

Additional avenues of communication and opportunities where individuals and groups can express their ideas are the President's Pen, President's Connection, Cabinet meetings, Leadership Team, Town Hall Meeting, email, constituent group newsletters.

In the Spring Semester 2001, the Board of Trustees, at the request of the campus CTA organization, voted unanimously to include part-time faculty into the full-time union. Subsequently, AFT filed an unfair fair labor practice suit with the Public Employee Relations Board (PERB) against the college for failing to allow the part-time faculty to vote for their own representation, and PERB ruled against the college. The college appealed that decision, and PERB again ruled against the college. The college then appealed to a higher court, and that court again ruled against the college. These two decisions resulted in the election for union representation in the spring of 2004, in which 184 of the part-time faculty voted to have the American Federation of Teachers Part-Time Faculty United (AFT-PTFU) serve as their representative.

From 2001 to 2004, the part time faculty representatives worked with administration with regards to issues concerning part time faculty.

Standard IV A 3 Self-Evaluation

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students strive to work together for the good of the institution. These processes facilitate discussion of ideas and communication among the institutions' constituencies, exemplified best by the work of the College Assembly.

Based upon an interview with the representative for the AFT-PTFU, it was indicated that the Fall Semester 2004 was a period of building for the new union as its members try to integrate part-time faculty with on-going segments of the College. It now has representation on the Accreditation Team Steering Committee and on the Standard IV Leadership and Governance Committee. The Superintendent/President has worked well with AFT-PTFU as they began the negotiating process.

Survey Item 48: Through the shared governance process, all constituents of the district work together for the good of the institution.
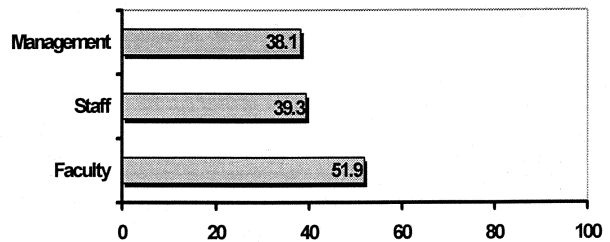
This figure indicates that slightly more than half of the faculty agree that all segments of the college are working together for the good of the institution, but less than half of the management and staff think so the College Assembly and other constituents of the college are aware that more work is needed in this area.

Standard IV A 3 Planning Agenda

• Continue to encourage participation in governance, adopting procedures and opportunities for consulting collegially specifically utilization of recommendations provided by the constituent groups, revise the Governance Document with Academic Senate being relied upon primarily for academic and professional matters, and providing pertinent information necessary for

updating committees utilizing technology, improving communication, trust, and the priority of student learning and success.

Standard IV A 4. The institution advocates and demonstrates honesty and integrity in the relationships with external agencies. It agrees to comply with accrediting commission standards, policies, guidelines, commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantial changes. The institution moves expeditiously to respond to recommendations made by the commission.

Standard IV A 4 Descriptive Summary

Victor Valley College's past accreditation history demonstrates honesty and integrity in its relationship with external agencies including the Accrediting Commission and the U.S. Department of Education. The College has an ongoing relationship with the Accrediting Commission and has responded expeditiously and honestly to the Commission requests, accreditation recommendations and planning agendas, the self-studies, team visits, periodic reports, substantive change report, and communications with the Accrediting Commission.

The Accreditation Commission staff conducted a self-study workshop on September 25, 2003, at Cypress College. Eleven faculty and staff members, including the Superintendent/President attended this workshop. Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop about the Accreditation Standards, themes, and the College's capacity to support student learning at Victor Valley College on April 28, 2004.

Victor Valley College and the U. S. Department of Education have an ongoing relationship. The Financial Aid Office staff has an open line of communication with the Department of Education. In order to keep abreast of the current policy changes, the entire staff attended the Department of Education Electronic Access Conference in December for training. The Financial Aid Office must also maintain various reports in order to remain in compliance with the Department of Education regarding Title IV funds. When reports are due, the Financial Aid Director communicates with Victor Valley College's Region IX liaison in San Francisco or contacts the U. S. Department of Education's trainer for guidance or clarification. In addition, the Student Support Services Program staff is provided with yearly training in counseling, grant management, project reporting, financial aid, student success and retention strategies. In addition the college works closely with the state Chancellor's Office, the California State University System and the San Bernardino County office of Social Services.

The College also has ongoing relations with other external agencies. Some of the external certifying agencies are as follows: the California Board of Registered Nursing, National Automotive Technicians Education Foundation, (NATEF), Federal Communication Commission, Electronic Technician Association, Educational Foundation of the National Restaurant Association, Computing Technology Industry Association, Commission on Accreditation of Respiratory Care, American Welding Society, the Commission on Peace Officer Standards and Training (POST) and the Board of Corrections (STC), National Fire Protection Association and California State Fire

Marshall's Fire Fighter I Certification Program.

The Public Information Officer consults with the Superintendent/President. All communications, whether they are in the form of press releases, publications, radio or television announcements, flyers, brochures, fact sheets, or specific requests from the news media that require support information regarding institutional qualities or effectiveness, have all been confirmed by the appropriate authority before being released. This confirmation for accuracy comes in the form of personal contact and review of materials, direct contact with the appropriate source, review of material in Cabinet or with specific individuals prior to release. When a specific item is called into question by the media, the appropriate source for this information is contacted by the Public Information Officer and asked to respond and verify the information.

Standard IV A 4 Self-Evaluation

In order to maintain honesty and integrity and enhance relations with the Accreditation Commission, Victor Valley College has designated an Accreditation Liaison Officer who is also the Director of Instructional Compliance. The Superintendent/President, the Accreditation Liaison Officer's and administrators primary responsibility is to facilitate and collaborate with students, staff, faculty, and other administrators as well as the to ensure a process designed to produce an honest, reliable and complete self-study.

The college cites as evidence of compliance the self-studies, midterm, and annual reports. For example, the Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges, accepted Victor Valley College's Midterm Report dated January 16,

2002. Victor Valley College was commended for the thoroughness of the report and for the serious efforts to integrate planning, research, and resource allocation (Accrediting Commission Letter).

Based upon interviews with the Financial Aid Director and the Coordinator of the Student Support Services Program, the College has maintained a positive relationship with the U. S. Department of Education and continues to comply with federal guidelines for the Financial Aid Program and the Student Support Services Program, a Title IV grant from the U. S. Department of Education. Through the assistance and guidance from the U.S. Department of Education, the College also submitted and received a Title V Grant under the Developing Hispanic Survey Institution Programs for $2,753,357 for a five year period, beginning with 2004-05 year.

Standard IV A 4 Planning Agenda

None

Standard IV A 5. The roles of leadership and the institution's governance and decision making structures are evaluated and reevaluated to assure continued function, integrity, and effectiveness of the decision making processes.

Standard IV A 5 Descriptive Summary

In accordance with statewide standards and regulations, the College Assembly functions as the fundamental core body to assure that development and improvements are collaborative within the academic community. In conjunction with the planning of diverse campus-wide committees and groups, benchmarks are identified and articulated for specific

projects via this venue. Further, in support of leadership and decision-making processes, the institution conducts departmental program reviews, various surveys, ongoing dialogue through committee meetings, the Master Plan, and the Chancellor's Operational Program Reviews.

The institution communicates the developments and results of these processes and findings through numerous avenues and means to the campus community. For example, the Victor Valley College Governance document is presently in the process of establishing and defining evaluative criteria and formal procedures are being defined. At each stage of development, the document has been presented to the Academic Senate for approval and review. The Governance Document Draft states, "At the beginning of each academic year, the College Assembly will review the shared governance document and will evaluate itself to assure integrity and effectiveness of both the document and of the Assembly." The Accreditation Opinion Staff Survey was distributed, conducted, and completed in the Spring Semester 2003. By utilizing the campus network system (GroupWise), the findings were distributed to the campus community via email. The President's Pen, which is published monthly and is located on the college website, extends to and includes the greater community at large. The Board of Trustee's minutes are also published on the website. On campus, Town Hall Meetings are open to all members of the community. These meetings facilitate direct dialogue and allow for reciprocal communication with leadership.

The institution recognizes challenges through its evaluation processes and addresses needed improvements. For example, the draft of the governance document has undergone numerous changes to clarify and define terminology. For example, the "consult collegially" clause has been defined to read as follows:

> "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:
>
> 1. Relying primarily upon the advice and judgment of the Academic Senate;
> 2. That the district governing board, or such representatives as it may be designate, and the representative of the Academic Senate shall have an obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effecting such recommendations.

In addition to the recognition of documentation challenges, the College also addresses functional processes, such as the purpose of the Budget Advisory Committee. This committee is currently undergoing an evaluative and reassessment process, including a title change. In addition, the Faculty Senate completed an extensive review and revised the faculty hiring process in 2003.

Standard IV A 5 Self-Evaluation

The means for evaluating the integrity and effectiveness of college governance and decision making structures are in place: The College Assembly, the Accreditation Opinion Staff Survey, the campus network system (GroupWise), The President's Pen, the board of trustees minutes, which are

distributed on the college website, and Town
Hall Meetings.

Survey Item 49: The institution's
governance and decision-making structures
are regularly evaluated to assure integrity
and effectiveness.
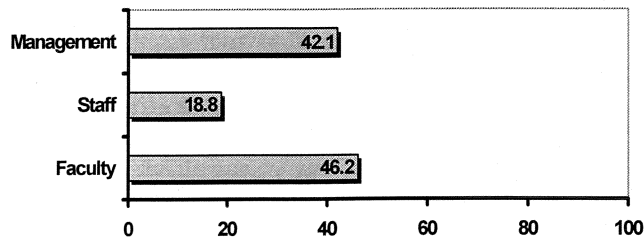
Less than half of all constituent groups
agreed that decision-making structure is one
regularly evaluated to assure integrity of
effectiveness

Standard IV A 5 Planning Agenda

- 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.

STANDARD IV:
LEADERSHIP AND GOVERNANCE

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

Standard IV B 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Standard IV B 1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Standard IV B 1a Descriptive Summary

Under the supervision of the California Board of Governors, the Victor Valley College Board of Trustees makes policy that reflects public interest. The Board consists of five members elected by citizens of the community, and one non-voting student member elected by and representing the student body of the college. The Board acts independently of other government bodies and is charged with the responsibility of accurately representing the community in board activities and decisions. Policies set by the board are implemented on a daily basis by the superintendent/president, the administrators, faculty, and staff. The Board of Trustees works closely with local community and business leaders to establish programs that will benefit the community at large.

Standard IV B 1a Self-Evaluation

Survey Item 50: The Board of Trustees reflects the public interest in activities and decisions.
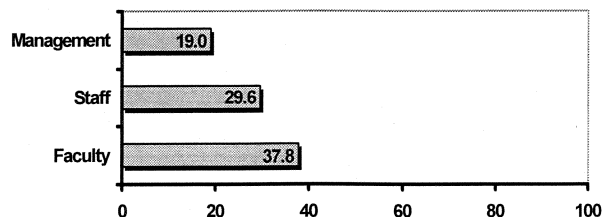
This item reveals that 19% of Management, 29.6% of Staff and 37.8% of faculty agree that the Board of Trustees reflects the public interest in its activities and decisions.

In response to this data, the College has published information on the college's web site that includes the individuals serving on the Board of Trustees, Board Policies, Board Procedures, the Schedule of Board Meetings, and Board Agendas and Minutes. The college community and the general public are welcome and invited to attend these open meetings.

Standard IV B 1a Planning Agenda

- Through its various constituencies the Board of Trustees attempts to reflect the public interest and to communicate more effectively with the campus. The Superintendent/President will continue to work with the Board of Trustees to enhance understanding of this information throughout the campus.

Standard IV B 1b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Standard IV B 1b Descriptive Summary

The college meets this standard in a number of Board policies including the mission statement that provides the framework for development of board policies and procedures. Input includes minority as well as majority opinion.

Board Policy # 2410 Policy and Administrative Procedure states:

> The board may adopt such policies as are authorized by law or determined by the board to be necessary for the efficient operation of the district. Board policies are intended to be statements of intent by the board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. Policies of the board may be

adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing board policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

Board Policy 2510 Participation in Local Decision Making Faculty states:

> The board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulation. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the district is governed and administered. This policy shall not be interpreted to imply that there must be total agreement by all participants with majority rule but there is input by all constituents. The ultimate responsibility for decisions rests with the Board of Trustees.

Board Policy 4020 Program and Curriculum Development states:

> The programs and curricula of the district shall be of high quality, relevant to community and student

needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

The Board of Trustees has a board procedure manual that is currently under revision. Two board members are preparing procedure recommendations based on the California Community College League model for board policies and procedures. When procedure recommendations are complete this team of two board members will present the recommended procedures as a board agenda item to the full board for input and approval.

Board Policies were updated following the California Community College League recommendations. The College Assembly approved the policy changes on September 16, 2003. The Board of Trustees approved the changes on October 14, 2003. Currently, the college procedures are being reviewed through various processes within each cabinet members area of supervision.

The Board also approves the mission statement that is currently under revision. The revision was undertaken by a sub group of the Integrated Planning Team. This was brought to the full Planning Team that includes representatives of most of the campus groups; it was distributed to the entire campus with request for comment. The comments were tabulated and discussed and the statement revised by the full committee. A meeting was held with representatives of the College Foundation to receive community input. The Superintendent/President then submitted the document for approval and presented the mission statement to college assembly. Constituent groups read the mission statement two times for changes/deletions/additions and once College Assembly approved the statement, the Superintendent/President presented the mission statement to the Board of Trustees for approval.

The Superintendent/President's Office provided and will continue to provide the Board of Trustees with information on campus-wide activities. The Board also receives information of campus functions at board meetings as well as area reports from each vice president, the foundation director, and from other constituents. Policies are discussed and input is given to the College Assembly. Finally, constituent groups respond to all policies in the district. As of the Fall 2002 each member of the Board of Trustees has an individual GroupWise email account, providing more access to communication with constituents.

Documentation that is currently available and accessible includes as of Spring 2002 auditory taped Board meetings are available at the VVC library. The Superintendent/President's office maintains hard copies of minutes and agendas of all board meetings. College Assembly as well as Academic Senate reports are given at the board meetings. Agendas as well as minutes are posted on the web site at www.vvc.edu.

Other policies, institutional goals or other formal statements exist that describe Board expectations for quality, integrity and improvement of student learning programs and services. An example is Policy #2715 Code of Ethics Standards of Practice, which states:

The board maintains high standards of ethical conduct for its members. Members of the board are responsible to:

- Authorize the Superintendent/President to act as the board executive officer and shall confine board action to policy determination, planning, overall approval and evaluation, maintenance of the fiscal stability of the district, hiring of competent personnel and other duties and responsibilities as prescribed by law.

The Board also gives authority to the Superintendent/President to establish procedures. One of the President's major focuses will be to create better and effective communication between the Board and other college constituents. As was stated on Flex Day, she is implementing this goal through The President's Connection, held the second Friday of each month from 10 a.m. to 11 a.m. in the Superintendent/President's conference room, The President's Pen, a communication newsletter posted on her web page, and centralizing the office to the center of campus which creates better accessibility for all.

The goals of the Superintendent/President for the college include:

- Support high quality educational opportunity and the faculty needs to provide a positive learning environment for students
- Enhance the college's role in career training and economic development
- Support a wide array of appropriate services to enhance student learning
- Provide leadership for a learning centered college
- Re-build trust and communication
- Lead feasibility assessment for General Obligation Bond
- Update facilities plan and engage in integrated planning

- Re-implement evaluation processes for all employees in a way that facilitates professional growth and enhancement of the work and learning environment

The College Mission Statement provides the framework for the goals of the Superintendent/President and the Board of Trustees. The Board establishes its goals and updates these goals yearly. The Board approves the Superintendent/President's goals and focuses on measurable goals as criteria for the President's evaluation. Goals developed in collaboration with the Board will be shared with the College at the Board of Trustee's meeting and integrated into the college-wide planning process. The Board of Trustees is evaluated through a self-evaluation process coordinated through the Superintendent/President's office.

Standard IV B 1b Self-Evaluation

Survey Item 51: Consistent with the institutional mission, the Board of Trustees establishes policies to ensure the quality of student learning program services.
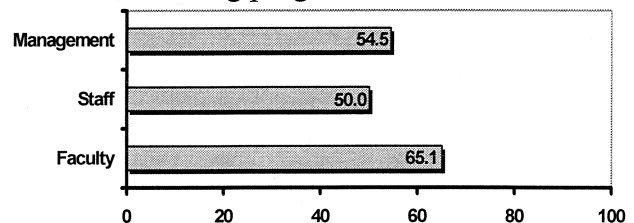
Fifty percent or more of the management, staff, and faculty expressed satisfaction with the board's efforts to ensure the quality of student learning. The Superintendent/President conducted a workshop after the 2003 board election to discuss the role of the superintendent/president, goal setting, and policy review in a manner that serves to promote the attainment of the college mission statement. As noted earlier, much work has been done on the Integrated

Planning Process, and the Master Plan is being revised.

Standard IV B 1b Planning Agenda

* Improve communication across the campus.

Standard IV B 1c. The governing board has the ultimate responsibility for educational quality, legal matters and financial integrity.

Standard IV B 1c Descriptive Summary

The College meets the standard in a number of ways. With regard to education quality, the board approves curriculum at its board meetings, approves all hiring of instructors/deans, and receives information on program reviews. Through the Superintendent/President, the Board receives information on legal matters and directs decisions through Board action. The Board accepts its responsibility for the financial integrity of the district and remains current on financial matters through budget workshops and budget documents. The Board approves the College budget including all payments/transfers. The governing board is an independent body and not subject to the actions of any other entity. The Board's actions are final.

The Board reviews and approves all legal and financial matters as well as all educational quality items. The Superintendent/President is providing a renewed commitment to update the administrative/management evaluation process as a tool for professional development and provide students with the best possible educational and service quality. She initiated a management taskforce that is revising the manager's evaluation process for the October

leadership meeting. Currently the Superintendent/President feels that the existing process is not as effective as it should be to support educational quality as well as the mission statement. Additionally, the Superintendent/President is working with the President's Cabinet to ensure that all employee evaluations are conducted on a regular basis and used to facilitate educational quality. The Superintendent/President initiated the Budget Advisory Committee, a participatory governance committee to make recommendations on budget issues and allocations. Finally, she is working with the cabinet to verify and ensure that all college activities are allowable under appropriate laws and codes.

Documentation that is currently available and accessible include all minutes and agendas of all board meetings are posted on the website. www.vvc.edu. Audiotapes and agendas are available at the VVC library. The Superintendent/President's Office maintains the hard copy of all minutes/agendas.

Standard IV B 1c Self-Evaluation

A review of the Board Agenda and Minutes published on the campus website and the open access to paper copy in the Superintendent/President's office for public study demonstrate that the Board has the ultimate responsibility for educational quality, legal matters and financial integrity. Under the direction of the President/Superintendent, the Vice President of Administrative Services presents State of the College budget. This information is available to view at the regular hours of the campus and is available on the campus website.

Standard IV B 1c Planning Agenda

None

Standard IV B 1d. The institution or the governing board publishes the board policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Standard IV B 1d Descriptive Summary

This information is available in both hard copy and on the campus website. The site lists the composition of the Board of Trustees. Other information available at the same location is Board Policies, Board Procedures, Schedule of Board Meetings, and Board Agendas and Minutes. Information specifying the duties, responsibilities, structures and operating procedures are also included at this site.

Standard IV B 1d Self-Evaluation

Communication of the above information is available in both hard copy and on the web. Individuals may access this information during normal hours of operation of the campus or on the web.

Standard IV B 1d Planning Agenda

• The institution and the Board will continue to publish and expand access to this information.

Standard IV B 1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Standard IV B 1e Descriptive Summary**

The policies, procedures, meeting agendas and meeting minutes of the VVC Board of Trustees are posted on the college web site under "President's Office" area. The Board conducts a yearly self-evaluation and reviews policy and practices as necessary. Self-evaluation policy and procedure changes are reported to the campus community and the public as they occur.

Standard IV B 1e Self-Evaluation

A review of board meeting agendas and minutes indicates that the governing board does indeed act in a manner consistent with its policies. The board has evaluated its policies and procedures. The board has acted in a manner consistent with its policies.

The Board of Trustees adopted a complete Board Policy Revision on September 11, 2001. The revision ensured the alignment of board policy with new accreditation standards and the California Education Code. The Faculty Senate/Association President suggested that board members do not appear to be familiar with the policies and need to be reminded of them on a fairly regular basis.

Survey Item 52: The Board of Trustees regularly evaluates its policies and revises them as necessary.
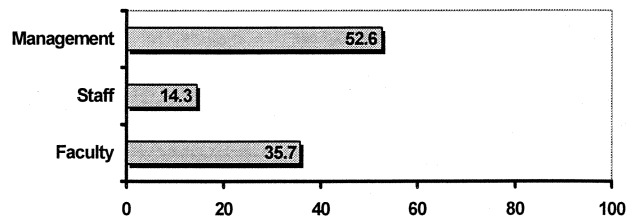
In general, all groups are not in agreement with this item, particularly faculty and staff. Further analysis is needed to determine why

groups believe the Board of Trustees does not regularly evaluate its policies.

Standard IV B 1e Planning Agenda

None

Standard IV B 1f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Standard IV B 1f Descriptive Summary

The VVC Board of Trustees has a training program for board development and new member orientation. Members are encouraged to attend the bi-annual Community College League of California conference that provides special workshops for new board members as well as workshops on board development. The college superintendent/president provides an orientation to new board members. Board Policy 2740, Board Education, provides for continuity of board membership and states "the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education." In addition, Board Policy 2100, Board Elections, states:

> The term of office of each trustee shall be four years, commencing the first board meeting in December following the election. Elections shall be held every two years, in odd numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election.

Furthermore, within 60 days of any board vacancy, the board must decide whether to order an election or fill the vacancy through a provisional appointment (Board Policy #2110— Vacancies on the Board).

Standard IV B 1f Self-Evaluation

The Board schedules a yearly retreat and introduces new Board members through a process of orientation that involves a review of past practice and its policies and procedures. This process has worked well in past practice and has given the new Board member both general and specific information to become a member the Board of Trustees.

Standard IV B 1f Planning Agenda

None

Standard IV B 1g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Standard IV B 1g Descriptive Summary

The Board evaluation instrument was developed in conjunction with its ethics statement and was reviewed at the April 22-23, 2004, Board Retreat. This self-evaluation of the Board consists of a set of self-evaluation questions. The results are brought together and returned to the Board for consideration. The Board considers the evaluation and institutes any changes in policy or procedure developed from this self-evaluation.

Standard IV B 1g Self-Evaluation

Every four years, the Board is evaluated by the public through the election process. The Board of Trustees' self-evaluation processes are clearly defined and published. The Superintendent/President confirmed the Board's self-evaluation on April 20, 2004.

Survey Item 53: The Board of Trustees' self-evaluation processes are clearly defined and published.
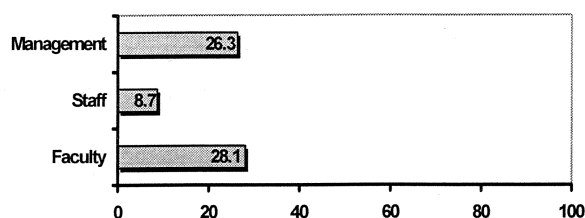
Less than one-third of all constituents agreed that the Board of Trustees' self-evaluation processes are clearly defined and published.

Standard IV B 1g Planning Agenda

- The Board will communicate its self-evaluation process to the campus community.

Standard IV B 1h. The governing board has a code of ethics (Board Policy #2715) that includes a clearly defined policy for dealing with behavior that violates its code.

Standard IV B 1h Descriptive Summary

The Board Policy #2715 states that the board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

> · authorize the superintendent/president to act as the board executive officer and shall confine board action to policy

determination, planning, overall approval and evaluation, maintenance of the fiscal stability of the district, hiring of competent personnel, and other duties and responsibilities as prescribed by law

· protect the interests of students in every decision and shall assure the opportunity for quality education for every student

· recognize and actively communicate that authority rests only with the whole board assembled in a legally constituted meeting and make no personal promises nor take any action, which would give the appearance of a conflict of interest

· use appropriate channels of communication

· respect the letter and intent of the Ralph M. Brown Act, taking official actions in public sessions

· recognize that the primary duty of every trustee is to represent the general interest of the college district

· prevent conflicts of interest and the perception of conflicts of interest

· join with other members of the board, staff, community, and students in becoming fully informed about the nature, value, and direction of contemporary education in our society

· devote time, thought, and study to the duties and responsibilities of a community college board member that they may render effective and credible service

· be scrupulous about any expenses for which they are reimbursed by the district

· maintain the confidentiality of privileged and executive session information

· maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals

The governing board has established their policy of acceptable ethical behavior and their responsibility to adhere to such policy. The policy identifies the utilization of the Ralph M. Brown Act, which defines appropriate action for violation of code.

Standard IV B 1h Self-Evaluation

On November 2, 2004, the College Assembly passed a new ethics statement that reads:

> 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. Employees shall act in the best interests of students, promote good will, and create a positive image for the college (College Assembly Minutes, October 5, 2004).

The ideal of ethical behavior related to the Board of Trustees is implied in the Mission Statement language, "…integrity and collaboration among students, staff, faculty and administrators."

Standard IV B 1h Planning Agenda

- With the approval of the new code of ethics, the Board will work with the Superintendent/President to communicate and comply with this new policy.

Standard IV B 1i. The governing board is informed about and involved in the accreditation process.

Standard IV B 1i Descriptive Summary

The Board of Trustees is informed and involved in the accreditation process. The Superintendent/President, faculty, and staff provide information about the Accreditation Self-Study to the Board of Trustees. A member of the Board of Trustees is a member of the Accreditation Steering Team. The Board of Trustees reviews and approves the interim and midterm reports. The president of the Board of Trustees signs the Institutional Self-Study for Reaffirmation of Accreditation prior to submission to the Accrediting Commission. In addition, the Board of Trustees may meet with the Accreditation Site Visit Team members to provide input and answer questions.

Standard IV B 1i Self-Evaluation

The Board of Trustees is informed about accreditation activities through information provided by the Superintendent/President, and has been involved in the Accreditation Self-Study process. The Superintendent/President provided information to the Board of Trustees at board meetings on October 14, 2004, and November 11, 2004. At the meeting on November 11, 2004, the Superintendent/President provided information about the accreditation workshop on September 25, 2003, accreditation themes, and the learning-

centered college. In addition, the members of the Accreditation Steering Committee provided accreditation information to the Board of Trustees on July 9, 2002, August 20, 2002, October 22, 2002, October 28, 2003 and October 26, 2004. An example of trustee involvement was the participation of a board member on the Accreditation Steering Committee. At the meeting on February 10, 2004, a board member indicated the enjoyment of working on accreditation activities. The Board members who attended the Flex Day activities were provided information about accreditation activities on January 10, 2003, and September 2, 2003. The Board of Trustees accepted the Interim Accreditation Report and approved the Midterm Accreditation Report on October 9, 2001 (Board of Trustees Minutes October 9, 2001). Members of the Board attended the Accreditation Self-Study Open Forum on April 28, 2004, at Victor Valley College.

Standard IV B 1i Planning Agenda

None

Standard IV B 1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (Board Policy # 2435). The governing board delegates full responsibility to the Superintendent/President to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

Standard IV B 1j Descriptive Summary

The process of the evaluation begins with the Superintendent/President and Board collaboratively agreeing on goals for next academic year by April 15 of the current

year. The Superintendent/President then presents a self-evaluation based upon the developed goals that are then presented to the Board. The Board reviews this self-evaluation, utilizing the agreed upon goals and accomplishments. In addition to this Board review, a management survey is sent to members of each constituent group and returned to the Human Resource Office. The survey results are consolidated by the Human Resources Office and shared with the Board. The Board reviews and consults with each member the results of the management survey and develops a consensus. The Board next discusses their view of the evaluation with the Superintendent/President in a closed session Board meeting. The shared results of the Board and President are written up by the Board president and finalized with consensus of the full Board. If the evaluation results in any contract change the Board votes an action item at a scheduled public meeting.

Standard IV B 1j Self-Evaluation:

Based upon an extensive interview with the Superintendent/President on April 20, 2004, the above information was developed and verified.

Standard IV B 1j Planning Agenda

None

Standard IV B 2. The Superintendent/President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, and selecting personnel.

Standard IV B 2a. The Superintendent/President plans, oversees, and evaluates an administrative structure

that is organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Standard IV B 2a Descriptive Summary

Dr. Patricia Spencer joined the College on May 1, 2003. The Superintendent/President sets the tone in which the College conducts its activities in order to fulfill its mission. The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operation. Through participation in the College Assembly and President's Cabinet, the Superintendent/President has been actively involved in the formation of the Master Plan, Facilities Plan, and Technology Plan, which collectively communicates the vision and direction of the College. Other activities include scheduled communication forums and the Superintendent/President actively participates in campus events such as "TechX Weekend," "Rams Spirit Week," and cultural events such as "Christmas Around the World."

The administration consists of the Superintendent/President, Deputy Superintendent/Executive Vice President of Instruction, Vice Presidents, Deans, and Directors.

Standard IV B 2a Self-Evaluation

Survey Item 54: The president effectively leads an administrative structure organized and staffed to reflect the institution's mission, goals, size, and complexity.

Of those who responded, 81% of management and 45.5% of staff and 77.3% of faculty agreed with this statement.

Standard IV B 2a Planning Agenda

None

Standard IV B 2b. The Superintendent/President guides institutional improvement of the teaching and learning environment

Standard IV B 2b Descriptive Summary

The Superintendent/President guides institutional improvement of the teaching and learning environment by the following:

Providing effective and efficient leadership and management that makes possible an effective teaching and learning environment. The Superintendent/President meets regularly with the Academic Senate, the Chief Instructional Officer (CIO), the Chief Student Services Officer (CSSO), the Instructional and Student Services Deans, and College Assembly where values, goals, and priorities are openly discussed.

Setting expectations that research and analysis on external and internal conditions will be used in the evaluation and planning process. The Superintendent/President relies heavily on data and empirical studies to drive decision-making. The Superintendent/President differentiates and ranks initiatives that have a positive impact on students and the teaching/learning environment above those that do not.

Ensuring the educational planning and allocation are integrated with resource planning and distribution. The Superintendent/President, provides oversight of the development of the, the Master Plan, Facilities Master plan, budget, and human resources plan to ensure that resources and the teaching/learning environment are integrated. The Superintendent/President is

that is organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
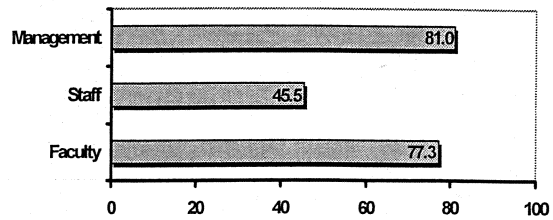
Standard IV B 2a Descriptive Summary

Dr. Patricia Spencer joined the College on May 1, 2003. The Superintendent/President sets the tone in which the College conducts its activities in order to fulfill its mission. The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operation. Through participation in the College Assembly and President's Cabinet, the Superintendent/President has been actively involved in the formation of the Master Plan, Facilities Plan, and Technology Plan, which collectively communicates the vision and direction of the College. She initiated a college-wide budget committee for the purpose of increasing communication, understanding, and constituency input on state and college budget issues. Other activities include scheduled communication forums and the Superintendent/President actively participates in campus events such as "TechX Weekend," "Rams Spirit Week," and cultural events such as "Christmas Around the World."

The administration consists of the Superintendent/President, Deputy Superintendent/Executive Vice President of Instruction, Vice Presidents, Deans, and Directors.

Standard IV B 2a Self-Evaluation

Survey Item 54: The president effectively leads an administrative structure organized and staffed to reflect the institution's mission, goals, size, and complexity.

Of those who responded, 81% of management and 45.5% of staff and 77.3% of faculty agreed with this statement.

The organizational structure has been sufficient to meet the needs of the district. The superintendent/president did eliminate unnecessary management positions and replacement of positions has been delayed due to budget constraints. Currently, the president's cabinet is reviewing the management structure and the staffing needs to accommodate growth. The deputy superintendent/executive vice president, instruction, is working with the Senate president to implement criteria based on student growth and programmatic needs for identifying and prioritizing faculty rehires and new faculty positions.

The superintendent/president delegates authority as appropriate and on the basis of the organizational structure and position descriptions. Each area works both independently and as a team as the work requires. Each employee has a span of control within which they conduct their duties. The superintendent/president respects and holds each employee accountable within this span of control. However, when she is concerned or has questions, she does move to a closer level of supervision and/or direction.

Standard IV B 2a Planning Agenda

None

Standard IV B 2b. The Superintendent/President guides institutional improvement of the teaching and learning environment

Standard IV B 2b Descriptive Summary

The Superintendent/President guides institutional improvement of the teaching and learning environment by the following:

Providing effective and efficient leadership and management that makes possible an effective teaching and learning environment. The Superintendent/President meets regularly with the Academic Senate, the Chief Instructional Officer (CIO), the Chief Student Services Officer (CSSO), the Instructional and Student Services Deans, and College Assembly where values, goals, and priorities are openly discussed.

Setting expectations that research and analysis on external and internal conditions will be used in the evaluation and planning process. The Superintendent/President relies heavily on data and empirical studies to drive decision-making. The Superintendent/President differentiates and ranks initiatives that have a positive impact on students and the teaching/learning environment above those that do not.

Ensuring the educational planning and allocation are integrated with resource planning and distribution. The Superintendent/President, provides oversight of the development of the, the Master Plan, Facilities Master plan, budget, and human resources plan to ensure that resources and the teaching/learning environment are integrated. The Superintendent/President is actively involved with the prioritizing of open positions and involved with the hiring of all full-time faculty and administrators to ensure that the highest qualified applicants are hired for approved positions.

Establishing procedures to evaluate overall institutional planning and implementation efforts. The Superintendent/President further relies on the Institutional Research Office, program reviews, student and staff surveys, and outcome assessment to accurately reflect the results of the institution's planning and implementation efforts. Results are constantly compared to the original plans, and changes, where needed, are made to the working plans. It is the philosophy of the Superintendent/President that plans and related documents are evolving documents to be updated as the situation warrants.

Standard IV B 2b Self-Evaluation

Survey Item 55: The president guides institutional improvement of the teaching and learning environment.

This result reflects the differences of opinions between the management (100%), staff 47.1% and faculty 75%.

Standard IV B 2b Planning Agenda

None

actively involved with the prioritizing of open positions and involved with the hiring of all full-time faculty and administrators to ensure that the highest qualified applicants are hired for approved positions.
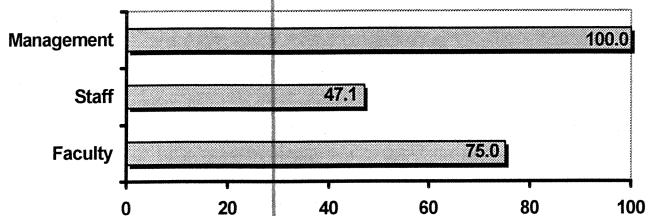
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Standard IV B 2b Self-Evaluation

Survey Item 55: The president guides institutional improvement of the teaching and learning environment.

Management	100.0
Staff	47.1
Faculty	75.0

This result reflects the differences of opinions between the management (100%), staff 47.1% and faculty 75%.

Standard IV B 2b Planning Agenda

None

See page 276-A

Standard IV B 2c. The Superintendent/President assures the implementation of statutes, regulations, governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Standard IV B 2c Descriptive Summary

The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operations. Through participation in the President's Cabinet, the Superintendent/President has been actively involved in the formation of the Educational Master Plan, Facilities Plan, and Technology Plans, which collectively communicate the vision of the College.

The President/Superintendent works closely with Human Resources and includes the Director in many committees to ensure the implementation of Title 5, statutes, regulations and Board of Trustees policies. Under the leadership of the current Superintendent/President, both Superintendent/President and the Director are more involved in the hiring process. The President/Superintendent sits on the final interview panel for all management positions and reviews the status on recruitments weekly. The President/Superintendent has included the Director of Human Resources in the cabinet meetings.

Standard IV B 2c Self-Evaluation

Survey Item 56: The president assures that institutional practices are consistent with the institutional mission.

Management	100.0
Staff	61.1
Faculty	78.4
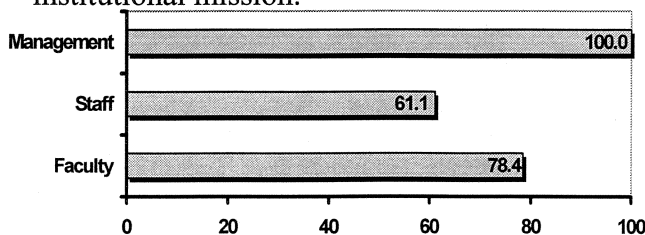
The result reflects the differences of opinions between the management (100%) and faculty (78.4%) and classified staff (61.1%).

Standard IV B 2c Planning Agenda

None

Standard IV B 2d. The Superintendent/President effectively controls budget and expenditures.

Standard IV B 2d Descriptive Summary

The Superintendent/President has delegated to the Vice President of Administrative Services, the process of budget development and budget coordination. The Vice President of Administrative Services is responsible for presenting the budget to the Board of Trustees. A Budget Development Calendar has been created by the Vice President of Administrative Services and approved by the Board of Trustees.

Under the direction of the President/Superintendent, the Vice President of Administrative Services presents state of the college budget information at college Flex Day and Town Hall meetings. In Spring 2004, four budget task force groups were formed to brainstorm cost saving measures. All constituent groups were represented on the task force groups. The budget augmentation process has been in effect whereby faculty and classified staff submit budget requests; requests are then prioritized by the President's Cabinet in accordance with the goals and needs of the college. The program review process by departments parallels this activity.

The Superintendent/President expects each administrator to be knowledgeable of the finance code, regulations, and principles of

best practices when dealing with approved budgeted expenditures. Through the cabinet and monthly financial reports, the Superintendent/President maintains a working knowledge of the District's financial position and works with the Vice Presidents to assure adherence to approved expenditures.

The Superintendent/President reviews the CCFS320 and CCFS321 reports before signing and forwarding them to Sacramento to insure that the District is meeting its goals for attendance and revenue. Through the budget cuts for fiscal years 2002-2003 and 2003-2004, Victor Valley College has been able to maintain a high level of teaching/learning excellence without resorting to layoffs or position cuts. The Superintendent/President has maintained a close connection with the budget process to ensure the financial stability of the College.

Standard IV B 2d Self-Evaluation

Survey Item 57: The president effectively controls budget and expenditures.
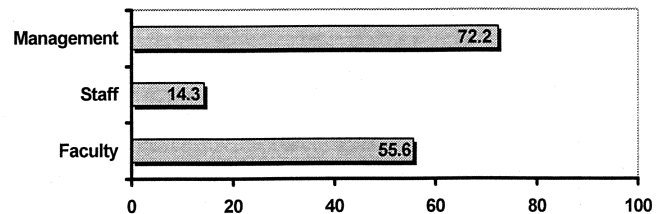
The Classified staff strongly disagree that the Superintendent/President effectively controls budget and expenditures. Almost half the faculty also disagree. Further analysis is needed to determine why faculty and staff do not agree with this statement

Standard IV B 2d Planning Agenda

The College will conduct budget workshops for all constituent groups.

Standard IV B 2e. The Superintendent/President works and communicates effectively with the communities served by the institution.

Standard IV B 2e Descriptive Summary

The Superintendent/President has designated department chair meetings to the Deputy Superintendent/Executive Vice President, Instruction. With the relocation of the Superintendent/President's office to the central campus area, the Superintendent/President maintains visibility and accessibility. In addition, the Superintendent/President holds "President's Connection" meetings where the college community is invited to discuss matters of interest or concern. The Superintendent/President does hold periodic town hall meetings in order to obtain feedback from campus and community stakeholders.

The Superintendent/President communicates and works with the following groups:

> American Federation of Teachers – Part Time Faculty United
> Associated Student Body Council
> College Assembly
> California School Employees Association
> Academic Senate and Faculty Association/CTA/ NEA
> Leadership Team
> President's Cabinet
> Victor Valley College Foundation
> Management Council
> Board of Trustees

Victorville Chamber, Leadership Academy. In addition the Superintendent/President has worked well with the Part-Time Faculty Union as they begin the negotiation process for part time faculty.

The Superintendent/President delegates authority and responsibility to appropriate managers who are knowledgeable about board policies and who follow best practices while implementing the college's mission, vision, and values. Managers and staff are held accountable for the outcomes in terms of learning environment, student outcomes, finance, and compliance with codes and regulations.

Standard IV B 2e Self-Evaluation

The Superintendent/President effectively communicates with the surrounding community by attending city council meetings, meeting regularly with the College's Foundation, speaking at charity events, and by attending service club functions. The Superintendent/President regularly provides interviews to the local newspaper and radio media.

Survey Item 58: The president works effectively with the community served by the institution.
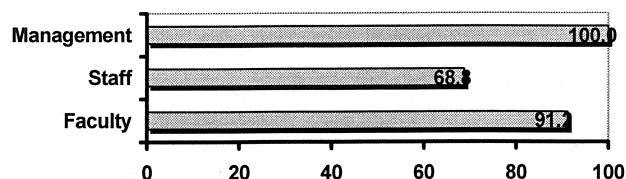
This item indicates that the superintendent/president works effectively with the community.

Standard IV B 2e Planning Agenda

None

Standard IV B 3 - This standard does not apply as it deals with multiple college districts.

As part of the College's evaluation and planning process, the themes of a quality organization were used in developing the Master Plan Goals. The accreditation planning agendas were then integrated into the Master Plan.

INSTITUTIONAL COMMITMENTS

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

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.

Standard I: Institutional Mission and Effectiveness

- 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).

- 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.

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

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

- The College will develop and implement an online planning, evaluation, research and resource allocation process.

- 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 II: Student Learning Programs and Services

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

- 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.

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

Victor Valley College will:

  o Focus its dialogue on how improvements to courses and program can ensure increased student success.

  o Provide faculty and staff appropriate training so that they are better able to be actively engaged in utilizing student learning outcomes throughout the curriculum.

- 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.

- 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.

- 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.

- 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.

- The Research Office, though the evaluation and planning process will request the appropriate staff to assist each instructional department in the collection and analysis of student and faculty satisfaction data at least once during each academic year.

- Students will be surveyed to assess whether the information in the catalog, its supplements, and in any other related publications is sufficient to understand the general education pattern and requirements for the Associate degree.

- The Academic Senate, through the Curriculum Committee, will delineate a coherent policy for the courses to be selected for the general education pattern for the Associate degree.

- Include Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education in the catalog.

- The Academic Senate, through the Curriculum Committee, will survey the courses currently in the general education pattern for the Associate's degree to ensure a relative and appropriate degree in rigor in the breadth of courses within each category.

- The College will implement changes the Academic Senate approves for the general education pattern for the Associate's degree.

- Victor Valley College will periodically review degree and certificate courses and programs to ensure their accuracy, currency, and relevancy

- As its enrollment increases, Victor Valley College will continue to hire additional Counselors so that advisement, guidance, and counseling services would be more readily available to students.

- Conduct a survey of graduates to determine if working in degree or certificate related field of study. Conduct employer satisfaction survey of graduates.

- Establish a program of student portfolio accomplishments.

- The College will ensure that clear and accurate information is provided to the Office of Instruction and the College webmaster in a timely manner and that such information is made available in its published and posted documents.

- Department chairpersons and area deans will check with faculty for compliance with course outline objectives and assist with issues related to the requirement for a syllabus for each class.

- The Office of Instruction and the Office of Student Services will work closely to ensure that evaluation of coursework is relevant and thorough, particularly in terms of student learning outcomes defined and implemented at Victor Valley College.

- The offices of Instruction, Student Services, Information Technology, Management Information Systems, and Institutional Research will meet to ensure the quality and accuracy of published and posted materials.

- The Office of Instruction will monitor and, as necessary, revise the procedures it uses to prepare the College catalog and schedules of classes with the goal of increasing efficiencies while ensuring accuracy of all related documents.

- Various College offices and individuals will monitor and revise documents and postings to ensure their accuracy and relevance.

- Victor Valley College will institute a one-year program review cycle in vocational education.

- The College will distribute the new ethics statement.

Standard IIB: Student Support Services

- The Executive Vice President of Instruction will insure that the production of the catalog and class schedule will be done in a timely and efficient manner to better serve the community. The Office of Instruction will:

  o ensure that the catalog and class schedule will be available to all students over the internet prior to the Fall semester.

  o improve coordination with the Curriculum Committee, Articulation, and the Counseling Department to produce a timely catalog and class schedule by meeting on a regular basis.

  o meet with the Curriculum Committee and Counseling Department on a regular basis to review catalog updates and revisions.

  o schedule regular meeting four times a semester for the Catalog Committee.

  o monitor the efficiency of the new course numbering system to create a two-year calendar of class offerings, and assist with educational plan development and enrollment management.

o   increase the number of staff dedicated to the creation and development of the college catalog on an annual basis.

- The Vice President, Student Services and the Dean, Student Services will make significant efforts to improve transfer activities and increase staffing dedicated to improve the number of transfer ready students at Victor Valley College. For example additional staff will be identified that are student oriented and knowledgeable about the world of transfer requirements to supplement activities. Mailings will go out to identified transfer students advertising the Transfer Center services and functions.

- In addition, efforts will be undertaken to implement an electronic education plan to be utilized by counseling faculty for students, and monitored for enrollment management as related to scheduling of future class offerings.

- The Vice President, Student Services and the Dean, Student Services will make significant efforts to improve the following areas:

  o   Degree & Certificate Completion: The associate degree will be promoted to students who are "close" to obtaining a degree will be identified and provided with information on how they can apply for a degree. Students with more than 40 degree applicable units will be notified and encouraged to meet with an academic counselor to develop an education plan or update an old education plan.

  o   ESL/Basic Skills Completion: The data to evaluate whether students move from the initial ESL courses to degree applicable ones will be reviewed and considered. More specifically, the institutional researcher will provide transition reports each semester for the ESL department to review and analyze. The Dean, Student Services will appoint one counselor as lead person to work with Basic Skills faculty and students to assist in the development of learning communities.

  o   Transfers: Guaranteed Transfer Agreements will be expanded by Victor Valley College with four-year institutions, with a concentrated focus on the University of California, Riverside and California State University, San Bernardino. Field trips will be conducted by campus organizations such as PTK and the EOP&S Club to promote transfer to four-year institutions. Mailings will go out to identify transfer students advertising the Transfer Center services and functions. The Transfer Center activities will be publicized including: university visitations, application workshops, transfer workshops and the annual college fair.

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.

Standard IIC: Library and Learning Support Services

- Request augmentation of book budget to $100,000.

- Secure general fund budget for online database subscriptions if current categorical TTIP funding is reduced or eliminated.

- Upgrade the server, operating system and client software for Sirsi library automation system.

- Because the process for the acquisition of hardware is not clearly defined at present, there is a need for established guidelines regarding the replacement of equipment.

- Investigate new computer programs and seek new funding sources for updating software. Instructors will select the programs after careful review for value of content.

- Analyze data from the AccuTrack attendance program and student surveys to evaluate and suggest improvements for services to students.

- Work with Faculty Senate and the Student Learning Outcomes Steering Committee to propose and adopt a campus-wide definition of information competency. Identify a list of core competencies to assess how research assignments and the library's workbook meet student learning outcomes.

- In response to faculty requests, expand the English 101 workbook coverage of online information sources and develop an electronic format to meet the needs of distance learning students.

- Identify improved ways to advertise available tutoring services, including utilization of the web page.

- Work with the Student Learning Outcomes Steering Committee to establish measures of improved student performance as a result of interactions with tutors and SI leaders and post on the Institutional Research webpage.

- The Language Lab will develop support services for three new ESL computer literacy courses specifically designed to teach basic computer operation to ESL students.

- The instructional assistants will work with the ESL and foreign language departments to ensure that student learning outcomes presently being developed are incorporated into the Language Lab program and post on the Institutional Research webpage.

- Faculty will review the need to create two new courses in English and math for advanced students who require a quick review of selected skills.

- The faculty administrator will work with the English Department to ensure that instructional student learning outcomes currently being developed are incorporated into the Writing Center program.

- Automate the remote authentication process for accessing online subscription databases.

- Redesign library web site to ensure accessibility.

- Survey users concerning the need for opening the Computer Lab on Saturdays.

- Develop a plan to utilize the website more effectively and schedule a designated person to meet with the web master regularly with updates.

- The instructional assistants will further develop and expand the lab web page to support both the ESL and foreign language departments.

- Plan to expand the program and serve more working students. Promote outreach to the community.

- Purchase new books for student check-out in the lab.

- Increase the use of online tutoring assistance by actively promoting the service to students and faculty involved in distance learning classes.

- Work with administration to develop a plan to eliminate classrooms on the lower floor so that the space can once again be utilized for IMS and library services.

- Librarians are members of the newly formed campus-wide and faculty senate committees for student learning outcomes, and are working to establish SLOs for the library that can be assessed and used to improve our instructional program.

- Survey students, faculty, and staff periodically to evaluate the library's collections and services and provide assessment sources for the upcoming 2007 program review.

- With direction from the Dean, design and implement ways of collecting and reporting data that will be useful in assessing and improving support for student learning.

- Complete a Program Review in 2005, including user surveys, to determine the effectiveness of the Computer Lab and Supplemental Instruction/Tutoring Program.

- Participate in the ESL and foreign language departments' program review processes to evaluate and improve services to students.

- Develop a standardized method of tracking the success of students as they progress through the program and on to further studies at the college; determine how many students are progressing to higher-level work and whether they are successfully completing coursework.

- The instructional assistants will work with the institutional researcher, faculty administrator, and other faculty members to correlate student attendance in the Writing Center with final grades and outcomes in specific classes.

Standard IIIC: Technology Resources

- The College will improve data consolidation and dissemination to evaluate technology in terms of student learning and for grant proposal development. Ultimately, grant proposals expect measurable outcomes and the campus will be able to report gains in student learning as a direct result of technology acquisitions.

- The College will develop a Technology Plan Committee to review, update, and enforce the Technology Plan to support student learning. This committee will assist the administration in the development of technology related goals, prioritization of technology resource allocation, and evaluation of resource utilization. The committee will also oversee the development and maintenance of a website devoted to advertising and sustaining the use of technological services provided by the district.

- The Technology Plan will include an element regarding how technology acquisitions and improvements supports student learning.

- 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.

ORGANIZATION

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.

Standard IIIA: Human Resources

- In academic year 05/06, fully implement the Faculty Hiring Policy approved by the governing board in 2003. Expand recruiting techniques to make full use of current advertising media. Implement the recommendations of the classification and salary study beginning in Spring of 2005, as budget permits.

- Develop and implement an instrument to survey candidates to assess their level of satisfaction with the district's recruitment and selection procedures. In calendar year 2005, other community colleges will be surveyed to obtain examples of such instruments.

- Develop procedures to bi-annually assess employee opinions related to the services and support provided by the human resources and payroll staff.

- The College will strive to complete all evaluations in a timely manner.

- As funding becomes available, respond to the needs to fill vacant positions, as well as develop job descriptions and recruitments for new positions, such as Director of Institutional Planning & Research and Dean of Corporate & Community Education.

- The Director of HumanR Resources will develop procedures to implement newly-adopted board policies from the human resources area during 2005 calendar year.

- With input from the leadership team, revised update the management handbook.

- Establish procedures for addressing complaints not addressed through the Title V discrimination and sexual harassment procedures.

- Improve the exit interview process for all employee groups, no later than Fall of 2006.

- Substantially increase the filing and storage space to appropriately accommodate existing files and to allow for expansion as the college grows. Education Code requires the maintenance of employee files indefinitely, and for retention of payroll and recruitment files for extended periods of time.

  In 2005, the Office of Human Resources will be revising the Faculty and Staff Diversity Plan to conform to new guidelines, which are to be provided by the Chancellors office in late 2004.

- Provide funding in the Human Resources budget to permit staff members to attend training sessions and workshops in the human resources, benefits, and payroll areas. In addition, provide funding in campus department budgets to permit staff to attend conferences and workshops.

- Arrange ongoing training sessions for staff in the areas of workplace harassment and discrimination, as well as teamwork and improvement of working relationships.

- Conduct survey regarding staff development activities.

- As the college grows, the Human Resources office must also demonstrate growth in order to respond to increasing needs. This growth would include more personnel in both human resources and payroll, additional training for staff, improved access to technology, implementation of new software, and ongoing assessment of services.

Standard IIIB: Physical Resources

The Director of Maintenance and Operations plans to work with the MIS department to create an annual survey, giving students, faculty, and staff an opportunity to voice their opinions on the areas of strengths and weaknesses of the Maintenance & Operations, Grounds, and Custodial departments of the College. Once these surveys are collected and the data is analyzed, the department will use this information to improve the institution by creating safer and more efficient physical resources, which will in turn foster improved student learning outcomes.

- To improve the institutions efforts to meet the legal requirements for holding regular college level safety meetings, the newly formed Safety Committee plans to implement the following nine Cal-OSHA mandated programs through its insurance carrier:

  Ergonomics (Office) – T8 CCR 5110
  Injuries and Illness Prevention Program – T8 CCR 3203

Chemical Hygiene Program – T8 CCR 5191
Bloodborne Pathogens Programs – T8 CCR 5193
Safe Work Practices – T8 CCR 1509
Lockout/Tagout – T8 CCR 3314
Hazard Communication Program – T8 CCR 5194
Confined Space Entry Program – T8 CCR 5157
Emergency Action Plan – T8 CCR 3220

Plan to request the hiring of more M&O staff to meet the growth needs and equipment needs. The Director of M&O plans to request a sufficient budget to meet the department's staffing and equipment needs.

Standard IIID: Financial Resources

- The College will continue to reach an FTES goal of 2-3% higher than the FTES-funded cap.

- The College will communicate to the campus on the budgeting process for the upcoming fiscal year.

- The College will remain alert to needed budget management controls and provide accurate and timely information for decision-making.

- The College will strive for accurate financial documents, and to adhere to public accounting standards.

- The College will be cognizant of the salary/benefit portion of the budget, and will ensure the ratio does not exceed 80%.

- The College will continue to adhere to district policies and act on legal review and advice for contracts and agreements.

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.

Standard IVA: Decision-Making Roles and Processes

- The College will provide leadership training for administrators specific to utilizing contributions from empowerment and recognition of constituency groups.

- The College will implement 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 campus-wide training in effective, productive, and ethical communication consistent with the Ethics Statement recently adopted by the College Assembly and submitted to the Board of Trustees in December 2004.

- The College will conduct a campus climate survey for faculty and staff to gauge improvements in communication and knowledge throughout the College. This survey will be broadened to include additional components which reflect the diverse groups that make up the campus community. In addition conduct the faculty and staff satisfaction surveys and student surveys, determine if allocated resources are meeting goals by utilizing constituency recommendations.

- Continue to include all constituent groups in all discussions and committees working on institutional policies, planning and budget allocations related to their area of expertise.

- Adopting procedures and opportunities for consulting collegially, specifically utilization of recommendations provided by faculty, complete the revisions of the Governance Document Draft and implement the ideals of shared governance with the Academic Senate being relied upon primarily for collegial consultation per Board Policy 4035, Academic Collegial Consultation.

- Continue to encourage participation in shared governance, adopting procedures and opportunities for consulting collegially specifically utilization of recommendations provided by constituent groups, revise the Governance Document with Academic Senate being relied upon primarily for academic and professional matters, and providing pertinent information necessary for updating committees utilizing technology, improving communication, trusts, and the priority of student learning and success.

- 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.

- conduct additional surveys on the evaluation of the Board of Trustees and of the Superintendent/President with development and implementation of evaluations by the Academic Senate and Classified Staff.

Standard IVB: Board and Administrative Organization

- Through its various constituencies, the Board of Trustees attempts to reflect the public interest and to communicate more effectively with the campus. The Superintendent/President will continue to work with the Board of Trustees to enhance understanding of this information throughout the campus.

- Improve communication across the campus.

- The institution and the Board will continue to publish and expand access to this information.

- The Board will communicate its self-evaluation process to the campus community.

- With the approval of the new code of ethics, the Board will work with the Superintendent/President to communicate and comply with this new policy.

- The College will provide budget workshops to all constituent groups.

Evidence-Documents

A

Academic Senate for California Community Colleges, "Information Competency in the California Community Colleges"
  <http://www.academicsenate.cc.ca.us/Publications/Papers/Info_competency.html>

Accreditation Substantive Change Report

Accrediting Commission for Community and Junior Colleges, Letter, January 16, 2002

Accrediting Commission for Community and Junior Colleges, Letter, June 16, 2000

ACRL Standards for Community, Junior and Technical College Learning Resource Programs
  web site:< http://www.ala.org/ala/acrl/acrlstandards/standardscommunity.htm>

Advanced Apportionment

B

Board of Trustees meeting minutes

Budget Advisory Committee, Highlights

Tentative Budget Presentation

Budget Calendar

Board of Trustees, Minutes, November 11, 2003

Board Policies 6200, 6250, and 6300

Budget Advisory Committee, Minutes

C

College Assembly, meeting minutes

College Educational Master Plan Draft, 1998

College Schedule Maintenance Program, 1997-1998

Curriculum Committee Handbook

D

Demographic and Performance Characteristics of Online Learners, March10-12, 2004

Department of Treasury, Internal Revenue Service Closing Agreement

E

Educational Master Plan

Educational Space Quantification and Facilities Master Plan, 2003

F

Facilities Master Plan Focus Group, Highlights of Meeting

Faculty Senate Student Learning Assessment Committee, Highlights

Fire year capital outlay Construction Plan

First Principal Apportionment (P1)

G

Grade Distribution & Grade Comparisons for Online and Traditional Courses, Fall 2000-2003

Goal Setting for the Integrated Master Plan Open Forum December 5, 2003, Goals and Accomplishments

I

Inland Empire Academic Libraries Cooperative (IEALC) agreement
Institutional Effectiveness Document

K

Keenan & Associates Presentation on Workers' Compensation
Key Performance Indicators for Assessing VVC' s Institutional Effectiveness Document

L

Learning Center Fall 2000 Report
Learning Center Fall 2003 Report
Lease Purchases Annual Payment Schedule
Library's Collection Development Policy
Library's Mission Statement
Library's Program Review, 2002-2003
Library Survey, 2002
Library's web site: http://www.vvc.edu/library/
Longitudinal Study For Distance Learners

M

Master Plan
Master Plan Committee, Highlights of Meetings
Master Plan Open Forum – Highlights
Mission Statement

N

"Noel-Levitz Student Satisfaction Inventory: Internal Analysis and Directions for Change"
Nursing Curriculum
Nursing Evaluations

O

Online Master Plan Goals Survey, 2003
Open Forum for Goal Setting for the Integrated Master Plan Agenda & Packet
Opinion Survey, Spring 2004

P

Partnership for Excellence
Planning and Resource Development website
President's Pen
Program Review Committee, Highlights of Meetings
Program Review Guide
Program Review Open Forum December 14, 2001

R

Results from library survey, 2002

S

Sample library workbook for English 101 course
Second Principal Apportionment (P2)

Self-Study Workshop September 25, 2003
Strategic Enrollment Management Plan
Student Equity Plan
Student Financial Aid Administration (BFA-SFAA) Plan
Student Learning Outcomes Steering Committee, Highlights
Student Profiles Comparisons of Online and Traditional students Fall 2000-Fall 2003
Sun America: GIC statement for 10/31/04
SWACC Property and Liability Program

T

Technology Plan Draft

Timeline for revision of Mission Statement

Town Hall Meeting Agenda

TRANs (Tax and Revenue Anticipation Notes) Board Resolution

V

Victor Valley College Adopted Budget Presentation, 2004-2005

Victor Valley College Annual Audit Report for 6/30/03

Victor Valley College Catalog

Victor Valley College Fact Book, 2004

Victor Valley College Year End Report, 2004

HUMAN RESOURCES   JANUARY 11, 2005

TOPIC: ADMINISTRATIVE/MANAGEMENT/CONFIDENTIAL, NEW POSITION

TO THE BOARD OF TRUSTEES:

The district has been unsuccessful twice in filling the Director of Information Services position. Part of the rationale for creating this position was to bring all the technology-related concerns (MIS, IT, telecomm, etc.) under one organized structure. Without this key position, this structure will not be possible to accomplish at this time. Given this circumstance, the district is taking a different approach. There is now a regular management position again in MIS (Cathy Halisky) to manage, coordinate, and supervise the day-to-day operations; the district recommends creating a parallel position for the IT area.

The district requests board approval of the following new classified management position and attached job description:

> Director of Technical Services at range 39 ($5,898 to $7,553) on the administrative, management, confidential salary schedule.

Fiscal Impact: Budgeted Item

RECOMMENDATION:

It is recommended that the Board of Trustees approve the new classified management position and job description for director of technical services as listed.

REFERENCE FOR AGENDA: YES   Signed _____
                                                          Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

                                             Signed _____
                                                          Superintendent/President

ACTION TAKEN BY THE BOARD:

   MOTION_____

   SECOND_____   Ayes___ Noes___

INFORMATION ONLY_____

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

CLASS TITLE: DIRECTOR OF TECHNICAL SERVICES

BASIC FUNCTIONS:

Under the direction of an area administrator, plan, organize, supervise, and coordinate the installation, maintenance, and repair of networking, telecommunications, (data/voice/video) network servers, desktop/laptop workstations, software, peripherals, and other communication and data services for the District's instructional and administrative purposes; provide training and necessary support to staff and users; plan, assign, supervise and evaluate the work of assigned personnel.

REPRESENTATIVE DUTIES:

Plan, organize, supervise and coordinate the installation, maintenance, and repair of networking, telecommunications, network servers, desktop/laptop workstations, software, peripherals and other communication and data services; provide departmental organization which is oriented to provide prompt, courteous, quality services to all users. *E*

Train, supervise, coordinate and evaluate the activities of Network, PC, and Telecommunications staff and volunteers; participate in staff selection. *E*

Responsible for the design, installation, support and efficient operation of the district Local Area Network (LAN), Wide Area Network (WAN), and Telecommunications; provide technology leadership for the district as it pertains to implementation and troubleshooting campus LAN, WAN, microcomputer technology, and telecommunications. *E*

Investigate, test and analyze technologies for use by the district, including software and hardware relating to network operations; consult with users to identify system testing and training requirements; make recommendations based on technical input and district needs. *E*

Develop and ensure adherence to technology standards, procedures, and documentation, including installations, backup, maintenance, security and performance monitoring; work cooperatively with district personnel to develop standards and procedures for the support of networking on campus. *E*

Participate in long range planning consistent with department and district goals; facilitate the budget planning for network equipment, software, and support. *E*

Plan, coordinate, and implement security protocols throughout the network; provide for the installation and maintenance of network security monitoring software; provide education and training to end-users regarding the need for network security, possible security vulnerabilities, and methods of ensuring security; provide for maintenance of inventory and diagrams of all networks and equipment. *E*

Plan, coordinate, and implement integrated disaster recovery procedures for the network and all critical systems; maintain current virus protection updates; plan and implement a critical data back-up strategy. *E*

Attend in-service training on network and data communications systems; remain current and knowledgeable in all aspects of network technology and applications. *E*

Manage the procurement process for new network, telecommunications, and personal computing equipment and repair parts as necessary; serve as liaison to vendors and/or outside consultants; assist in the development of vendor bid specifications. *E*

Participate in and provide leadership for department meetings, assigned committees, and district-level activities. *E*

Perform other related duties as required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Ethernet/Fast Ethernet, Twisted pair and fiber optic cabling and punch-down methodology
WAN cabling and methodology
TCP/IP and IPX/SPX theory, Firewall/Packet Filters, SNMP/RMON/MIB Theory
Telecommunications technologies and methodologies
Cisco Routers and Switches
Novell, NT, Unix
Current technology of all the components that make up the District LAN, WAN, and
    telecommunications
Current Web technologies
Current Windows and Mac OS, Intel and Mac hardware components
Fluent in PC Repair
Computer programs necessary for record keeping and databases
Principles and practices related to system audit and security.
Federal, State, and local laws, rules and regulations related to information technology and
    Systems.
Educational and instructional applications of information technology.
Budget preparation and control procedures.
Principles and practices of administration, supervision and training.
District organization, operations, policies and objectives.
Correct English usage: grammar, spelling, vocabulary and punctuation.
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Plan, organize, and direct the operations, applications and administration of district network, PCs
    and telecommunication systems.
Determine requirements for new applications and modification of existing systems.
Maintain current knowledge of technical advances in the field.
Work effectively with district faculty, staff, and management, contract vendors, and
    representatives of other public agencies.
Analyze situations accurately and adopt an effective course of action.
Anticipate conditions, plan ahead, establish priorities and meet schedules and timelines.
Stimulate teamwork and promote cohesiveness to achieve district goals.
Prepare effective written reports and presentations.

Effectively communicate a highly technical and constantly changing subject in
    understandable terms, both orally and in writing.
Assist with the development of grant or special projects applications.
Provide technical assistance and guidance to district faculty, staff and administrators.
Demonstrate a sensitivity to and understanding of diverse academic, socioeconomic, cultural,
    ethnic and disability backgrounds of staff and students.
Establish and maintain effective and cooperative working relationships with other district
    personnel to accomplish objectives of the district, department or working group.
Train, supervise and evaluate personnel.

EDUCATION AND EXPERIENCE

Any combination equivalent to: a Bachelors degree in computer science, information systems, information technology, or related field, and five (5) years increasingly responsible experience in managing information technology systems, including two (2) years in a supervisory or management capacity.

WORKING CONDITIONS:

Office environment.

Position requires sitting for extended periods of time, dexterity of hands and fingers to operate a computer keyboard, and other office equipment, and reaching to maintain files; speaking and hearing to communicate with district and outside agency personnel and exchange information.

Bending and twisting.

Lift and carry 25 pounds.

HUMAN RESOURCES   JANUARY 11, 2005

TOPIC: ADMINISTRATIVE/MANAGEMENT/CONFIDENTIAL PAYMENT OF
         ACCRUED VACATION DAYS

TO THE BOARD OF TRUSTEES:

The district wishes to authorize payment for potential accrued vacation hours for the following administrative management employee. (Because absence reports cannot be finalized before the employee's last day of work, the maximum number of accrued vacation hours/pay is listed.)

    1.   Leonard Crawford, Dean of Student Services, not to exceed 34.8 days, $14,790

Fiscal Impact: Budgeted

RECOMMENDATION:

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

REFERENCE FOR AGENDA: NO   Signed_____
                                      Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

                                  Signed_____
                                    Superintendent/President

ACTION TAKEN BY THE BOARD:

  MOTION_____

  SECOND_____   Ayes___ Noes___

INFORMATION ONLY_____

ADMINISTRATIVE SERVICES   JANUARY 11, 2005

TOPIC: MONTHLY FINANCIAL STATEMENTS

TO THE SUPERINTENDENT/PRESIDENT:

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 ASB Fund.

RECOMMENDATION:

This is an information only item.

REFERENCE FOR AGENDA: YES   Signed: _____
                                             Interim Vice President, Administrative Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

                                     Signed: _____
                                                 Superintendent/President

ACTION TAKEN BY THE BOARD:

  MOTION _____

  SECOND _____

  INFORMATION ONLY X

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
01/11/05

GENERAL FUND 01	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Federal	$1,141,823	$468,775	$673,048	58.95%
State	$24,585,254	$11,726,617	$12,858,637	52.30%
Local	$17,126,010	$1,235,679	$15,890,331	92.78%
Transfers In	$0	$0	$0	0.00%
Total Revenues	$42,853,087	$13,431,071	$29,422,016	68.66%
Expenditures				
Academic Sals	$16,946,039	$5,104,933	$11,841,106	69.88%
Classified Sals	$9,609,995	$3,922,562	$5,687,433	59.18%
Benefits	$6,869,671	$2,665,999	$4,203,672	61.19%
Supplies	$1,017,077	$468,754	$548,323	53.91%
Operating Expenses	$5,349,183	$2,265,209	$3,083,974	57.65%
Capital Outlay	$2,386,990	$1,418,123	$968,867	40.59%
Transfers	$1,522,754	$94,677	$1,428,077	93.78%
Total Expenditures	$43,701,709	$15,940,257	$27,761,452	63.52%
Revenues/(Expenditures)	($848,622)	($2,509,186)		
Fund Balance 7/01/04	$2,293,111	$2,293,111		
Fund Balance 11/30/04	$1,444,489	($216,075)		

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
01/11/05

CAPITAL OUTLAY PROJECTS FUND 71	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
State	$8,637,901	$0	$8,637,901	100.00%
Local	$0	$38,903	($38,903)	0.00%
Transfers In	$0	$0	$0	$0
Total Revenues	$8,637,901	$38,903	$8,598,998	99.55%
Expenditures				
Contracts	$0	$0	$0	$0
Sites	$0	$284	($284)	
Buildings	$8,737,901	($10,865)	$8,748,766	100.12%
Library Books	$0	$0	$0	$0
Equipment	$0	$0	$0	
Total Expenditures	$8,737,901	($10,581)	$8,748,482	100.12%
Revenues/(Expenditures)	($100,000)	$49,484		
Fund Balance 7/01/04	$608,156	$608,156		
Fund Balance 11/30/04	$508,156	$657,640		

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
01/11/05

CHILD DEVELOPMENT CENTER FUND 72	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Federal	$207,901	$78,427	$129,474	62.28%
State	$673,687	$307,071	$366,616	54.42%
Local	$20,500	$4,274	$16,226	79.15%
Transfers In	$0	$0	$0	
Total Revenues	$902,088	$389,772	$512,316	56.79%
Expenditures				
Academic Salaries	$428,501	$166,733	$261,768	61.09%
Classified Sals	$159,589	$56,240	$103,349	64.76%
Benefits	$238,167	$78,567	$159,600	67.01%
Instructional Supplies	$45,300	$9,059	$36,241	80.00%
Operating Expenses	$30,531	$27,995	$2,536	8.31%
Reserve/Contingencies	$0	$0	$0	0.00%
Building/Equipment	$0	$0	$0	0.00%
Total Expenditures	$902,088	$338,594	$563,494	62.47%
Revenues/(Expenditures)	$0	$51,178		
Fund Balance 7/01/04	$11,970	$11,970		
Fund Balance 11/30/04	$11,970	$63,148		

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
01/11/05

STUDENT CENTER FEE FUND 73	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues	$101,000	$34,738	$66,262	65.61%
Expenditures				
Transfers Out	$100,000	$34,686	$65,314	65.31%
Revenues/(Expenditures)	$1,000	$52		
Fund Balance 07/01/04	$8,170	$8,170		
Fund Balance 11/30/04	$9,170	$8,222		

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
01/11/05

HEALTH TRUST FUND 75	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Local	$13,100	$1,011	$12,089	92.28%
Transfers In	$0	$0	$0	0.00%
Total Revenues	$13,100	$1,011	$12,089	92.28%
Expenditures	$0	$0		
Reserve For Contingencies	$0	$0	$0	
Total Expenditures	$0	$0	$0	
Revenues/(Expenditures)	$13,100	$1,011		
Fund Balance 7/1/04	$22,494	$22,494		
Fund Balance 11/30/04	$35,594	$23,505		

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
01/11/05

SELF INSURANCE TRUST FUND 78	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Local	$1,800	$138	$1,662	92.33%
Transfers In	$19,000	$0	$19,000	
Total Revenues	$20,800	$138	$20,662	99.34%
Expenditures				
Contracted Services	$35,000	$11,692	$23,308	0.00%
Supplies	$120	$0	$120	100.00%
New Equipment	$0	$0	$0	0.00%
Total Expenditures	$35,120	$11,692	$23,428	66.71%
Revenues/(Expenditures)	($14,320)	($11,554)		
Est. Fund Balance 7/1/04	$43,955	$43,955		
Fund Balance 11/30/04	$29,635	$32,401		

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
11/30/04

RAMS BOOKSTORE		Budget		Actual		Budget Remaining	Percentage Remaining
Revenues	$	2,620,000	$	1,317,506	$	1,302,494	49.71%
Cost of Goods Sold	$	2,023,000	$	872,336	$	1,150,664	56.88%
Gross Margin from local Revenues	$	597,000	$	445,170	$	151,830	25.43%
Total Other Income	$	-		$3,288	$	(3,288)	0.00%
Total Revenues and Other Income		$597,000		$448,458	$	148,542	0.00%
Expenditures	$	597,000	$	241,026	$	355,974	59.63%
Revenues/(Expenditures)	$	-	$	207,432			
Fund Balance 07/01/04	$	600,426					
Fund Balance 11/30/04	$	600,426	$	807,858			

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
01/11/05

AUXILIARY SVCS	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues	$ 373,000	$ 137,067	$ 235,933	63.25%
Expenditures	$ 470,000	$ 164,186	$ 305,814	65.07%
Revenues/(Expenditures)	$ (97,000)	$ (27,119)		
Fund Balance 07/01/04	$ 264,331			
Fund Balance 11/30/04	$ 167,331	$ 237,212		

VICTOR VALLEY COMMUNITY COLLEGE
2004-2005 Financial Statements
1/11/05

ASB FUND	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues	$ 180,750	$ 64,244	$ 116,506	64.46%
Expenditures	$ 180,750	$ 38,281	$ 142,469	78.82%
Revenues/(Expenditures)	$ -	$ 25,963		
Fund Balance 07/01/04	$ 68,964			
Fund Balance 11/30/04	$ 68,964	$ 94,927		

HUMAN RESOURCES   JANUARY 11, 2005

TOPIC: CLASSIFIED RESIGNATION

TO THE BOARD OF TRUSTEES:

The following classified resignation has been received and accepted by the superintendent/president per Board Policy 7350:

1. Kyle Rotte, Network Manager, effective January 7, 2005.

RECOMMENDATION:

The resignation listed above is included in the agenda for the board's information.

REFERENCE FOR AGENDA: Yes   Signed _____
                                                  Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

                                          Signed _____
                                                  Superintendent/President

ACTION TAKEN BY THE BOARD:

   MOTION_____

   SECOND_____   Ayes___ Noes___

INFORMATION ONLY____X_____

December 15, 2004

Victor Valley College
Attn: Human Resources
18422 Bear Valley Road
Victorville, Ca 92392

To Whom It May Concern:

I respectfully submit my resignation for the position of Network Manager as of January 7, 2005. I have enjoyed working for the college and meeting a variety of people.

Because of the nature of my position, I will be spending the remainder of my time finalizing documentation and providing training/knowledge transfers to in-house personnel. By the time I leave, everything that I have done should be well documented and provide a foundation for the person replacing me.

If there is anything else you would like me to do prior to my vacancy, please let me know. In addition, if you would like me to work additional hours I am open to discuss overtime to help meet any of the districts needs.

I still look forward to teaching classes as an Associate Faculty member in the CIS department. With that in mind, I would like to request that my Novell and GroupWise accounts be moved to the Adjunct section so that I can continue to receive email from students.

Sincerely,

Kyle Rotte, Network Manager

VICTOR VALLEY COLLEGE

18422 Bear Valley Road

Victorville, CA 92392-5849

(760) 245-4271, extension 2544

spencerp@vvc.edu

PATRICIA A. SPENCER, Ph.D.

Superintendent/President

January 5, 2005

Mr. Kyle Rotte

Victor Valley College

18422 Bear Valley Road

Victorville, CA 92395

Dear Mr. Rotte:

Your letter, resigning from your position as Network Manager, was received by the District on December 17, 2004. Per Board Policy, your resignation has been accepted and will be effective January 7, 2005, the date indicated in your letter. Your letter of resignation will be presented to the Board of Trustees on January 11, 2005.

We want to recognize and thank you for the three years of service you have provided Victor Valley College. You have our deepest appreciation for your contributions and sincerest best wishes.

You will be receiving correspondence from the Office of Human Resources regarding your COBRA rights and retirement benefits, if applicable. Should you have any questions, please contact the Human Resources office at (760) 245-4271, ext. 2486.

Sincerely,

Patricia A. Spencer, Ph.D.

Superintendent/President

PAS:kf

HUMAN RESOURCES   JANUARY 11, 2005

TOPIC: ADMINISTRATIVE/MANAGEMENT/CONFIDENTIAL RESIGNATION

TO THE BOARD OF TRUSTEES:

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.

RECOMMENDATION:

The revision in Dr. Leonard Crawford's resignation is included in the agenda for the board's information.

REFERENCE FOR AGENDA: YES   Signed _____
                                                Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

                                      Signed _____
                                                Superintendent/President

ACTION TAKEN BY THE BOARD:

   MOTION_____

   SECOND_____   Ayes___ Noes___

INFORMATION ONLY____X____

VICTOR VALLEY COLLEGE

18422 Bear Valley Road
Victorville, CA 92395-5849
(760) 245-4271, extention 2306
FAX (760) 843-5447
crawfordl@vvc.edu

LEONARD M. CRAWFORD
Dean of Student Services

December 15, 2004

Willard C. Lewallen, Ph.D.
Vice President, Student Services
18422 Bear Valley Road
Victorville, CA 92393

Dear Dr. Lewallen,

Please accept this letter as my notification to **modify** my resignation as Dean, Student Services. I must clarify my last day of work and leave in good standing with Victor Valley College. At this time I need to complete a number of tasks, including tenure evaluations for four counseling faculty and make the last changes to the Accreditation Self Study standard II-B.

It has been personally and professionally rewarding to work here at Victor Valley College and my good fortune to work closely with you and for you during the past four ½ years. I hope that I have made a difference under your guidance while employed at this fine higher education institution.

In conclusion, I would like to change my last day at work to **January 3, 2005**. I will surely miss the outstanding and dedicated staff, faculty and students at Victor Valley College. I wish you the very best and I thank you for the opportunities for growth.

Sincerely,

Leonard M. Crawford, Ed.D.
Dean, Student Services

Cc: Patricia Spencer, Ph.D., Superintendent/President
       William Schmidt, Director Human Resources

January 5, 2005

Dr. Leonard Crawford

Victor Valley College

18422 Bear Valley Road

Victorville, CA 92392

Dear Dr. Crawford:

As you know, your letter of resignation from the position of dean of Student Services, effective December 21, 2004, was presented to the Board of Trustees on December 14, 2004. I have received your request to revise your resignation date to January 3, 2005, and will be presenting your revised resignation letter to the Board of Trustees at its meeting on January 11, 2004.

Sincerely,

Patricia A. Spencer, Ph.D.

Superintendent/President

PAS/lc