
AGENDA

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

This meeting is electronically recorded.

December 14, 2004

CALL TO ORDER

5 p.m.

PLEDGE OF ALLEGIANCE

ACTION

1. CLOSED SESSION

- (a) Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL —
EXISTING LITIGATION: three (3) cases
 Gloria Henderson vs. Victor Valley Community College,
 Bettye Underhill, Nick Halisky, VCVVS 030263;
 Nicholas Halisky and Cathleen Halisky vs. Victor Valley
 Community College District, Dennis Henderson, et. al, VCVVS 026112;
 Laymon Jordan vs. Victor Valley Community College District, VCVVS 034629
- (b) Government Code Section 54957.6:
CONFERENCE WITH LABOR NEGOTIATORS
Agency designated representatives: Bill Schmidt,
Willard Lewallen, Jeff Cooper, Thomas O'Neil;
Employee organizations: CSEA, CTA
- (c) Government Code Section 54956.9(b):
CONFERENCE WITH LEGAL COUNSEL —
POTENTIAL LITIGATION: one (1) case
- (d) Government Code Section 54957:
DISCIPLINE/DISMISSAL/RELEASE OF A PUBLIC EMPLOYEE: two (2) cases
- (e) Government Code Section 54957:
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
 Director of EOPS and CARE
 Director of Instructional Compliance

(Note: The Board will reconvene in Closed Session at the conclusion of the Action Agenda.)

2. RECONVENE TO OPEN SESSION

6 p.m.

2.1 Action as a result of Closed Session

Consider action as a result of Closed Session

YES___ NO___

3. GOVERNING BOARD

- 3.1 Consider approval of the minutes of the November 9, 2004, regular board meeting. YES ___ NO ___
- 3.2 Announcement that persons may speak to agenda items if the Agenda Discussion Form has been completed. Information
- 3.3 Agenda Additions/Revisions YES ___ NO ___
- 3.4 Election of Board Officers
- a. President YES ___ NO ___
 - b. Vice President YES ___ NO ___
 - c. Clerk YES ___ NO ___
 - d. Representative to the County Committee on School District Organization YES ___ NO ___

4. REPORTS

Information

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

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

5. CONSENT AGENDA

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

YES ___ NO ___

- a. Revised Department Chairpersons for 2004-2005
Consider approval of the revised list of instructors as department chairpersons for the 2004-2005 academic year.
- b. Curriculum Changes
Consider approval of the curriculum changes that have been recommended by the College Curriculum Committee.
- c. Agreement, Chino Valley Fire
Consider approval of the clinical agreement with Chino Valley Fire for the purpose of contributing to the education for Emergency Medical Technician-Paramedic, Emergency Medical Technician, and other related Allied Health programs for the benefit of students and for community needs.
- d. Agreement, San Bernardino City Fire Department
Consider approval of the clinical agreement with the San Bernardino City Fire Department for the purpose of contributing to the education for Emergency Medical Technician-Paramedic, Emergency Medical Technician and other related Allied Health programs for the benefit of students and for community needs.
- e. Classified Bargaining Unit Appointments, Promotions, and/or Transfers
 - 1) Consider approval of the appointment of the following individuals:
 - a) Rocio Chavez, Human Resources Technician, effective December 1, 2004;
 - b) Debbie Chesser, Sign Language Services Interpreter (classified special), effective on or after December 15, 2004.
 - 2) Consider approval of the promotion of the following individuals:
 - a) Melina Rodriguez, Child Development Center technician from Office Assistant, Child Development Center, effective on or after December 15, 2004.
 - b) Diana Sisk, Instructional Assistant II, Writing Center (50%) from Instructional Assistant I, Language Lab (50%), effective December 20, 2004.
 - 3) *Recruitments for senior programmer/software developer and senior systems analyst are currently underway. A recommendation for appointments will be brought to the December 14 Board meeting as an amendment.*

- f. Administrative/Management/Confidential Appointments
- 1) Consider approval of the appointments of the following individuals:
 - a) Mary Marble, Director, Admissions & Records, effective January 4, 2005.
 - b) Bruce Baron, Vice President, Administrative Services, effective on or after January 10, 2005.
 - 2) *Recruitments for Director of Facilities Construction and Director of Financial Aid are currently underway. Recommendations for appointment will be brought to the December 14 Board meeting as an amendment.*
- g. Full-Time Academic Personnel/Winter 2004
Consider approval of the teaching and non-teaching staff for assignments as listed for Winter 2004.
- h. Temporary Academic
Consider approval of the temporary academic appointments as listed.
- i. Academic Ratification of Equivalency Requests
Consider ratification of the equivalency for Child Development as listed on the attachment.
- j. Academic Ratification of Eminence Requests
Consider ratification of the eminence requests as listed on the attachment.
- k. Non-Classified Employees
Consider approval of the non-classified employee appointments as listed.
- l. Board of Trustees Payment Report
Consider approval of the payments as listed (see Exhibit 5.1).
- m. Agreements
Consider ratification of the agreements as detailed below:

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

ACTION AGENDA

6. **BOARD OF TRUSTEES**
No items.

7. SUPERINTENDENT/PRESIDENT

- 7.1 First Reading: Proposed Board Policy No. 7103, Ethics Statement for Employees
Consider acceptance for first reading the proposed Board Policy No. 7103, Ethics Statement for Employees. YES ___ NO ___

8. INSTRUCTION

- 8.1 Agreement, Child Development Services #GPRE-4299
Consider approval of the amended agreement with the California Department of Education for Child Development Services contract #GPRE-4299 for fiscal year 2004-2005. Fiscal Impact: Revenue to the District, \$218,534. YES ___ NO ___

- 8.2 Agreement, TANF-CDC Grant
Consider approval of the agreement with the Foundation for California Community Colleges to receive the grant award of \$20,385 for the 2004-2005 Temporary Assistance for Needy families-Child Development Centers (TANF-CDC) Project. Fiscal Impact: Revenue to the District, \$20,385. YES ___ NO ___

9. STUDENT SERVICES

- 9.1 Annual Maintenance Agreement Renewal, HP
Consider approval of the renewal of the HP maintenance agreement for 24-hour hardware and software support for the district's HP 9000 server, which are mission critical to the operation of the administrative information system (Datatel Colleague). Fiscal Impact: Budgeted item. \$1,671/month, \$20,052 annual. YES ___ NO ___

- 9.2 Agreement, Strata Information Group (Amended)
Consider approval of Amendment No. 2 to the original agreement made on June 10, 2004, with Strata Information Group (SIG), an independent consulting firm, to extend SIG's services through January 31, 2005. Fiscal Impact: One-time dollars available through Board Financial Assistance Program augmentation, no impact on the District budget. The amount of the agreement increased to \$235,735 from \$168,863 (an additional \$66,872 for fiscal year 2004-2005). YES ___ NO ___

- 9.3 Student Equity Plan
Consider approval of the Student Equity Plan. Subsequent to Board approval, the plan will be submitted to the Chancellor's Office. Fiscal Impact: Unknown, but is expected to be minimal. Strategies and goals of the plan will be accomplished primarily through existing campus resources. YES ___ NO ___

10. ADMINISTRATIVE SERVICES

10.1 Agreement, Productive-WRQ Reflections

Consider approval of the agreement with Productive-WRQ Reflections for annual maintenance for Reflections PITH NS/TV for the period from December 1, 2004, through November 30, 2005, for a total of 205 users for an amount not to exceed \$9,870. Fiscal Impact: Not to exceed \$9,870.

YES ___ NO ___

10.2 Agreement, Constellation NewEnergy

Consider approval of the amended agreement with Constellation NewEnergy to purchase electrical energy, which will extend our current agreement for the period of January 1, 2005, through June 30, 2005. Fiscal Impact: Reduced rates for electricity, guaranteed over the contract period.

YES ___ NO ___

10.3 Board Delegated Authority—Signatories

The Vice President, Administrative Services should be acknowledged as authorized representative of the Board of Trustees to execute certain documents (as listed on agenda item 10.3). It is anticipated that a new Vice President, Administrative Services, will be considered for appointment on December 14, 2004, and an amended Board agenda item 10.3 will be presented to the Board at its December 14, 2004, meeting.

YES ___ NO ___

11. HUMAN RESOURCES

11.1 Revised Job Description for Director of Child Development Center

Consider approval of the revised job description for the director of Child Development Center with placement on the Management Salary Schedule at Range 27. Fiscal Impact: Budgeted.

YES ___ NO ___

11.2 Management Meet and Confer Proposal

Consider approval of the proposal presented by the management team. Fiscal Impact: \$29,002 for 2004-2005; 2005-2006 and 2006-2007 to be budgeted.

YES ___ NO ___

11.3 Designate Additional Board Holiday

Consider approval of Wednesday, December 29, 2004, as an additional holiday for classified and management personnel. This change is based upon an agreement with the classified bargaining unit.

YES ___ NO ___

12. FOR INFORMATION ONLY

12.1 Monthly Financial Statements

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

- 12.2 Administrative/Management/Confidential Resignation
Dr. Leonard Crawford, dean of Student Services, has submitted his resignation effective December 21, 2004. Per board policy 7350, the resignation has been accepted by the superintendent/president.
- 12.3 Institutional Self-Study for Reaffirmation of Accreditation 2005 Draft
This is an opportunity for the Board to read and review the Self-Study, which will be submitted to the Board of Trustees for approval on January 11, 2005.
- 12.4 Classified Memorandum of Understanding
The District and the California School Employees Association, Chapter 584, have reached agreement on the attached Memorandum of Understanding (MOU) concerning a one-year trial period for a 4-day per week, 10-hour per day schedule for the campus police. The MOU is included for the Board's information.
- 12.5 Administrative Procedure, AP 3910 (ADA – 504/508) Complaint Procedures
Administrative Procedure, AP 3910 (ADA – 504/508) Complaint Procedures, was approved by a unanimous vote in favor on October 19, 2004, by the College Assembly after two readings and is presented to the Board as an information item.

1. CLOSED SESSION (Reconvene in Closed Session)

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CONFERENCE WITH LEGAL COUNSEL —
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Gloria Henderson vs. Victor Valley Community College,
Bettye Underhill, Nick Halisky, VCVVS 030263;
Nicholas Halisky and Cathleen Halisky vs. Victor Valley
Community College District, Dennis Henderson, et. al, VCVVS 026112;
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Employee organizations: CSEA, CTA
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CONFERENCE WITH LEGAL COUNSEL —
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- (e) Government Code Section 54957:
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
Director of EOPS and CARE
Director of Instructional Compliance

2. RECONVENE TO OPEN SESSION

2.1 Action as a result of Closed Session

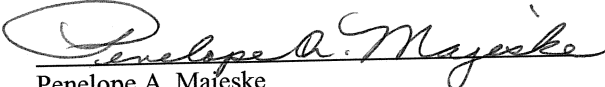
Consider action as a result of Closed Session

YES ___ NO ___

13. ADJOURNMENT

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

I, Penelope Majeske, Executive Assistant to the Superintendent/President, do hereby certify that I caused to be posted the foregoing agenda on Thursday, December 9, 2004, at 5:00 p.m. pursuant to California Government Code §54954.2.


Penelope A. Majeske
Executive Assistant to the Superintendent/President

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

November 9, 2004

5 p.m.

- CALL TO ORDER:** The Board of Trustees of Victor Valley Community College District met in regular session on November 9, 2004, in the Board Room of the Administration Building. Board President, Dr. Dorothy Franke, called the meeting to order at 5:00 p.m.
- PLEDGE OF ALLEGIANCE:** Dr. Thomas O'Neil, Dean, Humanities, Arts, and Social Sciences, led the audience in the Pledge of Allegiance to the flag.
- MEMBERS PRESENT:** Dr. Dorothy Franke, President; Dennis Henderson, Vice President; Joe Range, Clerk; Thomas M. Elder, II, Trustee; and Dr. Bettye Underhill, Trustee. (ASB President and Student Trustee Eddie Miro arrived for Open Session at 5:45 p.m.)
- MEMBERS ABSENT:** None.
- STAFF/GUESTS PRESENT:** Dr. Patricia A. Spencer, Mr. Jeff Cooper, Dr. Louis Zellers, Dr. Tom O'Neil, Mr. Henry Yong, Mr. Nick Parisi, Penelope Majeske, other staff, and members of the public.
- CLOSED SESSION** Dr. Franke recessed the Open Session at 5:01 p.m., and the Board met in Closed Session from 5:01 p.m. to 6:00 p.m. to discuss the following:

1. CLOSED SESSION

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 Community College District, Dennis Henderson, et. al, VCVVS 026112;
 Laymon Jordan vs. Victor Valley Community College District, VCVVS 034629

- (b) Government Code Section 54957.6:
CONFERENCE WITH LABOR NEGOTIATORS
Agency designated representatives: Bill Schmidt,
Willard Lewallen, Jeff Cooper, Thomas O'Neil;
Employee organizations: CSEA, CTA
- (c) Government Code Section 54956.9(b):
CONFERENCE WITH LEGAL COUNSEL —
POTENTIAL LITIGATION: one (1) case
- (d) Government Code Section 54957:
DISCIPLINE/DISMISSAL/RELEASE OF A PUBLIC EMPLOYEE: two (2) cases

(Note: The Board will reconvene in Closed Session at the conclusion of the Action Agenda.)

Break 6:00 p.m. to 6:09 p.m.

OPEN SESSION The board reconvened to Open Session at 6:09 p.m.

ACTION AS A RESULT OF CLOSED SESSION Dr. Franke reported there was no action to report as a result of Closed Session, but that the Board will reconvene in Closed Session at the conclusion of the Action agenda.

GOVERNING BOARD It was MSC (Underhill/Range, 5-0) to approve the minutes of the October 12, 2004, regular board meeting, and the minutes of the October 26, 2004, special board meeting.

AGENDA ADDITIONS, REVISIONS: Dr. Spencer reported that two agenda items have been pulled: 5.1, Administrative/Management/Confidential Appointments, and 8.3, Revised Academic Calendar for the 2004-2005 Academic Year. In addition, three items have been amended: 5.h, Classified Bargaining Unit Appointments, Promotions, and/or Transfers; 5.k, Academic Appointments; and 5.m, Revised Department Chairpersons for 2004-05.

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

REPORTS:

Superintendent/President

Dr. Spencer announced that Daniel Lee found it necessary to resign his position from the Board due to family concerns, and she welcomed Eddie Miro as the new student trustee. She also shared the Accreditation Self-Study Open Forum Agenda materials with the board and asked them for their feedback. Further, she handed out copies of the VVC Annual Report, which will be mailed to the community and to other educational and community leaders. Dr. Spencer thanked Southwest Gas for financing the publication of the annual report.

Trustee Joe Range requested that we move forward to item 7.3, the Agreement with the City of Victorville for the Park and Ride Facility, and introduced representatives from the City of Victorville: Guy Patterson, Georgia Graham, and Wilson So.

7.3

Agreement with the City of Victorville, Park and Ride Facility.
It was MSC (Range/Henderson, 5-0) to approve the agreement with the City of Victorville for lease and maintenance of a Park and Ride facility. The City of Victorville received a federal grant to construct a Park and Ride facility and traffic signal at Bear Valley Road and Mojave Fish Hatchery Road. Fiscal Impact: Please refer to the agreement. Mr. Patterson said he looks forward to working with the college and believes it will be a win-win project. Dr. Franke thanked the City of Victorville for working with the college on this project.

Instruction

Mr. Cooper sadly announced the passing of the mother of one of his staff members, Ruby Wikstrom. The board offered their condolences.

The target date for the spring schedule is Monday. Registration will begin November 15 for the winter session and the spring term.

Student Services

No report.

Administrative Services

Dr. Zellers thanked Mary Pringle for compiling the information for his report on *Increased Costs/Unfunded Liabilities vs. Projected New Income (predicated on achieving 6% growth and earning all Basic Skills funding)*. He pointed out this is a one-time snapshot of where the college stood two weeks ago and that the figures will change. The board thanked Dr. Zellers for his report.

Foundation

The Foundation President Diana O'Malley said she appreciated the page in the annual report for the Foundation. She also invited the Board to the Foundation's upcoming workshop. Ms. O'Malley also invited everyone to attend the Foundation's gala event on January 29.

Board of Trustees

Trustee Range reported that the City of Victorville took the lead in the Park and Ride project, and he thanked them for their time and energy. VVC will be asking the City for its support to improve the drainage around the college and to increase safe traffic flow.

Dr. Underhill reported that she just returned from serving on the accreditation team for the College of Marin. It was a fascinating process, and the team was made of up members from ten other colleges. She also congratulated the VVC team that has been working on the accreditation self-study.

ASB

Eddie Miro thanked the board and handed out information on the Southwest Gas coat drive, the holiday season food drive, and the lights of love toy drive. The ASB is working with the Black Heritage Committee for the Martin Luther King Celebration and with the High Desert Hispanic Chamber for the 2005 Cinco de Mayo Celebration. They have also been working on the 6th Annual High School Leadership Conference. In addition, a group of them will be attending the ASACC Advocacy Conference in Nashville. Mr. Miro also handed out copies of the *RamPage*, showing registration and financial aid information. He announced two performances of *Snow White* on November 19 and 21.

CCA

Debby Blanchard reported that they have a grievance which has moved to Level III. Regarding the calendar, she reported that the faculty members have not approved the calendar yet, but they are working on it.

CSEA

Arlene Waldeck said that she believes COLA funds should be set aside for employees. Margaret Kagy reminded the board regarding Policy 2715, Code of Ethics, and read aloud from the *State Budget Highlights for California Community Colleges* "\$100.1 million to provide a COLA of 2.41 percent for general-purpose apportionments for all districts." She also read from VVC's Board Policy Number 7140, Collective Bargaining, and Board Policy Number 7130, Compensation.

Faculty Senate	Debby Blanchard thanked the Board and the administration for the printed class schedule. The Senate is in support of hiring additional faculty.
PTFU – AFT	No report.
Management	Robert Sewell handed out color copies of the new class schedule cover. The class list will be emailed to employees very soon, and by Monday all employees will have a hard copy. Approximately 109,000 copies will be mailed to High Desert residents. Searchable class schedules will be available on the college's Web site and will be regularly updated.
Superintendent/President:	Dr. Spencer thanked Bill Greulich for his work on the year-end report, coordinating, taking pictures, working with all contributors to the year-end report, and for working with Southwest Gas.
Public Comments	Arlene Greene commented on Consent Agenda item number 5.h. Said there are two other people who are not on this list and have been doing this type of work as substitutes. She asked that those individuals' hours not be changed or reduced because of the new classified special hires.

5. CONSENT AGENDA

It was MSC (Elder/Underhill, 5-0) to approve the following consent items, 5.a through 5.g, 5.h (as amended), 5.i, 5.j, 5.k (as amended), 5.m (as amended), 5.n, 5.o, and 5.p. (Item 5.l was pulled.)

- a. Agreement, Credentials, Inc.
Consider approval of the 3-year agreement with Credentials, Inc. for Web-based transcript processing services. Fiscal Impact: Approximately \$20,000 in revenue annually from the collection of transcript fees.
- b. Agreement, Child Development Services #GCTR-4316
Consider approval of the amended agreement with the California Department of Education for Child Development Service, contract #GCTR-4316, for the 2004-2005 fiscal year. The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$460,687 and inserting \$471,790 in place thereof. Fiscal Impact: Income to the District \$471,790.

- c. TANF-CDC Grant Award
Consider approval and acceptance of the grant award of \$18,180 for the 2004-2005 Temporary Assistance for Needy Families – Child Development Centers (TANF-CDC) Project. Fiscal Impact: Income to the District \$18,180.
- d. Agreement, Child Development Services, #FIMS-4508
Consider adoption of a resolution to approve the California Department of Education Local Agreement for Child Development Services #FIMS-4508 for the 2004-2005 fiscal year. This agreement is funded through a grant from the federal Department of Health and Human Services for the purpose of purchasing instructional materials. Fiscal Impact: The maximum to be paid to the District under this agreement is \$3,204.
- e. Agreement, Child Development Services #FCTR-4102
Consider approval of the amended agreement #FCTR-4102 with the California Department of Education for Child Development Services contract for the 2004-2005 fiscal year. The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$157,901 and inserting \$161,706 in place thereof. Fiscal Impact: Income to the District \$161,706.
- f. Annual Financial and Budget Report, CCFS-311
Consider approval of the Annual Financial and Budget Report, CCFS-311, (Financial Report for Fiscal Year 2003-04 and Budget Report for Fiscal Year 2004-05) to be submitted to the Chancellor's Office.
- g. Quarterly Fiscal Status Report
Consider approval of the September 30, 2004, quarterly report to be submitted to the Chancellor's Office and county schools.
- h. Classified Bargaining Unit Appointments, Promotions, and/or Transfers (as amended)
 - 1) Consider approval of the voluntary transfer/reassignment of Amy Stewart-Leffew to grounds maintenance worker from lead grounds maintenance worker, effective on or after October 15, 2004.
 - 2) Consider approval of the appointment of Gabriela Quesada, Student Development Center specialist—bilingual (50%, BFAP), effective on or after November 10, 2004.
 - 3) *Recruitment for sign language services interpreter, classified specialist, is currently underway. A recommendation for appointment will be brought to the November 9, 2004, board meeting as an amendment. **The selection process has been completed in accordance with district hiring procedures, and the***

superintendent/president has approved the appointment of the following individuals:

- A. **Rhiannon Aragues, sign language services interpreter (classified special), effective on or after November 10, 2004.**
- B. **Carly Garcia, sign language services interpreter (classified special), effective on or after November 10, 2004.**
- C. **Nancy Turner, sign language services interpreter (classified special), effective on or after November 10, 2004.**

i. Non-Classified Employees

Consider approval of the non-classified employee appointments as listed.

j. Temporary Academic

Consider approval of the temporary academic appointments as listed.

k. Academic Appointments (as amended)

Recruitment for bilingual counselor is currently underway. A recommendation for appointment will be brought to the November 9, 2004, board meeting as an amendment.

The selection process has been completed in accordance with district hiring procedures, and the superintendent/president has approved the appointment of the following individual as detailed below. The district requests that the board approve this appointment:

- 1. **Lilia Sanchez, bilingual counselor (BFAP), effective on or after November 10, 2004.**

Pulled

l. Administrative/Management/Confidential Appointments (pulled)

Recruitment for director of Admissions and Records is currently underway. A recommendation for appointment will be brought to the November 9, 2004, board meeting as an amendment.

m. Revised Department Chairpersons for 2004-2005 (as amended)

Consider approval of the revised list of instructors as department chairpersons for the 2004-2005 academic year. Fiscal Impact: Budgeted.

n. Board of Trustees Payment Report

Consider approval of the payments as listed (see Exhibit 5.o).

o. Agreements

Consider ratification of the agreements as detailed below:

Vendor/Consultant	Service	Amount
B3 Backflow Testing & Repair	Annual 04-05 inspection/certification of backflow prevention valves per legal requirements	\$1,400.00
Williams, Sharon	Develop bid documents	\$3,500.00
TOTAL		\$4,900.00

p. Memberships

Consider approval of the following individual memberships:

- 1) Amy Stewart-Leffew in the Pesticide Applicators Professional Association from January 1, 2005, through December 31, 2005, at a cost of \$35.
- 2) Arthur Casler in the Pesticide Applicators Professional Association from January 1, 2005, through December 31, 2005, at a cost of \$35.

ACTION AGENDA

6. BOARD OF TRUSTEES

No items.

7. SUPERINTENDENT/PRESIDENT

7.1 Donations for the Nursing Department

It was MSC (Range/Henderson, 5-0) to approve the acceptance of the transfer from the Foundation to Victor Valley Community College District of donated clinical lab equipment, office furniture and supplies valued at \$30,000, for the Nursing Department. This donation was received by Victor Valley College District Foundation from Dr. Prem Reddy and Donna Smith of Desert Valley Hospital.

7.2 Donations

It was MSC (Range/Elder, 5-0) to approve the acceptance of the donations in the amount of \$73,822.04 as college property. The Victor Valley College Foundation has made expenditures from cash donations in the amount of \$73,822.04 (for the period 09/01/2004 through 09/31/2004) for Victor Valley College as listed.

7.3 Agreement with the City of Victorville, Park and Ride Facility

It was MSC (Range/Henderson, 5-0) to approve the agreement with the City of Victorville for lease and maintenance of a Park and Ride facility. The City of Victorville received a federal grant to construct a Park and Ride facility and traffic signal at Bear Valley Road and Mojave Fish Hatchery Road. Fiscal Impact: Please refer to the agreement. *(Note: This agenda item was considered by the Board earlier in the meeting to accommodate the City of Victorville.)*

8. INSTRUCTION

8.1 Maintenance Agreement – SIRSI Corporation

It was MSC (Elder/Henderson, 5-0) to approve the maintenance agreement with Sirsi Corporation for maintaining the software and hardware in the Learning Resource Center for the period of June 1, 2005, through May 31, 2006. Fiscal Impact: \$12,000.

8.2 Agreement, Xerox Corporation

It was MSC (Henderson/Underhill, 5-0) to approve the 60-month lease agreement with Xerox Corporation for a Xerox WCP 35H copy/print system. Fiscal Impact: Budgeted item from BFAP funding, not to exceed \$2,394.96 per year for the lease, plus prints/copies billed at \$.0084 per print/copy.

8.3 Revised Academic Calendar for the 2004-2005 Academic Year (Pulled)

Pulled

Consider approval of the revised academic calendar for the 2004-2005 academic year to reflect that December 29, 2004, will be a district holiday rather than a mandatory vacation day for classified and management employees. Commencement has been scheduled for Friday, June 10, 2005. Classes scheduled for Saturday, April 2, will not be held. Instead, an additional day of Saturday classes is scheduled for Saturday, June 11.

8.4 Agreement, G. W. Reed Printing

It was MSC (Range/Henderson, 5-0) to approve the agreement with G. W. Reed Printing to provide printing services for the creation of the Winter/Spring 2005 Schedule of Classes. Fiscal Impact: Budgeted Item, \$41,688.06.

9. **STUDENT SERVICES**

No items.

10. **ADMINISTRATIVE SERVICES**

10.1 Agreement, Pacific Blue Micro

It was MSC (Elder/Underhill, 5-0) to approve the participation in the annual software maintenance agreement with Pacific Blue Micro for Smartnet-Hardware Replacement Onsite effective July 1, 2004, through June 30, 2005. Fiscal Impact: \$9,849.

10.2 Agreement, Warren Construction

It was MSC (Underhill/Henderson, 5-0) to approve the agreement with Warren Construction to construct and install special cabinetry in the Allied Health Portable #2. Fiscal Impact: \$8,692.

10.3 Bid Award, Asbestos Abatement and Reconstruction, Liberal Arts Building

It was MSC (Elder/Henderson, 5-0) to award a contract to Tri-Span, Inc. in the amount of \$458,450.00 for asbestos abatement and reconstruction of the northern two-thirds of the Liberal Arts Building. Fiscal Impact: Fund 71 Expenditure, \$458,450.00 (100% reimbursable through the State's Asbestos Abatement program).

10.4 Bid Award, Retrofit of the H.V.A.C. System, Music Building

It was MSC (Henderson/Elder, 5-0) to award a contract to Air-Ex Air Conditioning, Inc. in the amount of \$139,393.00 for retrofit of the H.V.A.C. system in the Music Building. Fiscal Impact: Fund 71 Expenditure, \$139,939.

10.5 Custodial Supplies, Cooperative Bid

It was MSC (Elder/Underhill, 5-0) to approve participation in Cooperative Bid #44 2003 04 for the fiscal year 2004-2005 for the purchase of custodial supplies. Fiscal Impact: savings realized based on amount purchased, budgeted item.

11. **HUMAN RESOURCES**

No items.

12. **FOR INFORMATION ONLY**

12.1 Monthly Financial Statements

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

12.2 Classified Resignation

Haile Pryor, Bookstore assistant (classified special), has submitted her resignation effective November 11, 2004. Per board policy 7350, the resignation has been accepted by the superintendent/president.

1. **CLOSED SESSION**

Dr. Franke recessed the Open Session at 7:25 p.m., and the Board reconvened in Closed Session from 7:26 p.m. to 8:40 p.m. to discuss the following:

- (a) Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL —
EXISTING LITIGATION: three (3) cases
 Gloria Henderson vs. Victor Valley Community College,
 Bettye Underhill, Nick Halisky, VCVVS 030263;
 Nicholas Halisky and Cathleen Halisky vs. Victor Valley
 Community College District, Dennis Henderson, et. al, VCVVS 026112;
 Laymon Jordan vs. Victor Valley Community College District, VCVVS 034629
- (b) Government Code Section 54957.6:
CONFERENCE WITH LABOR NEGOTIATORS
Agency designated representatives: Bill Schmidt,
Willard Lewallen, Jeff Cooper, Thomas O'Neil;
Employee organizations: CSEA, CTA
- (c) Government Code Section 54956.9(b):
CONFERENCE WITH LEGAL COUNSEL —
POTENTIAL LITIGATION: one (1) case
- (d) Government Code Section 54957:
DISCIPLINE/DISMISSAL/RELEASE OF A PUBLIC EMPLOYEE: two (2) cases

2. RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 8:40 p.m.

2.1 Action as a result of Closed Session

Dr. Franke reported there was no action to report as a result of Closed Session.

13. ADJOURNMENT

The meeting was adjourned at 8:41 p.m.

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

APPROVED:

Dorothy Franke, Ph.D., President

Joe Range, Clerk

Date Approved

GOVERNING BOARD

DECEMBER 14, 2004

TOPIC: ELECTION OF BOARD OFFICERS

Board Policy No. 2210, Officers, reads, in part:

At the annual organizational meeting, the board shall elect from among its members a president, vice president, and clerk of the board. The term of officers shall be for one year. The board does not have an official system of rotating of officers; it elects the officers each year from among all its members.

Fiscal Impact: N/A

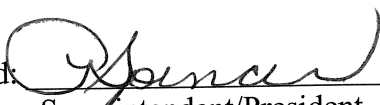
RECOMMENDATION:

It is recommended that the Board elect from among its members the following board officers:

- a. President YES ___ NO ___
- b. Vice President YES ___ NO ___
- c. Clerk YES ___ NO ___
- d. Representative to the County Committee on School District Organization YES ___ NO ___

REFERENCE FOR AGENDA: YES (Board Policy 2210)

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

BOARD OF TRUSTEES

Chapter 2

Officers

2210

At the annual organizational meeting, the board shall elect from among its members a president, vice president, and clerk of the board. The term of officers shall be for one year. The board does not have an official system of rotating of officers; it elects the officers each year from among all its members.

The duties of the president of the board are:

- Preside over all meetings of the board
- Call emergency and special meetings of the board as required by law
- Consult with the superintendent/president on board meeting agendas
- Appoint all committees unless otherwise directed by the board
- Shall have the right, as other members, to offer resolutions, make motions, discuss questions, and vote thereon
- Sign official district documents that require the signature of the office
- Communicate with individual board members about their responsibilities
- Participate in the orientation process for new board members
- Assure board compliance with policies on board education, self-evaluation, and superintendent/president's evaluation
- Represent the board at official events or ensure board representation.

The duties of the vice president of the board are:

- Preside at meetings of the board in the absence of the president
- Call special meetings of the board in the absence of the president
- Call special meetings of the board upon the request of two or more members
- Sign official district documents in the absence of the clerk

The duties of the clerk of the board are:

- Preside at meetings of the board in the absence of the president and vice president
- Call special meetings of the board in the absence of the president or vice president
- Call special meetings of the board upon the request of two or more members
- Attest to reports and documents requiring the signature of the clerk

(Former Policy No. 9120, 9121, 9121.1, 9122)

Policy adopted 9/11/01

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

Chapter 2

Officers

2210

The superintendent/president shall act as secretary to the board. The duties of the secretary to the board are:

- Attend all board meetings

Make physical arrangements

Record board decisions

Prepare, check and distribute minutes in advance of the next meeting.

Maintain properly authenticated official copy of the minutes and one additional copy in the files of the district.

Maintain official record of policies of the board.

Advise the board of pertinent provisions of the Education Code concerning its responsibilities.

- Prepare for board meetings

Prepare the agenda.

Call to the board's attention legal matters.

Draft policy motions for the board's approval.

- Handle correspondence

Open all non-confidential mail addressed to the board or its officers.

Manage routine correspondence directly.

Deal with other correspondence as follows:

Draft replies in advance, when possible, for board consideration.

Write to those persons with whom the board wishes direct contact, as in requesting or expressing appreciation for services.

- Maintain board's reference files, and see that all documents required by law are open for public inspection.
- Supervise the board's publicity.
- Arrange and supervise district elections in accordance with the law.

Reference: Education Code Section 72000

(Former Policy No. 9123, 9124)

Policy adopted 9/11/01

INSTRUCTION

DECEMBER 14, 2004

TOPIC: REVISED DEPARTMENT CHAIRPERSONS FOR 2004-05

TO THE SUPERINTENDENT/PRESIDENT:


In accordance with Article 21, Section B of the Agreement between Victor Valley Community College District and Victor Valley College CTA Chapter 1169, the revised department chairperson recommendations for the 2004-05 academic year are being submitted for board approval.

Fiscal Impact: Budgeted

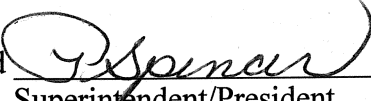
RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached revised list of instructors as department chairpersons for the 2004-05 academic year.

REFERENCE FOR AGENDA: YES

Signed  Deputy Superintendent/Executive Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed  Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

VICTOR VALLEY COLLEGE
DEPARTMENT CHAIRPERSONS
2004-05

Administration of Justice
Agriculture and Natural Resources
Allied Health
Art & Design/Photo
Automotive
Business Administration
Business Real Estate/Escrow
Chemistry
Child Development
Computer Information Technology
Computer Integrated Design and Graphics
Construction and Manufacturing Technology
Cooperative Education
Counseling
Education Technology
Electronics and Computer Technology
English
English as a Second Language
Fire Technology
Foreign Languages
Foreign Languages
Learning Resources
Life Science
Mathematics
Music
Nursing
Philosophy/Religious Studies
Physical Education
Physical Science
Political Science
Psychology
Respiratory Therapy
Restaurant Management
Social Science
Speech/Theatre Arts
Welding

Ron Fields
Neville Slade
Scott Jones
Brent Wood
John Sweet
David Hollomon
Chris Grover
Thomas J. Kennedy
Sandy Visser
Paul Toning
Claude Oliver
Nord Embroden
Maggi Dunsmore
Bonnie Weathersby
Mike Smith
Tom Faro
Judy Solis
Maria Ruiz
Tom Turner
Claudia Basha (Fall)
Cuahtemoc Franco (Winter/Spring)
Leslie Huiner
Lisa Harvey
Patrick Malone
Thomas Miller
Diego Garcia
Marc Skuster
Debra Blanchard
Robert Kirkham
David Dupree
James Previte
Traci Marin
Duane Buckles
Richard Cerreto
Theresa Mirci-Smith
Gary Menser

Appr. 6/08/04
Rev. 8/10/04
Rev. 10/14/04
Rev. 11/09/04
Rev. 12/14/04

INSTRUCTION

DECEMBER 14, 2004

TOPIC: CURRICULUM CHANGES

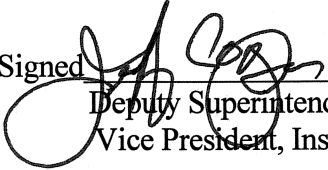
TO THE SUPERINTENDENT/PRESIDENT:

The College Curriculum Committee is meeting on a regular basis to review course changes that have been proposed by the instructional departments. The modifications in existing courses and the proposed new courses that were approved by the committee on October 14, 2004, October 28, 2004 and November 18, 2004, are listed on the attached sheet.

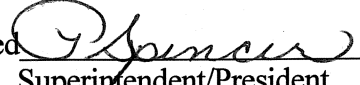
RECOMMENDATION:

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

REFERENCE FOR AGENDA: YES

Signed  _____
Deputy Superintendent/Executive
Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed  _____
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

2004/2005 CURRICULUM COMMITTEE RECOMMENDATIONS
 October 14 and 28, and November 18, 2004 Meetings

COURSE	TITLE	CHANGE	DEGREE APPROPRIATE	DATE
ALDH 55	Paramedic Emergency Medical Services	Course update; change units from 8 to 10, lecture hours from 7 to 9 and lab hours from 3 to 4.	Associate	11/18/2004
ALDH 55	Paramedic Emergency Medical Services	Approve prerequisites of 50, 51, 52, 53, 54 (per CA Title 22 regulations) and application and acceptance to the Paramedic Program.		11/18/2004
ALDH 71	Emergency Medical Technician	Course update; change units from 5.5 to 7, lecture hours from 3 to 7 and lab hours from 6 to 3.	Associate	11/18/2004
ALDH 71	Emergency Medical Technician	Approve prerequisites of 18 years of age and CPR training (per CA Title 22 regulations).		11/18/2004
ART 51	Macromedia Flash Application Design	New course	Associate	10/14/2004
BIOL 250A	Tropical Field Biology & Natural History-Sunda Shelf	New course	Transfer	10/14/2004
BIOL 250A	Tropical Field Biology & Natural History-Sunda Shelf	Approve prerequisite of BIOL 100 or equivalent		10/14/2004
BIOL 72	Biomolecular Science (cross listing CHEM 72)	Approve as online course	Associate	10/28/2004
CHEM 72	Biomolecular Science (cross listing BIOL 72)	Approve as online course	Associate	10/28/2004
CHEM 100	Introductory Chemistry	Course update	Transfer	10/28/2004
CIDG 64	AutoDesk VIS	Change title to <u>3DS MAX ARCHITECTURAL DESIGN</u> , change description, change repeatability from 2 to 3 times.	Associate	10/14/2004
Graduation Requirements	Continuous Enrollment	Change first paragraph to include winter session and add Ed Code citation to last paragraph.		10/14/2004
LATN 101	Elementary Latin	New course	Transfer	11/18/2004
LATN 102	Elementary Latin	New course	Transfer	11/18/2004
LATN 102	Elementary Latin	Approve prerequisite of LATN 101		11/18/2004
MERT 56	Photoshop for Animators	New course	Associate	10/14/2004

INSTRUCTION

DECEMBER 14, 2004

TOPIC: AGREEMENT – CHINO VALLEY FIRE

TO THE SUPERINTENDENT/PRESIDENT:

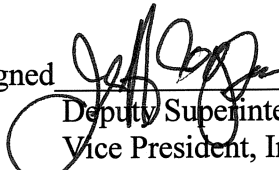
The District wishes to enter into an agreement with Chino Valley Fire for the purpose of contributing to the education for Emergency Medical Technician-Paramedic, Emergency Medical Technician and other related Allied Health programs for the benefit of students and for the community needs according to the terms and conditions of the agreement as attached.

Fiscal Impact: None

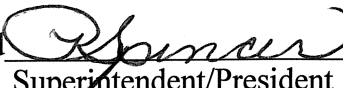
RECOMMENDATION:

It is recommended that the Board of Trustees approve the clinical agreement with Chino Valley Fire as attached.

REFERENCE FOR AGENDA: YES

Signed  _____
Deputy Superintendent/Executive
Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed  _____
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

VICTOR VALLEY COLLEGE

18422 Bear Valley Road
Victorville, California 92392-5849

THIS AGREEMENT is made and entered into this 1st day of January 2005, between CHINO VALLEY FIRE hereinafter called AGENCY, and VICTOR VALLEY COLLEGE, hereinafter called COLLEGE.

IT IS HEREBY AGREED AS FOLLOWS:

BASIS AND PURPOSE OF THE AGREEMENT

WHEREAS COLLEGE and AGENCY acknowledge a public obligation to contribute to education for Emergency Medical Technician-Paramedic, Emergency Medical Technician and other related Allied Health programs for the benefit of students and for the community needs, and

WHEREAS, COLLEGE has established programs in the aforementioned disciplines which require the education facilities of AGENCY in clinical practice, and

WHEREAS it is the mutual benefit of both COLLEGE and AGENCY that students have opportunities for clinical education as students and future practitioners,

The following agreement is effected by the proper authorizing bodies of both parties each in independent status from the other. The agreement is to be governed by the following general concepts of cooperative action:

PERIOD OF AGREEMENT

The period of agreement shall be from January 1, 2005 until December 31, 2010. Either party may terminate this agreement by giving to the other party written notice that the agreement will terminate no earlier than the end of the college term that is in session at that time.

RESPONSIBILITIES OF COLLEGE

A. Educational

1. COLLEGE assumes full responsibility for offering an educational program eligible for accreditation by all applicable including educational, occupational, and career disciplines, county, state, and national.
2. COLLEGE will ensure the same quality of educational expertise as it does all other curriculum offerings.
3. COLLEGE will provide the necessary faculty qualified, certified, licensed, or registered appropriate to the health disciplines named above.
4. COLLEGE faculty will plan, develop, and implement all clinical instruction and evaluation of students.
5. COLLEGE faculty will develop a "Clinical Instruction Plan" for use of AGENCY clinical areas to

meet educational goals of the program. This plan will be made available to AGENCY prior to the beginning of the school term subject to revision based on AGENCY patient care responsibilities.

6. COLLEGE will ensure through orientation that all faculty and students are completely knowledgeable of AGENCY policies, practices standards, regulations, and available facilities prior to use of those facilities.
7. COLLEGE must assure that students assigned to clinical experiences meet all criteria of health, academic aptitude, and ability to profit from the experiences.
8. COLLEGE may select students for the programs, but will not discriminate against any employee or applicant for employment or registration in its course of study because of race, color, creed, sex, age, or national origin.

B. General

1. COLLEGE faculty may request AGENCY staff participation on a voluntary basis as resource persons, clinical experts, and in planning meetings.
2. Students will have the status of "learners" and will not replace AGENCY staff but will give service to patients as it relates to scheduled clinical instruction.
3. During clinical assignment, students are subject not only to COLLEGE policy but to the same standards set for AGENCY employees in matters relating to the welfare of patients.
4. Students will wear assigned uniforms designated by COLLEGE and/or clinical areas.

RESPONSIBILITIES OF AGENCY

A. Educational

1. AGENCY will designate a staff member who will serve as Education Coordinator for specific college programs.
2. AGENCY may refuse educational access to its clinical areas to any COLLEGE staff or students who does not meet employee standards of conduct, appearance, safety, or health.

B. General

1. If at any time, the conduct of any student be such as to impair their usefulness or as to unfavorably affect the morale of their coworkers or of AGENCY employees; or if in the judgment of AGENCY, the work or conduct of such student shall be of an unacceptable quality or of such character as to impair or endanger the health of patients, such student may be suspended by AGENCY from further work or experience at AGENCY unless and until AGENCY and COLLEGE shall agree to the contrary.

2. AGENCY, at their discretion, may ask COLLEGE faculty to serve on committees in matters contributing to the quality of patient care as it applies to college students participating in clinical experience.
3. AGENCY shall on any day when students are participating in the clinical experience program at hospital facilities, provide to students and faculty emergency health care or first aid for accidents occurring on its facilities. AGENCY shall not be financially responsible for such care.
4. AGENCY may resolve any problem situation in favor of the patients' welfare and restrict the student involved to the observer role until the incident can be clarified by the staff in charge and the instructor. AGENCY shall have ultimate responsibility for the patient.
5. AGENCY will at all times retain full responsibility for patient care.

LIABILITY STATUS OF THE CONTRACTING AGENCIES

- A. COLLEGE agrees to provide evidence to AGENCY of insurance for college students against accidents/injuries that may occur on AGENCY premises.
- B. COLLEGE hereby holds AGENCY harmless from any liability arising out of the performance of this agreement.
- C. AGENCY hereby holds COLLEGE harmless from any liability arising out of this agreement.
- D. COLLEGE will require students participating in the clinical experience program to establish and maintain malpractice insurance in the amount of \$1,000,000 each occurrence and \$3,000,000 aggregate.

DURATION OF CONTRACT

- A. This agreement will be reviewed by all parties concerned at least annually and changes and/or additions indicated by attached addendum.

**Victor Valley Community College District
18422 Bear Valley Road
Victorville, CA 92392**

**CHINO VALLEY FIRE DEPARTMENT
2005 Grand Avenue
Chino Hills, CA 91709**

Date

Date

INSTRUCTION

DECEMBER 14, 2004

TOPIC: AGREEMENT – SAN BERNARDINO CITY FIRE DEPARTMENT

TO THE SUPERINTENDENT/PRESIDENT:

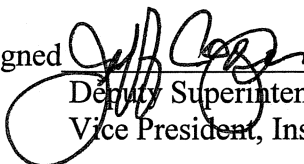
The District wishes to enter into an agreement with San Bernardino City Fire Department for the purpose of contributing to the education for Emergency Medical Technician-Paramedic, Emergency Medical Technician and other related Allied Health programs for the benefit of students and for the community needs according to the terms and conditions of the agreement as attached.

Fiscal Impact: None

RECOMMENDATION:

It is recommended that the Board of Trustees approve the clinical agreement with San Bernardino City Fire Department as attached.

REFERENCE FOR AGENDA: YES

Signed  _____
Deputy Superintendent/Executive
Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed  _____
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____

VICTOR VALLEY COLLEGE

18422 Bear Valley Road
Victorville, California 92392-5849

THIS AGREEMENT is made and entered into this 1st day of January 2005, between SAN BERNARDINO CITY FIRE DEPARTMENT hereinafter called AGENCY, and VICTOR VALLEY COLLEGE, hereinafter called COLLEGE.

IT IS HEREBY AGREED AS FOLLOWS:

BASIS AND PURPOSE OF THE AGREEMENT

WHEREAS COLLEGE and AGENCY acknowledge a public obligation to contribute to education for Emergency Medical Technician-Paramedic, Emergency Medical Technician and other related Allied Health programs for the benefit of students and for the community needs, and

WHEREAS, COLLEGE has established programs in the aforementioned disciplines which require the education facilities of AGENCY in clinical practice, and

WHEREAS it is the mutual benefit of both COLLEGE and AGENCY that students have opportunities for clinical education as students and future practitioners,

The following agreement is effected by the proper authorizing bodies of both parties each in independent status from the other. The agreement is to be governed by the following general concepts of cooperative action:

PERIOD OF AGREEMENT

The period of agreement shall be from January 1, 2005 until December 31, 2010. Either party may terminate this agreement by giving to the other party written notice that the agreement will terminate no earlier than the end of the college term that is in session at that time.

RESPONSIBILITIES OF COLLEGE

A. Educational

1. COLLEGE assumes full responsibility for offering an educational program eligible for accreditation by all applicable including educational, occupational, and career disciplines, county, state, and national.
2. COLLEGE will ensure the same quality of educational expertise as it does all other curriculum offerings.
3. COLLEGE will provide the necessary faculty qualified, certified, licensed, or registered appropriate to the health disciplines named above.
4. COLLEGE faculty will plan, develop, and implement all clinical instruction and evaluation of students.

5. COLLEGE faculty will develop a "Clinical Instruction Plan" for use of AGENCY clinical areas to meet educational goals of the program. This plan will be made available to AGENCY prior to the beginning of the school term subject to revision based on AGENCY patient care responsibilities.
6. COLLEGE will ensure through orientation that all faculty and students are completely knowledgeable of AGENCY policies, practices standards, regulations, and available facilities prior to use of those facilities.
7. COLLEGE must assure that students assigned to clinical experiences meet all criteria of health, academic aptitude, and ability to profit from the experiences.
8. COLLEGE may select students for the programs, but will not discriminate against any employee or applicant for employment or registration in its course of study because of race, color, creed, sex, age, or national origin.

B. General

1. COLLEGE faculty may request AGENCY staff participation on a voluntary basis as resource persons, clinical experts, and in planning meetings.
2. Students will have the status of "learners" and will not replace AGENCY staff but will give service to patients as it relates to scheduled clinical instruction.
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4. Students will wear assigned uniforms designated by COLLEGE and/or clinical areas.

RESPONSIBILITIES OF AGENCY

A. Educational

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2. AGENCY may refuse educational access to its clinical areas to any COLLEGE staff or students who does not meet employee standards of conduct, appearance, safety, or health.

B. General

1. If at any time, the conduct of any student be such as to impair their usefulness or as to unfavorably affect the morale of their coworkers or of AGENCY employees; or if in the judgment of AGENCY, the work or conduct of such student shall be of an unacceptable quality or of such character as to impair or endanger the health of patients, such student may be suspended by AGENCY from further work or experience at AGENCY unless and until AGENCY and COLLEGE shall agree to the contrary.

2. AGENCY, at their discretion, may ask COLLEGE faculty to serve on committees in matters contributing to the quality of patient care as it applies to college students participating in clinical experience.
3. AGENCY shall on any day when students are participating in the clinical experience program at hospital facilities, provide to students and faculty emergency health care or first aid for accidents occurring on its facilities. AGENCY shall not be financially responsible for such care.
4. AGENCY may resolve any problem situation in favor of the patients' welfare and restrict the student involved to the observer role until the incident can be clarified by the staff in charge and the instructor. AGENCY shall have ultimate responsibility for the patient.
5. AGENCY will at all times retain full responsibility for patient care.

LIABILITY STATUS OF THE CONTRACTING AGENCIES

- A. COLLEGE agrees to provide evidence to AGENCY of insurance for college students against accidents/injuries that may occur on AGENCY premises.
- B. COLLEGE hereby holds AGENCY harmless from any liability arising out of the performance of this agreement.
- C. AGENCY hereby holds COLLEGE harmless from any liability arising out of this agreement.
- D. COLLEGE will require students participating in the clinical experience program to establish and maintain malpractice insurance in the amount of \$1,000,000 each occurrence and \$3,000,000 aggregate.

DURATION OF CONTRACT

- A. This agreement will be reviewed by all parties concerned at least annually and changes and/or additions indicated by attached addendum.

**Victor Valley Community College District
18422 Bear Valley Road
Victorville, CA 92392**

**SAN BERNARDINO CITY FIRE DEPT.
200 East 3rd
San Bernardino, CA 92401**

Date

Date

HUMAN RESOURCES

DECEMBER 14, 2004

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

TO: THE BOARD OF TRUSTEES

- 1. The superintendent/president has approved the appointment of the following individuals and requests board approval:
 - A. Rocio Chavez, Human Resources Technician, effective December 1, 2004;
 - B. Debbie Chesser, Sign Language Services Interpreter (classified special), effective on or after December 15, 2004;
- 2. The superintendent/president has approved the promotion of the following individuals and requests board approval:
 - A. Melina Rodriguez, Child Development Center technician from Office Assistant, Child Development Center, effective on or after December 15, 2004
 - B. Diana Sisk, Instructional Assistant II, Writing Center (50%) from Instructional Assistant I, Language Lab (50%), effective December 20, 2004
- 3. Recruitments for senior programmer/software developer and senior systems analyst are currently underway. A recommendation for appointment will be brought to the December 14 board meeting as an amendment.

Fiscal Impact: Budgeted Item

RECOMMENDATION:

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

REFERENCE FOR AGENDA: NO

Signed WILLIAM Z. HIGHT
 Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed: [Signature]
 Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: ADMINISTRATIVE/MANAGEMENT/CONFIDENTIAL APPOINTMENTS

TO THE BOARD OF TRUSTEES:

- 1. The superintendent/president has approved the appointments of the following individuals and requests board approval:

Mary Marble, Director, Admissions & Records, effective January 4, 2005

Bruce Baron, Vice President, Administrative Services, effective on or after January 10, 2005

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

Fiscal Impact: Budgeted Item

RECOMMENDATION:

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

REFERENCE FOR AGENDA: NO

Signed WILLIAM SCHMIDT
 Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
 Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: FULL-TIME ACADEMIC PERSONNEL/WINTER 2004

TO THE BOARD OF TRUSTEES:

The full-time academic staff on the attached lists have been designated as teaching or non-teaching staff for the winter session 2004.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the teaching and non-teaching staff for assignments as listed for winter 2004.

REFERENCE FOR AGENDA: YES

Signed WILLIAM SCHEIDT
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

2005 WINTER SESSION FULL-TIME FACULTY ASSIGNMENTS

	INSTRUCTOR	DISCIPLINE
1	ALLAN, PETER	BAD
2	BACHOFNER, BILL	PSYCHOLOGY
3	BECKER, BARBARA	B ET
4	BENNETT, LEE	AUTOMOTIVE
5	BUCKLES, DUANE	REST MANAGEMENT
6	BUTROS, MICHAEL	BASIC SKILLS MATH
7	CAMPBELL, BRYCE	ENGLISH
8	CARLSON, ROBERT	MATH
9	CASS, REIJI	CIS
10	CLINE, DIANE	NURSING
11	DELONG, CAROL	GEOGRAPHY
12	DOYLE, JOHN	ALLIED HEALTH
13	DUPREE, DAVE	POLITICAL SCIENCE
14	EKLUND, LAIRD	ESL
15	ESTEPHAN, JOE	MATH
16	FARO, TOM	ELEC & COMPUTER TECH
17	FEDDERSEN, ROBERT	CIS
18	FIELDS, RON	AJ
19	FOSTER, FRANK	ART & PHOTO
20	GARCIA, DIEGO	AH/NURSING
21	GIBBS, DAVID	BIOLOGY
22	GOLDER, PATTY	ENGLISH
23	GUARDADO, LYNN	PE
24	HENDRICKSON, BRIAN	ALDH/PARAMEDIC
25	HOLLOMON, DAVID	B AD
26	HOOVER, DAVID	PE
27	JONES, SCOTT	ALDH/PARAMEDIC
28	KAISER, HINRICH	BIOLOGY
29	KENNEDY, THOMAS	CHEMISTRY
30	MELKONIAN, ARDA	MATH
31	MOON, ODELL	B AD
32	MOSER, DAVE	MATH
33	PAINE, JOHN	PE
34	PALMER, BECKY	B ET
35	PENDLETON, JOE	BASIC SKILLS ENGLISH
36	PREVITE, JIM	PSYCHOLOGY
37	RUBAYI, KHALID	ELEC & COMPUTER TECH
38	RUIZ, MARIA	ESL
39	SLADE, NEVILLE	AGRICULTURE
40	SWEET, JOHN	AUTOMOTIVE
41	TEEL, PATRICIA	ENGLISH
42	THOMAS, SHANE	CIS
43	TONER, STEPHEN	CIS

2005 WINTER SESSION FULL-TIME FACULTY ASSIGNMENTS

	INSTRUCTOR	DISCIPLINE
44	TONNING, PAUL	CIS
45	TROST, JACLYN	DEVELOPMENTAL STUDIES
46	TURNER, THOMAS	FIRE TECHNOLOGY
47	VISSER, SANDY	CHILD DEVELOPMENT
48	WHITE, CHRISTA	PE
49	WILSON, JAMES	ENGLISH
50	YOUNG, HENRY	ECONOMICS

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: TEMPORARY ACADEMIC

TO THE BOARD OF TRUSTEES:

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

Fiscal Impact: Budgeted Item

RECOMMENDATION:

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

REFERENCE FOR AGENDA: YES

Signed WILLIAM M SCHAFER
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

TEMPORARY ACADEMIC

DECEMBER 14, 2004

FALL 2004

Davis, Richard	Fire Technology
DeLong, Carol	Geography
Gahr, David	Physical Science
Killion, Marites	Athletics-Prep for Women's Tennis
Mayer, Eric	Special Assign: Coordination of Caltrans Grant Project
Melkonian, Arda	Math
Priber, Dale	Fire Technology
Punter, Ann	Admin of Justice
Rennie, Albert	Clinical Nursing
Taylor-Mendoza, Jennifer	Special Assign: General Counseling
Vidana-Barda, Kevin	P.E.

INTERSESSION 2005

Carlson, Brian	Psychology
Davis, Richard	Fire Technology
Han, Sarah	ESL-non-credit
James, Curtis	Special Assign: GIS Curriculum Development
Kennedy, Lisa	Psychology
Longoria, John	Construction Tech
Loyd, Kevin	Athletics-Prep for Track and Field
Loyd, Kevin	Special Assign: Head Coach-Track and Field
Malcolm, Ishtobe	Special Assign: General Counseling
Nunez, Peggy	Special Assign: EOPS Counseling
Priber, Dale	Fire Technology
Romero, Carolina	Child Development
Salyards, Mary Ann	Special Assign: Coordinate activities of Horticulture account
Slade, Neville	Special Assign: Agriculture Project Manager
Taylor-Mendoza, Jennifer	Special Assign: General Counseling
Turner, Tom	Fire Technology

SPRING 2005

Boboye, Jackie	Special Assign: Counseling-Basic Skills
Carlson, Brian	Psychology
Cox, Michelle	Special Assign: General Counseling
Drus, Gail	Biology
Gill, Amy	Psychology
Kaucher, Ellie	Child Development
Kennedy, Lisa	Psychology
Loyd, Kevin	Athletics-Prep for Track and Field
Loyd, Kevin	Special Assign: Head Coach-Track and Field
Martinez, Cindy	Clinical Nursing
Mendoza, Jennifer	Special Assign: Counseling-Cal WORKS
Romero, Carolina	Child Development
Smith, Eddie	Fire Technology
Thomas, Michael	Special Assign: General Counseling
Wollan, Diane	Special Assign: General Counseling

TEMPORARY ACADEMIC-Academic Programs

December 14, 2004

WINTER INTERSESSION 2005

Berseth, William	Math
Brown, William	PE
Bunn, Dale	PE
Castro, Emma	Biology
Crowl-Rosado, Cecilia	Adult PE
Farber, Lee	Math
Fink, Ed	Math
Franko, Karla	PE Dance
Gummo, Thomas	Chemistry
Helms, Nancy	PE Dance
Hinrichsen, Dane	Math
Holstrom, Geoffrey	Math
Kaucher, John	Math
Knosp, Linda	Adult PE
Lowe, Barbara	Physical Science
Marquez, John	PE
McGhee, Bruce	PE
Meyer, David	Physical Science
Mobley, Ernest	PE/Adult PE
Nguyen, Huan	Math
Qumsiya, John	Math
Ramirez, Robert	Math
Schrieber, Jessica	Biology
Shibalovich, Paul	Math
Smith, Benjamin	PE
Sullivan, Jacqueline	PE
Summerford, Cathleen	PE
Syed, Moinuddin	Math
Talley, Rebecca	PE
Vidana-Barda, Kevin	PE
Wadagnolo, Julia	Adult Lit
White, Jerilyn	Child Development
White, Stephanie	PE

TEMPORARY ACADEMIC- Vocational

December 14, 2004

WINTER INTERSESSION 2005

Bolesworth, Dave	Fire Technology
Davis, Richard	Fire Technology
Harriman, Darrell	Electronics
Mathis, Dave	Fire Technology
Nagel, Korey	CIDG
Nelson, Doug	Fire Technology
Niez, Ray	Construction Technology
Peterson, Debbie	Restaurant Management
Selters, Carolan	Allied Health
Stalians, Jeff	MERTS
Swan, Ed	Welding

WINTER INTERSESSION 2005

Allbee, Karen	Speech
Ayto, April	Library
Bosworth, Brian	Art
Bozonelos, Dino	Political Science
Boyton, Ramona	Library
Brown, Sharon	Library
Cancel-Sikoff, Jeanne	English
Carlson, Brian	Psychology
Chesser, Deborah	Speech
Cuprill, Evelyn	English
Elgin, Fran	Library
Gersten, Elizabeth	Psychology
Gildard, Allen	Theatre Arts
Gold, Freddi	Speech
Han, Sarah J.	ESL
Hartmann, Dennis	Library
Holmes, Thomas	ESL
Hoyle, Ilse	Foreign Lang/German
Johns, Meredith	Speech
Johnson, Robert	Psychology
Kelsey, Neal	Religious Studies
Kennedy, Lisa	Psychology
Linstrom, Traci	Music
Macias, Eugenia	ESL
Malan, Linda	Anthropology
Mcguire, Mary	Foreign Lang/French
Muhs, James	Art
O'Brien, David	Foreign Lang/Spanish
Pastrana, Nancy	Foreign Lang/Spanish
Peavy, Don	Religious Studies
Reid, John	Photography
Riddell, Linda	English
Romano, Marc	Art
Ruane, Catherine	Art
Serrano, Nila	Foreign Lang/Spanish
Shefchik, Michael	English
Shellcroft, Theresa	Art
Sternfeld, Barbara	Music
Stevens-Ouniche, Jamila	ESL
Sumner, Richard	Music
Teal, Carmen	Art
Telgenhoff, Pamela	Music
Wehrle, John	Philosophy
Williams, Marianne	Library
Wilson, Beverly	ESL

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: ACADEMIC RATIFICATION OF EQUIVALENCY REQUESTS

TO THE BOARD OF TRUSTEES:

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

Fiscal impact: none

RECOMMENDATION:

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

REFERENCE FOR AGENDA: YES

Signed WILLIAM SALMON
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

EQUIVALENCY REQUESTS

DECEMBER 14, 2004

SUBJECT

EQUIVALENCY

CHILD DEVELOPMENT

Meets equivalent qualifications of Item 9B of the equivalency policy: bachelor's degree in child development and a master's degree in education-child life health is equivalent to a master's degree in child development.

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: ACADEMIC RATIFICATION OF EMINENCE REQUESTS

TO THE BOARD OF TRUSTEES:

The eminence designees listed on the attached reference have been approved by the appropriate department, division dean, and Academic Senate for the discipline indicated for a period of one calendar year from the date of approval.

Fiscal impact: None

RECOMMENDATION:

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

REFERENCE FOR AGENDA: YES

Signed WILLIAM M SCHMIDT
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

PETITION FOR ENDORSEMENT OF CANDIDATE FOR EMINENCE

TO: VICTOR VALLEY COLLEGE EQUIVALENCY/EMINENCE COMMITTEE REC'D OCT. 15 2004
 FROM: DEPARTMENT CHAIR OF ESL
 (Department)
 RE: EMINENCE REQUEST FOR NILA SERRANO-PROULX
 (Name of candidate)

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and/or course(s) petitioned below.

MARIA RUIZ Maria E Ruiz 10/08/04
 Department Chair Name-print (Department Chair Signature) (Date)

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

Human Resources -Name -print (Signature) (Date)

DEPARTMENT CONSIDERATION AND RECOMMENDATION

I believe that the candidate is qualified for eminence for the following discipline and/or course:
NON CREDIT ESL, based on the Eminence procedures and the attached documents.

(Department Chair and full time department faculty sign below)

Name	Signature	Date	Approve	Disapprove
MARIA RUIZ	<i>Maria Ruiz</i>	10/14/04	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LAIRD EKUND	<i>Laird Ekund</i>	10/14/04	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

RECEIVED
 OCT 21 2004
 HUMAN RESOURCES

AREA ADMINISTRATOR REVIEW AND RECOMMENDATION:

L. THOMAS ONEIL L. Thomas Oneil 10.20.04
 (Name) (Signature) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

Petition Approved Petition Denied _____ Date

Name	Signature	Date	Approve	Disapprove
MARIA RUIZ	<i>Maria Ruiz</i>	NOV 1, 2004	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Karen Tombs</i>	<i>K Tombs</i>	12/02/04	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Debra Blanchard	<i>DB</i>	12/01/04	<input checked="" type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

PETITION FOR ENDORSEMENT OF CANDIDATE FOR EMINENCE (continued)

DEPARTMENT STATEMENT OF EMINENCE QUALIFICATIONS

RE: Nila Prout ESL
(Name of Candidate) (Discipline/Course)

The above named candidate should be approved for eminence based on the following qualifications:
(Please elaborate on the candidate's specific and relevant education, experience, knowledge, certificates, licenses, awards, recommendation letters, etc)

Experience: Nila has 16 years in a professional capacity. She has been teaching Spanish at Victor Valley College for seven years and has been working as a consultant and placing bilingual children in a K-12 ESL program. At the Laubach Adult Literacy Program she has tutored English language learners.

While at VVC, she taught a variety of courses in the Spanish Department from beginning Spanish to Intermediate. At Apple Valley Unified School District, her duties were to assess children and place them into special services offered by the school district. Her duties also included partnering with Spanish speaking parents to include them in their child's educational goals. She implemented home visits for parents with no transportation.

Through the Laubach Adult Literacy Program at Church of the Valley, Nila voluntarily tutored English to non-native English speakers.

In addition, Nila has received favorable student evaluations from her Spanish classes.

Although Nila has limited language acquisition coursework, she has committed to pursuing a TESOL certificate through an accredited university as soon as possible. With her coursework in TESOL and professional experience, Nila is eminently qualified to teach ESL non-credit.

The above named candidate should not be approved for eminence for the following reasons:

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: NICK PARISI

Re: Extension of Eminence Request for Jerry Madlin - AH 71 (EMT)

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARRAND Kathleen Farrand 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning SPRING 2005. I certify that the requirements for extension of eminence as listed below have been met.

- Attendance at New Faculty Orientation Workshop (First Extension)
- Completed Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension) Five Instructor IA - see attached
- Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Nick Parisi [Signature] 11/19/04
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

NAME SIGNATURE DATE

K Antin K Antin 12-2-04 - OK

MARIA Ruiz Maria Ruiz 12-2-04 OK

Debra Blanchard Debra Blanchard 12/01/04 approved
Pres, Academic Senate

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Nick Parisi

Re: Extension of Eminence Request for Jeff Stalians - Media Arts

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARRAND Kathleen Farrand 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning Spring '05. I certify that the requirements for extension of eminence as listed below have been met

- N/A Attendance at New Faculty Orientation Workshop (First Extension) previously met
- N/A Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension) previously met
- Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Nick Parisi [Signature] 11/19/04
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED _____ EXTENSION DENIED _____ DATE

NAME	SIGNATURE	DATE
<u>Maria Ruy</u>	<u>Maria Ruy</u>	<u>12-2-04 OK</u>
<u>K Tomlin</u>	<u>Karen Tomlin</u>	<u>12-2-04 OK</u>
<u>Debra Blanchard</u> Pres, Academic Senate	<u>[Signature]</u>	<u>12/01/04 approved</u>

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Nick Parisi

Re: Extension of Eminence Request for KAREN RAY Admin of Justice
127

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARRAND Kathleen Farrand 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning Spring 2005. I certify that the requirements for extension of eminence as listed below have been met.

previously met Attendance at New Faculty Orientation Workshop (First Extension)

previously met Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)

Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Nick Parisi [Signature] 11/19/04
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

NAME	SIGNATURE	DATE
<u>Maria Ruiz</u>	<u>[Signature]</u>	<u>12-01-04 OK</u>
<u>K Tomlin</u>	<u>[Signature]</u>	<u>12-2-04 OK</u>
<u>Debra Blanchard</u> Pres, Academic Senate	<u>[Signature]</u>	<u>12/01/04 approved</u>

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Nick Parisi

Re: Extension of Eminence Request for Paul Jacobs - Business Real Estate

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARAWO Kathleen Farawo 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning Spring 2005. I certify that the requirements for extension of eminence as listed below have been met.

- previously met* { NA Attendance at New Faculty Orientation Workshop (First Extension)
- previously met* { NO Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)
- Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Nick Parisi [Signature] 11/19/04
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED _____ DATE

NAME	SIGNATURE	DATE
_____	<u>Maria Ruiz</u>	<u>12-2-04</u>
<u>K Tomlin</u>	<u>[Signature]</u>	<u>12/2/04 OK</u>
<u>Debra Blanchard</u>	<u>[Signature]</u>	<u>12/01/04 approved</u>

Pres, Academic Senate

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Nick Parisi

Re: Extension of Eminence Request for Leslie KAYE- Bus Admin 122
Small Bus. Mgmt

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

Kathleen Farnand Kathleen Farnand 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning SPRING 2005 I certify that the requirements for extension of eminence as listed below have been met.

- previously met Attendance at New Faculty Orientation Workshop (First Extension)
- previously met Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)
- Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Nick Parisi [Signature] 11/19/04
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

NAME	SIGNATURE	DATE
_____	<u>Maria Ruy</u>	<u>12-2-04</u>
_____	_____	_____
<u>K. Tomlin</u>	<u>[Signature]</u>	<u>12-2-04</u> <u>tk</u>
<u>Debra Blanchard</u>	<u>[Signature]</u>	<u>12/01/04 approved</u>

Pres, Academic Senate

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Henry Yong

Re: Extension of Eminence Request for Bryce McGhee - PE Self Defense

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARROW Kathleen Farrow 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning Spring 2005. I certify that the requirements for extension of eminence as listed below have been met.

- previous extension Attendance at New Faculty Orientation Workshop (First Extension)
- previous extension Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)

Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Henry Yong [Signature] 11/15/04
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED _____ DATE

NAME	SIGNATURE	DATE
<u>MARIA RUIZ</u>	<u>[Signature]</u>	<u>11-16-04</u>
<u>[Signature]</u>	<u>[Signature]</u>	<u>12-2-04</u>
<u>Debra Blanchard</u> Pres, Academic Senate	<u>[Signature]</u>	<u>12/01/04 approved</u>

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Henry Yong

Re: Extension of Eminence Request for DAVID MEYER - ASTRONOMY

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARRAND Kathleen Farrand 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning SPRING 2005. I certify that the requirements for extension of eminence as listed below have been met.

- previously met Attendance at New Faculty Orientation Workshop (First Extension)
- previously met Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)
- Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Henry Yong Henry Yong 11/15/04
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

NAME	SIGNATURE	DATE
<u>RUIZ MARIA</u>	<u>Ruiz Maria</u>	<u>11-16-04</u>
<u>K Tomlin</u>	<u>K Tomlin</u>	<u>12-2-04</u> OK
<u>Delma Blanchard</u> Pres, Academic Senate	<u>[Signature]</u>	<u>12/01/04 approved</u>

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Henry Yong

Re: Extension of Eminence Request for Rose & Ann - child Development

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

Kathleen Farnand Kathleen Farnand 11-9-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning Spring 2005. I certify that the requirements for extension of eminence as listed below have been met.

- NA Attendance at New Faculty Orientation Workshop (First Extension)
NA Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)
Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

HENRY YONG Henry Yong 11/15/04
(Name) (Signature - Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

MARIA Ruiz maria Ruiz 11-16-04 approved
KTamler Karen Tamler 12-02-04 OK
Debra Blanchard ASB 12/01/04 approved
Pres, Academic Senate

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Henry Yong

Re: Extension of Eminence Request for Kelsey Johnson - child development

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARAND Human Resources-name (print) Kathleen Farand Signature 11-16-04 Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning SPRING 2005. I certify that the requirements for extension of eminence as listed below have been met.

previously met Attendance at New Faculty Orientation Workshop (First Extension)

previously met Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)

Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Henry Yong (Name) Henry Yong (Signature-Area Administrator) 11/15/04 (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

Table with columns NAME, SIGNATURE, DATE. Rows include MARIA Ruiz, K Farand, Debra Blanchard (Pres, Academic Senate) with dates 11-16-04, 12-2-04, and 12/01/04 approved.

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Henry Yong

Re: Extension of Eminence Request for Lorraine Macaulay - Child Development

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

Kathleen Farnand Kathleen Farnand 11-9-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning SPRING 2005. I certify that the requirements for extension of eminence as listed below have been met.

- previously met Attendance at New Faculty Orientation Workshop (First Extension)
- Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension) JAN 04
- Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

HENRY C. V. YONG [Signature] 11/15/04
(Name) (Signature - Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

NAME	SIGNATURE	DATE
<u>MARIA RUIZ</u>	<u>[Signature]</u>	<u>11-16-04</u>
<u>K Tomlin</u>	<u>[Signature]</u>	<u>12-02-04 OK</u>
<u>Debra Blanchard</u>	<u>[Signature]</u>	<u>12/01/04 approved</u>

Pres, Academic Senate

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: THOMAS O'NEIL

Re: Extension of Eminence Request for LEE KINNEY- HISTORY OF VIETNAM

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARRAND Kathleen Farrand 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning SPRING 2005 I certify that the requirements for extension of eminence as listed below have been met.

- NA Attendance at New Faculty Orientation Workshop (First Extension)
- NA Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)
- Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

THOMAS O'NEIL Thomas O'Neil Oct 27, 2004
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED DATE

NAME	SIGNATURE	DATE
<u>K Tamlin</u>	<u>Karen Tamlin</u>	<u>12-02-04 -OK</u>
<u>MARIA Ruiz</u>	<u>Maria Ruiz</u>	<u>11-14-04</u>
<u>Debra Blanchard</u> Pres, Academic Senate	<u>Debra Blanchard</u>	<u>11/04/04</u>

COMMENTS:

Board Date: 12-14-04

PETITION FOR EXTENSION OF EMINENCE

TO: Victor Valley College Equivalency/Eminence Committee

Fr: Thomas O'Neil

Re: Extension of Eminence Request for TRACY DAVIS - Theatre Art

I certify that I have accessed the faculty pool and determined that none of the available applicants are suitable or competent to teach in the discipline(s) and or course(s) petitioned below.

Dept Chair, Dean, or V.P. Dept Chair, Dean, or V.P. Signature Date

The Office of Human Resources verifies that an advertisement and/or recruitment effort has been attempted and subsequently failed to produce a candidate that meets the Minimum Qualifications as adopted by the California Community College Board of Governors.

KATHLEEN FARLAND Kathleen Farland 10-26-04
Human Resources-name (print) Signature Date

The above named candidate has been approved by the committee for extension of eminence for one calendar year beginning Spring 2005. I certify that the requirements for extension of eminence as listed below have been met.

previously met Attendance at New Faculty Orientation Workshop (First Extension)

previously met Completion of Instructional Skills Workshop (or completed at least 18 hours of "instructional skills" courses, seminars, conferences, etc) (First Extension)

Completion of satisfactory faculty evaluation for each semester that consisted of student evaluations and a lecture observation. (First and subsequent extensions)

Thomas O'Neil Thomas O'Neil Oct 27, 2004
(Name) (Signature-Area Administrator) (Date)

EQUIVALENCY/EMINENCE COMMITTEE REVIEW/RECOMMENDATION

EXTENSION APPROVED EXTENSION DENIED _____ DATE

NAME	SIGNATURE	DATE
<u>K Tomlin</u>	<u>Karen Tomlin</u>	<u>12-02-04</u> <u>CT</u>
<u>Maura Rues</u>	<u>Maura Rues</u>	<u>11-16-04</u>
<u>Debra Blanchard</u> Pres, Academic Senate	<u>DB</u>	<u>11/04/04</u>

COMMENTS:

Board Date: 12-14-04

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: NON-CLASSIFIED EMPLOYEES

TO THE BOARD OF TRUSTEES:

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

Fiscal impact: Budgeted

RECOMMENDATION:

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

REFERENCE FOR AGENDA: Yes

Signed WILLIAM SCHMINA
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

NAME	REQUESTED DATES OF EMPLOYMENT	POSITION/DEPT
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Student Workers Federal/State Work Study/Work Experience

Allen, Pamela	2/11/05-6/30/05	SW-FWS-Off Campus
Alvarez, Jenny	11/10/04-12/31/04	SW-FWS-Rambassadors
Anderson, Dana	1/3/05-2/10/05	SW-FWS-Academic Comm.
Apodaace, Brandy	2/11/05-6/30/05	SW-FWS-Bookstore
Apodaca, Brandy	1/3/05-2/10/05	SW-FWS-Bookstore
Baker, John	1/1/05-2/11/05	SW-FWS-Library
Baker, John	2/15/05-6/30/05	SW-FWS-Library
Balenton, Jerry	1/3/05-2/10/05	SW-FWS-ESL
Balenton, Jerry	12/15/04-12/21/05	SW-FWS-ESL
Balenton, Jerry	2/14/05-6/30/05	SW-FWS-ESL
Barahona, Maria	1/3/05-2/10/05	SW-FWS-ESL
Barahona, Maria	2/1/05-6/30/05	SW-FWS-ESL
Barnes, Sandy	2/11/05-6/30/05	SW-FWS-Off Campus
Biggs, Linda	1/3/05-2/10/05	SW-FWS-Rambassadors
Biggs, Linda	11/3/05-2/10/05	SW-FWS-Rambassadors
Boonyadit, Asusena	1/3/05-2/10/05	SW-FWS-Athletics
Boonyadit, Asusena	2/10/05-6/30/05	SW-FWS-Athletics
Boonyadit, Surapongse	1/3/05-2/10/05	SW-FWS-Athletics
Brown, Derrick	1/3/05-2/10/05	SW-FWS-Photo Lab
Bruner, Becky	2/11/05-6/30/05	SW-FWS-Off Campus
Camidge, Alvin	1/3/05-2/10/05	SW-FWS-CIDG
Camidge, Alvin	2/14/05-6/30/05	SW-FWS-CIDG
Cantafio, Virginia	1/3/05-2/10/05	SW-FWS-CDC
Chesser, Barbara	2/11/05-6/30/05	SW-FWS-Off Campus
Cordromp, Kristen	1/3/05-2/10/05	SW-FWS-Athletics
Cornejo, Blanca	1/3/05-2/10/05	SW-FWS-Grants
Cornejo, Blanca	2/14/05-6/30/05	SW-FWS-Grants
Curci, Kristen	1/3/05-2/10/05	SW-FWS-PAC
Curci, Kristen	2/11/05-6/30/05	SW-FWS-PAC
Dobos, Marika	1/3/05-2/10/05	SW-FWS-EOPS
Dobos, Marika	2/14/05-6/30/05	SW-FWS-EOPS
Eaton, Michelle	1/3/05-2/10/05	SW-FWS-DSPS
Eaton, Michelle	2/14/05-6/30/05	SW-FWS-DSPS
Enriquez, Sean	1/3/05-2/10/05	SW-FWS-Auxiliary Services
Fullen, Samantah	1/3/05-2/10/05	SW-FWS-Campus Police
Gamaz, Susan	1/3/05-2/10/05	SW-FWS-EOPS
Gamaz, Susan	2/14/05-6/30/05	SW-FWS-EOPS
Garcia, Anabel	1/3/05-2/10/05	SW-FWS-Desert Rock Caf�
Garcia, Aurelio	1/3/05-2/10/05	SW-FWS-A&R
Garcia, Norma	1/3/05-2/10/05	SW-FWS-Instru. Media

NON-CLASSIFIED EMPLOYEES**December 14, 2004**

NAME	REQUESTED DATES OF EMPLOYMENT	POSITION/DEPT
Garner Hug, Vesta	1/3/05-2/10/05	SW-FWS-EOPS
Garner Hug, Vesta	2/14/05-6/30/05	SW-FWS-EOPS
Garrett, Debbie	1/3/05-2/10/05	SW-FWS-Academic Program
Gaspar, Maria	1/3/05-2/10/05	SW-FWS-CARE
Gatewood, Demetrius	1/3/05-2/10/05	SW-FWS-Athletics
Gorman, Kim	1/3/05-2/10/05	SW-FWS-Foundation
Gorman, Kim	2/11/05-6/30/05	SW-FWS-Foundation
Gray, Mary	2/11/05-6/30/05	SW-FWS-Off Campus
Grubb, Brian	1/3/05-2/10/05	SW-FWS-Library
Gutierrez, Malisa	1/3/05-2/10/05	SW-FWS-CDC
Gutierrez, Michael	1/3/05-2/10/05	SW-FWS-CDC
Haas, Emily	2/11/05-6/30/05	SW-FWS-Off Campus
Harris, Mathew	2/14/05-6/30/05	SW-FWS-EOPS
Harris, Matthew	1/3/05-2/10/05	SW-FWS-EOPS
Hartmaan, Dorothy	2/11/05-6/30/05	SW-FWS-CIS
Havens, LaDawn	2/14/05-6/30/05	SW-FWS-EOPS
Henry, Monica	1/3/05-2/10/05	SW-FWS-EOPS
Henry, Monica	2/14/05-6/30/05	SW-FWS-EOPS
Hunt, LaShonda	1/3/05-2/10/05	SW-FWS-EOPS
Hunt, LaShonda`	2/14/05-6/30/05	SW-FWS-EOPS
Jefferson, Allyson	1/3/05-2/10/05	SW-FWS-EOPS
Jefferson, Allyson	2/14/05-6/30/05	SW-FWS-EOPS
Larriva, Jennifer	1/3/05-2/10/05	SW-FWS-CIS
Larriva, Jennifer	2/11/05-6/30/05	SW-FWS-CIS
Larsen, Mary Anne	1/3/05-2/10/05	SW-FWS-CDC
Lewis, Felicia	1/3/05-2/10/05	SW-FWS-Switchboard
Lewis, Felicia	2/11/05-6/30/05	SW-FWS-Switchboard
Little, Tracy	1/3/05-2/10/05	SW-FWS-Counseling
Little, Tracy	2/14/05-6/30/05	SW-FWS-Counseling
Lockett, Charmaine	2/11/05-6/30/05	SW-FWS-Pres. Off.
Lopez, Jami	1/3/05-2/10/05	SW-FWS-CDC
Louis, Jaisson	1/3/05-2/10/05	SW-FWS-PE
Marley, Irene	1/3/05-2/10/05	SW-FWS-Off Campus
Marley, Irene	2/11/05-6/30/05	SW-FWS-Off Campus
Martinez, Carlos	1/3/05-2/10/05	SW-FWS-EOPS
Martinez, Carlos	2/14/05-6/30/05	SW-FWS-EOPS
Martinez, Sonia	1/3/05-2/10/05	SW-FWS-Spanish
Martinez, Sonia	2/14/05-6/30/05	SW-FWS-Spanish
Michel, Regina	1/3/05-2/10/05	SW-FWS-Campus Police
Miller, Teonia	1/3/05-2/10/05	SW-FWS-CDC
Miller, Teonia	11/10/04-12/31/04	SW-FWS-CDC
Miller, Teonia	2/14/05-6/30/05	SW-FWS-CDC

NON-CLASSIFIED EMPLOYEES

December 14, 2004

NAME	REQUESTED DATES OF EMPLOYMENT	POSITION/DEPT
Miro, Edward	11/10/04-12/31/04	SW-FWS-Athletics
Mitchell, Raynisha	1/3/05-2/10/05	SW-FWS-Library
Mitchell, Raynisha	2/14/05-6/30/05	SW-FWS-Library
Morales, Jennifer	1/3/05-2/10/05	SW-FWS-CDC
Morales, Jennifer	2/14/05-6/30/05	SW-FWS-CDC
Morales, Martha	2/11/05-6/30/05	SW-FWS-Off Campus
Nissen, Jeremy	1/3/05-2/10/05	SW-FWS-Nursing/MIS
Orozco, Adriana	1/3/05-2/10/05	SW-FWS-EOPS
Orozco, Adriana	2/14/05-6/30/05	SW-FWS-EOPS
Padilla, Vanessa	1/3/05-2/10/05	SW-FWS-Bookstore
Padilla, Vanessa	2/11/05-6/30/05	SW-FWS-Bookstore
Parra, Suzanna	2/14/05-6/30/05	SW-FWS-CDC
Pena, Edna	1/3/05-2/10/05	SW-FWS-PE
Placencia, Steven	1/3/05-2/10/05	SW-FWS-Bookstore
Placencia, Steven	2/11/05-6/30/06	SW-FWS-Bookstore
Reed, Kelly	1/3//05-2/11/05	SW-FWS-Off Campus
Reed, Kelly	12/15/04-12/31/04	SW-FWS-Off Campus
Richardson, Nichlas	1/3/05-2/10/05	SW-FWS-PE
Robinson, Delysa	1/3/05-2/10/05	SW-FWS-Transfer Center
Robinson, Delysa	2/14/05-6/30/05	SW-FWS-Transfer Center
Rodriguez, Andrea	1/3/05-2/10/05	SW-FWS-CIDG
Rodriguez, Andrea	2/14/05-6/30/05	SW-FWS-CIDG
Rodriquez-Territ, Nicole	2/11/05-6/30/05	SW-FWS-Off Campus
Romberger, Robert	1/3/05-2/10/05	SW-FWS-CIT
Romberger, Robert	2/11/05-6/30/05	SW-FWS-CIS
Searight, Jaime	11/10/04-12/31/04	SW-FWS-Rambassadors
Shved, Lyudmile	1/3/05-2/10/05	SW-FWS-ESL
Turner, Jody	1/3/05-2/10/05	SW-FWS-Athletics
Uhlig, Kelly	1/3/05-2/10/05	SW-FWS-DSPS
Uhlig, Kelly	2/14/05-6/30/05	SW-FWS-DSPS
Uini, Mona Mae	1/3/05-2/10/05	SW-FWS-Rest. Management
Uini, Mona Mae	2/15/05-6/30/05	SW-FWS-Rest. Management
Venard, Shannon	1/3/05-2/10/05	SW-FWS-Library
Vernard, Shannon	2/14/05-6/30/05	SW-FWS-Library
Wenger, Amber	1/3/05-2/10/05	SW-FWS-A&R
Wessell,Billy	1/3/05-2/10/05	SW-FWS-Off Campus
Wessess, Billy	2/11/05-6/30/05	SW-FWS-Off Campus
Wheeler, Michelle	2/11/05-6/30/05	SW-FWS-Off Campus
White, Manda	2/11/05-6/30/05	SW-FWS-Off Campus
Williams, Audri	1/3/05-2/10/05	SW-FWS-Switchboard
Williams, Audri	2/11/05-6/30/05	SW-FWS-Switchboard
Willis, Donna	1/3/05-2/10/05	SW-FWS-CIDG

NON-CLASSIFIED EMPLOYEES

December 14, 2004

NAME	REQUESTED DATES OF EMPLOYMENT	POSITION/DEPT
Willis, Donna	2/14/05-6/30/05	SW-FWS-CIDG
Witt, Patricia	1/3/05-2/10/05	SW-FWS-CARE
Witt, Patricia	2/10/05-6/30/05	SW-FWS-CARE
Wrigley, Rakeesha	2/14/05-6/30/05	SW-FWS-CDC
Wrigley, Rakesha	1/3/05-2/10/05	SW-FWS-CDC

Student Workers

Abdul-Khabir, Wajidah	2/14/05-6/10/05	SW-Tutor-SI/T
Abunaya, Maysaa	1/3/05-2/10/05	SW-Other-CDC
Acklin, Matrice	1/3/05-2/10/05	SW-Other-CDC
Arroyo-Barbosa, Valerie	2/14/05-6/10/05	SW-Tutor-BET/CIS/CIT
Barbatoe, Jonathan	1/3/05-2/13/05	SW-Other-PAC
Barbatoe, Jonathan	2/14/05-6/30/05	SW-Other-PAC
Barbosa, Valerie	1/3/05-2/10/05	SW-Tutor-BET/CIS/CIT
Barcelata-Alvarez, Wendy	2/14/05-6/10/05	SW-Tutor-SI/T
Batcha, Sarah	2/14/05-6/11/05	SW-Tutor-Writing Center
Becker, Eric	2/14/05-6/10/05	SW-Tutor-CIT
Brown, Derick	1/3/05-2/10/05	SW-Lab Ass't-Art
Brown, Derick	2/14/05-6/11/05	SW-Lab Ass't-Art
Brown, Ernest	1/3/05-2/10/05	SW-Other-PAC
Brown, Ernest	2/14/05-6/30/05	SW-Other-PAC
Bunda, May	1/3/05-2/10/05	SW-Other-CDC
Camidge, Bonnie	1/3/05-2/13/05	SW-Other-PAC
Camidge, Bonnie	2/14/05-6/30/05	SW-Other-PAC
Casady, Dawn	1/3/05-2/10/05	SW-Other-CDC
Cerna, Mariceta	1/3/05-2/10/05	SW-Other-Auxiliary Services
Cerna, Mariceta	11/3/05-2/13/05	SW-Other-Auxiliary Services
Chan, Peggy	2/14/05-6/10/05	SW-Tutor-SI/T
Cheung, Kwan Yiu	2/14/05-6/10/05	SW-Tutor-SI/T
Clevinger, Adam	1/3/05-2/10/05	SW-Tutor-SI/T
Clevinger, Adam	2/14/05-6/10/05	SW-Tutor-SI/T
Cummings, Michael	1/3/05-2/10/05	SW-Tutor IV-SI/T
Curci, Krista	1/3/05-2/10/05	SW-Other-PAC
Curci, Kristen	2/14/05-6/30/05	SW-Other-PAC
Elja, Shakiba	2/14/05-6/10/05	SW-Tutor-SI/T
Ellars, Joshua	1/3/05-2/10/05	SW-Tutor-SI/T
Ellars, Joshua	2/14/05-6/10/05	SW-Tutor-SI/T
Ervin, Angelynn L.	11/10/04-12/17/04	SW-Tutor-Writing Center
Ervin, Angelynn	2/14/05-6/11/05	SW-Tutor-Writing Center
Fitzpatrick, Peter	1/3/05-2/14/05	SW-Other-PAC

NON-CLASSIFIED EMPLOYEES

December 14, 2004

NAME	REQUESTED DATES OF EMPLOYMENT	POSITION/DEPT
Fitzpatrick, Peter	12/8/04-2/14/04	SW-Other-Auxiliary Services
Foster, Hollie	2/14/05-6/30/05	SW-Other-PAC
Foster, Hollie	1/3/05-2/10/05	SW-Other-PAC
Garcia, Alex	2/14/05-6/10/05	SW-Tutor-SI/T
Gardner, Sky	2/14/05-6/10/05	SW-Tutor-SI/T
Gomez, Blanca	2/14/05-6/10/05	SW-Tutor-SI/T
Gonzales, Sonya	1/3/05-2/10/05	SW-Tutor-Writing Center
Gonzales, Sonya	2/14/05-6/11/05	SW-Tutor-Writing Center
Grefsrud, Robin	1/3/05-2/3/05	SW-Stocker-Bookstore
Hagen, Tom	2/14/05-6/10/05	SW-Tutor-SI/T
Hanour, Kenneth	2/14/05-6/11/05	SW-Tutor-Writing Center
Hotchkiss, Brian	2/14/05-6/10/05	SW-Tutor-SI/T
Jefferson, Ryan	1/3/05-2/12/05	SW-Other-Bookstore
Krumsiek, Kristy	1/3/05-2/10/05	SW-Tutor-Writing Center
Krumsiek, Kristy	2/14/05-6/11/05	SW-Tutor-Writing Center
Lai, Wah Hoi	2/14/05-6/10/05	SW-Tutor-SI/T
Lamb, Cristi	1/3/05-2/13/05	SW-Other-PAC
Lamb, Cristi	2/14/05-6/30/05	SW-Other-PAC
Laveaux, Chelemar	2/14/05-6/11/05	SW-Tutor-Writing Center
Laveaux, Chelemar	2/14/05-6/10/05	SW-Tutor-SI/T
Leicht, Kendra	2/14/05-6/10/05	SW-Tutor-SI/T
Lewis, Lindsey	1/3/05-2/10/05	SW-Other-CDC
Lim, Kuin	2/14/05-6/10/05	SW-Tutor-SI/T
Lim, Yee Siang	1/03/05-2/11/05	SW-Tutor-Chemistry
Lim, Yee Siang	2/14/05-6/10/05	SW-Tutor-SI/T
Lynd, Laura	1/3/05-2/10/05	SW-Other-CDC
Madrid-Pence, Robin	1/3/05-2/10/05	SW-Lab Ass't-Art
Madrid-Pence, Robin	2/14/05-6/30/05	SW-Lab Ass't-Art
McClain, Melissa	1/3/05-2/10/05	SW-Tutor-Writing Center
McClain, Melissa	2/14/05-6/11/05	SW-Tutor-Writing Center
Mendoza, Lorraine	2/14/05-6/10/05	SW-Tutor-SI/T
Merrigan, Elaine	2/14/05-6/10/05	SW-Tutor-SI/T
Micetich, Kristen	2/14/05-6/10/05	SW-Tutor-SI/T
Pallante, Anthony	1/3/05-2/10/05	SW-Tutor-Writing Center
Pallante, Anthony	2/14/05-6/11/05	SW-Tutor-Writing Center
Perez, Christopher	2/14/05-6/10/05	SW-Tutor-SI/T
Rivers, Mary	1/3/05-2/10/05	SW-Tutor-Writing Center
Rivers, Mary	2/14/05-6/11/05	SW-Tutor-Writing Center
Rodriguez, Marta	1/3/05-2/10/05	SW-Other-CDC
Romberger, Robert	1/3/05-2/10/05	SW-Tutor-SI/T
Romberger, Robert	2/14/05-6/10/05	SW-Tutor-SI/T
Salagaado, Rosemarie	1/3/05-2/10/05	SW-Other-CDC

NON-CLASSIFIED EMPLOYEES

December 14, 2004

NAME	REQUESTED DATES OF EMPLOYMENT	POSITION/DEPT
Shved, Lyumyla	2/14/05-6/10/05	SW-Tutor-SI/T
Simmons, William	2/14/05-6/10/05	SW-Tutor-SI/T
Slate, Eva	2/14/05-6/10/05	SW-Tutor-SI/T
Slate, Nicholas	1/3/05-2/10/05	SW-Other-Plan/Resor.Dev
Slate, Nicholas	2/14/05-6/10/05	SW-Other-Plan/Resor.Dev
Steen, Shari	1/3/05-2/10/05	SW-Other-Auxiliary Services
Stockman, William	1/3/05-2/10/05	SW-Other-IMS
Stokes, Jennifer	1/3/05-2/10/05	SW-Other-CDC
Sullivan, Melissa	1/3/05-2/10/05	SW-Other-CDC
Taniguchi, Anna	1/3/05-2/10/05	SW-Other-Auxiliary Services
Triska, Nickolas	1/03/05-2/10/05	SW-Tutor-Writing Center
Triska, Nickolas	2/14/05-6/11/05	SW-Tutor-Writing Center
Valentine, Robert	2/14/05-6/10/05	SW-Tutor-SI/T
Weber, Youlia	1/03/05-2/10/05	SW-Tutor-CIT
Weber, Youlia	2/14/05-6/10/05	SW-Tutor-CIT
Williams, Corey	2/14/05-6/10/05	SW-Tutor-SI/T
Williams, Robert	1/3/05-2/10/05	SW-Tutor-CIT
Williams, Robert	2/14/05-6/10/05	SW-Tutor-SI/T
Wright, Krista	1/3/05-2/10/05	SW-Other-Auxiliary Services

Limited-Term Workers

Adams.Pat	1/3/05-3/4/05	Admissions-Office Worker
Cass, Reiji	2/19/05-5/28/05	Comm. Svrcs. Fee Base
Chesser, Debbie	2/4/05-2/25/05	Comm. Svrcs. Fee Base
Chesser, Debbie	3/4/05-3/18/05	Comm. Svrcs. Fee Base
Combs, Melanie	1/4/05-1/27/05	Comm. Svrcs. Fee Base
Combs, Melanie	3/1/05-5/26/05	Comm. Svrcs. Fee Base
Grefsrud, Robin	1/3/05-2/3/05	Bookstore- Stocker
Gummo, Pat	2/19/05-4/16/05	Comm. Svrcs. Fee Base
Harris-Nichols, Mariana	1/3/05-2/10/05	House Support-PAC
Hicks, Scott	12/15/04-12/21/04	Office Worker-Plan/Resour
Hussing, Cathy	12/15/04-12/21/04	Office Worker-Bursar
Kimmel, Adele	1/3/05-2/10/05	Office Wkr-President's Off.
Maness, Michael	1/4/05-3/3/05	Comm. Svrcs. Fee Base
McGhee, Bruce	11/4/5-2/3/05	Comm. Svrcs. Fee Base
McGhee, Bruce	2/15/05-6/30/05	Comm. Svrcs. Fee Base
Moroyogui. Jennifer	12/15/04-12/21/04	Office Worker-Bursar
Myers, Robert	9/10/04-12/15/04	Prof. Expert-Fire Tech
Newman, David	9/10/04-12/15/04	Prof. Expert-Fire Tech
O'Keefe, William	2/19/05-6/18/05	Comm. Svrcs. Fee Base
O'Keefe, William	1/4/05-2/18/05	Comm. Svrcs. Fee Base
Plourde, Elizabeth	3/2/05-4/26/05	Comm. Svrcs. Fee Base

NON-CLASSIFIED EMPLOYEES

December 14, 2004

NAME	REQUESTED DATES OF EMPLOYMENT	POSITION/DEPT
Potts, Deborah	3/7/05-5/9/05	Comm. Svcs. Fee Base
Vidana-Barda, Kevin	1/15/05-5/21/05	Comm. Svcs. Fee Base
White, Bill	1/8/05-2/5/05	Comm. Svcs. Fee Base
White, Bill	3/5/05-5/7/05	Comm. Svcs. Fee Base
Williams, Audrey	2/19/05-4/16/05	Comm. Svcs. Fee Base
<u>Substitute</u>		
Alvarez, Margaret	11/1/04-12/31/04	Associate Teacher-CDC
Bernal, Jody	12/1/04-6/30/05	Associate Teacher-CDC
Crowley, Barbara	10/16/04-12/22/04	Interpreter-DSPS
Dennis, Rhonda	12/1/04-6/30/05	Associate Teacher-CDC
Gonzales, Sonya	11/1/04-12/15/04	IA-2- Writing Center
Longway, Shirley	11/16/04-12/31/04	Sub-Reserve Police Officer
Maciel, Denise	10/16/04-12/22/04	Interpreter-DSPS
McCoy, Joseph	10/16/04-12/22/04	Interpreter-DSPS
Quayson, Leilani	11/1/04-6/30/05	Associate Teacher-CDC
Tasicone, Ronald	11/25/04-6/30/05	Sub-Reserve Police Officer
Wilson, Kimberly	12/15/04-6/30/05	Associate Teacher- CDC
<u>Volunteer</u>		
Alcaraz, Gabriel	11//10/04-6/30/05	Vol-CDC
Hynes, Whitney	1/3/05-6/30/05	Vol-PAC
Valencia, Lorenza	11/10/04-6/30/05	Vol-CDC

ADMINISTRATIVE SERVICES

DECEMBER 14, 2004

TOPIC: BOARD OF TRUSTEES PAYMENT & TRANSFERS REPORT

TO THE SUPERINTENDENT/PRESIDENT:

This is of a routine nature.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Board of Trustees Payment and Transfer Reports.

REFERENCE FOR AGENDA: YES

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

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

INFORMATION ONLY _____

**VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
BUDGET TRANSFERS/INTERFUND TRANSFERS**

December 14, 2004

Batch	Reference	Fund
877	40468	71
100	50005	01
103	50008	01
	50009	01
105	51316	01/72
108	50010	01

BOARD PAYMENT REPORT
 BOARD OF TRUSTEES MEETING DEC. 14, 2004

	General Fund	Cafeteria	Cap Projects Fund	Child Dev Ctr Fund	Insurance Trust	Stu Body Cntr Fee
BATCH 212	\$3,714.52					
BATCH 212A	\$52,946.88					
BATCH 213	VOIDED					
BATCH 213A	\$2,461.63					
BATCH 214	\$6,074.66					
BATCH 215	\$2,582.00					
BATCH 216	\$4,521.65					
BATCH 216A	\$6,864.00					
BATCH 217	\$99.42					
BATCH 218	\$12,955.71					
BATCH 219	\$3,134.47					
BATCH 219A	\$3,238.59					
BATCH 220	\$4,204.92					
BATCH 220A	\$1,820.80					
BATCH 221					\$50.00	
BATCH 222	\$48,793.49					
BATCH 223	VOIDED					
BATCH 223A	\$8,330.00					
BATCH 224	\$7,009.27					
BATCH 225	\$22,285.88					
BATCH 225A	\$1,517.47					
BATCH 226	\$2,550.50					
BATCH 227	\$12,983.95					
BATCH 227A	\$11,753.15					
BATCH 228	\$951.02					
BATCH 229	\$3,866.04					
BATCH 230	\$525.01					
BATCH 231	\$176.70					
BATCH 232	VOIDED					
BATCH 232A	\$4,580.88					
BATCH 233	\$232.90					
BATCH 234	VOIDED					
BATCH 234A	\$2,023.26					
BATCH 235	\$176.52					
BATCH 236	\$31.47					

BOARD OF TRUSTEES MEETING DEC. 14, 2004

	General Fund	Cafeteria	Cap Projects Fund	Child Dev Ctr Fund	Insurance Trust	Stu Body Cntr Fee
BATCH 237	37931.87					
BATCH 238			\$750.00			
BATCH 238A			\$3,247.55			
BATCH 239 VOIDED						
BATCH 239 VOIDED						
BATCH 239A	\$34,178.35					
BATCH 240	\$2,500.12					
BATCH 240A	\$3,477.41					
BATCH 241						
BATCH 242	\$2,420.55					\$ 21,440.83
BATCH 243						
BATCH 244	\$5,515.40			\$616.87		
BATCH 245 VOIDED						
BATCH 245A	\$5,190.00					
BATCH 246	\$4,685.00					
BATCH 247	\$8,659.61					
BATCH 247A	\$1,738.89					
BATCH 248						
BATCH 249					\$100.00	
BATCH 250						
BATCH 251						
BATCH 252	\$5,295.08					
BATCH 252A	\$49,243.63					
BATCH 253						
BATCH 254						
BATCH 255						
BATCH 255A	\$12,673.71					
BATCH 256	\$10,000.00					
BATCH 256	\$41,000.00					
BATCH 257	\$12,994.63					
BATCH 258	\$5,593.59					
BATCH 259	\$12,343.34					
BATCH 259A	\$8,000.00					
BATCH 260	\$8,089.68					
BATCH 260A	\$4,500.00					
BATCH 261	\$19,316.29					
BATCH 261A	\$15,027.44					
			\$27,576.50			
			\$68.10			
				\$180.00		
				\$287.50		
					\$100.00	

BOARD OF TRUSTEES MEETING DEC. 14, 2004

	General Fund	Cafeteria	Cap Projects Fund	Child Dev Ctr Fund	Insurance Trust	Stu Body Cntr Fee
BATCH 262	\$8,661.43			\$469.02		
BATCH 263	\$28,462.15					
BATCH 263A	\$8,300.32					
BATCH 264	\$12,951.55					
BATCH 264A	\$5,596.30					
BATCH 265	\$3,600.00					
BATCH 265A	\$164,722.65					
BATCH 266	\$3,710.00					
BATCH 267	\$8,008.92					
BATCH 268	\$10,169.34					
BATCH 269	\$1,657.82					
BATCH 269A	\$72,787.81					
BATCH 270	\$84,005.89					
BATCH 270A						
BATCH 271 VOIDED						
BATCH 271A	\$18,935.18					
BATCH 272	\$942.70					
BATCH 273	\$5,708.31					
BATCH 274				\$613.46		
BATCH 275	\$22,634.55					
BATCH 275A	\$2,909.55					
BATCH 276			\$9.51			
BATCH 277				\$115.67		
BATCH 278	\$8,347.44					
BATCH 279	\$3,990.00					
BATCH 280						
BATCH 281	\$77.20					
TOTALS	\$1,018,960.46		\$31,651.66	\$2,282.52	\$250.00	\$34,685.65

ADMINISTRATIVE SERVICES

DECEMBER 14, 2004

TOPIC: AGREEMENTS

TO THE SUPERINTENDENT/PRESIDENT:

The vendors and/or consultants listed on the attached reference sheet have been designated to perform the services listed for the district at the amounts specified during the fiscal year 2004-2005. Payment to vendors and consultants for services rendered per these agreements is in accordance with district, county, state and/or federal regulations.

Fiscal Impact: see attached detail listing

RECOMMENDATION:

It is recommended the Board of Trustees ratify the agreement(s) as detailed on the attached reference.

REFERENCE FOR AGENDA: YES

Signed: *Louis E. Eilers*
Interim Vice President, Administrative Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: *R. Spencer*
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY _____

AGREEMENTS/CONTRACTS

DECEMBER 14, 2004

Vendor/Consultant	Service	Amount
Fors, Alex	Consulting for MIS State Reporting	500
Bradley, Julie	Consultation for Sign Language Interpreters	300
TOTAL		\$800

SUPERINTENDENT/PRESIDENT

DECEMBER 14, 2004

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

TO THE BOARD OF TRUSTEES:

The College Assembly accepted for first reading the Ethics Statement for Employees at its October 19, 2004, meeting by unanimous vote. After a second reading at its November 2, 2004, meeting, the College Assembly accepted the Ethics Statement for Employees by a vote of 8 yes, 0 no, and 1 abstention.

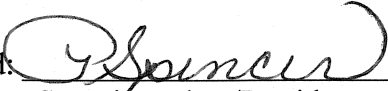
Fiscal Impact: N/A

RECOMMENDATION:

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

REFERENCE FOR AGENDA: YES

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: 
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY _____

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

Chapter 7

Ethics Statement for Employees

7103

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

DECEMBER 14, 2004

INSTRUCTION

TOPIC: AGREEMENT - CHILD DEVELOPMENT SERVICES #GPRES-4299

TO THE SUPERINTENDENT/PRESIDENT:

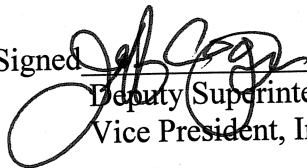
The district desires to enter into an amended agreement with the California Department of Education for Child Development Services for the 2004-2005 fiscal year. The Maximum Rate per child day of enrollment payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$17.96 and inserting \$18.39 in place thereof. The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$213,391 and inserting \$218,534 in place thereof.

Fiscal Impact: to the District \$218,534.

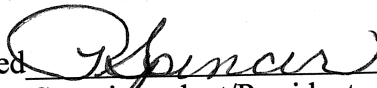
RECOMMENDATION:

It is recommended that the Board of Trustees approve the amended agreement with the California Department of Education for Child Development Services contract #GPRES-4299 per the terms and conditions contained therein.

REFERENCE FOR AGENDA: YES

Signed  _____
Deputy Superintendent/Executive
Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed  _____
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 04 - 05

DATE: July 01, 2004

CONTRACT NUMBER: GPRE-4299

PROGRAM TYPE: STATE PRESCHOOL

PROJECT NUMBER: 36-6792-00-4

Amendment 01

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES INFLATION

CONTRACTOR'S NAME: VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

This agreement with the State of California dated July 01, 2004 designated as number GPRE-4299 shall be amended in the following particulars but no others:

The Maximum Rate per child day of enrollment payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$17.96 and inserting \$18.39 in place thereof.

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$213,391.00 and inserting \$218,534.00 in place thereof.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 11,881.0 and inserting 11,883.3 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 195 (no change).

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Donna Salaj		PRINTED NAME AND TITLE OF PERSON SIGNING			
TITLE Manager Contracts Office		ADDRESS			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 5,143 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 213,391 TOTAL AMOUNT ENCUMBERED TO DATE \$ 218,534	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		
	(OPTIONAL USE) 0656				
	23038-6792		Transfer to SSF		
	ITEM 30.10.010. 6100-196-0001	CHAPTER 208	STATUTE 2004	FISCAL YEAR 2004-2005	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702		SACS: Res-6055 Rev-8590			Department of General Services use only
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER		DATE			

INSTRUCTION

DECEMBER 14, 2004

TOPIC: AGREEMENT - TANF-CDC GRANT

TO THE SUPERINTENDENT/PRESIDENT:

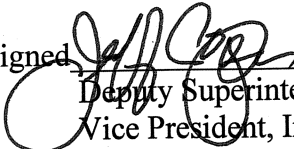
The District desires to enter in to the attached agreement with the Foundation for California Community Colleges (FCCC) for the purposes of providing grant funding, fiscal management, and accountability for the Temporary Assistance For Needy Families (TANF)-Child Development Careers (CDC) Program Annual (TANF-CDC Program).

Fiscal Impact: to the District \$20,385.

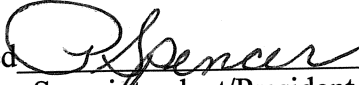
RECOMMENDATION:

It is recommended that the Board of Trustees approve the agreement with the Foundation for California Community Colleges to receive the grant award of \$20,385 for the 2004-2005 Temporary Assistance for Needy Families-Child Development Centers (TANF-CDC) Project.

REFERENCE FOR AGENDA: YES

Signed  Deputy Superintendent/Executive Vice President, Instruction

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed  Superintendent/President

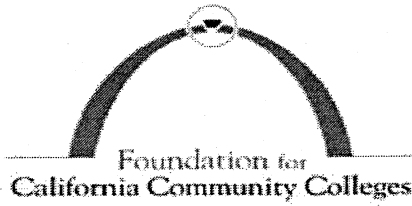
ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY _____



**TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)-
CHILD DEVELOPMENT CAREERS (CDC) PROGRAM**

GRANT AGREEMENT

**BY AND BETWEEN THE
VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
AND THE
FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)**

This Agreement (Agreement) between the Victor Valley Community College District (the District) and the Foundation for California Community Colleges (FCCC) is entered into this 1st day of June, 2004 for the purposes of providing grant funding, fiscal management, and accountability for the Temporary Assistance For Needy Families (TANF)-Child Development Careers (CDC) Program Annual (TANF-CDC Program) operated by the District's Victor Valley College.

The Agreement includes the following Attachments:

- Attachment A: Participating College's Core Roles and Responsibilities
- Attachment B: Annual TANF-CDC Program Student Enrollment Data and Budget
- Attachment C: Travel Reimbursement Rates and Conditions

1. GRANT FUNDING

The Foundation for California Community Colleges (FCCC) provides centralized fiscal and administrative services to community college districts for the TANF-CDC Program funding as set forth in this Grant Agreement. FCCC is the official auxiliary foundation for the California Community Colleges system, recognized by the Board of Governors under the provisions of the California Education Code section 72670.5.

The District agrees to perform all its duties as a grantee and to comply with all state and federal law and regulations applicable to its TANF-CDC Program grant, including those identified in this grant agreement.

2. DUTIES OF THE DISTRICT AS GRANTEE

The District shall:

2.01 Complete the tasks and requirements described in this Agreement.

2.02 Use the Foundation and Chancellor's Office MIS systems to report and track student information including but not limited to student enrollment levels, progress toward goals, units attempted/completed, GPA, Associate Teacher and Teacher Permits awarded, post-training employment and wages.

2.03 Ensure the appropriate stewardship of federal funds and adherence to State and Federal guidelines and regulations for maintaining financial management expectations and procedures.

2.04 Monitor the day-to-day operations of grant-supported activities to assure compliance with applicable federal and state requirements and achievement of TANF-CDC Program guidelines, policies, procedures and objectives.

2.05 Establish a system for collecting and organizing data on an on-going basis. Programs must have a system that permits the evaluation and monitoring of program activities, including tracking the progress toward annual objectives, instituting procedures that provide for regular "customer feedback" that will be used to improve Program quality. (FCCC will provide some of these forms and processes).

2.06 Adhere to established grievance procedures for the resolution of any disputes by a student participating in the TANF-CDC Program.

2.07 Maintain Internet e-mail capability.

2.08 Comply with all provisions of the TANF-CDC Program design, program operation, monitoring and evaluation contained in the grant between FCCC and the California Department of Education. A copy of this grant can be obtained by contacting FCCC's TANF CDC Program Director.

2.09 Comply with Titles VI and VII, Civil Rights Act of 1964 (42 U.S.C. 2000 et seq.); Sections 503 and 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793 794); Title IX, Education Amendments of 1972 (20 U.S.C. 1618 et seq.); Chapter 4 (beginning with Section 30), Division 1, Title 5, California Code of Regulations; and Section 613(a), Individuals with Disabilities Education Act of 1975, as amended.

3. TERMS OF GRANT

3.01 The term of this grant shall be for a period of one program year; beginning June 1, 2004 and through May 31, 2005. All performance under this grant shall be completed by May 31, 2005, except that FCCC's TANF-CDC Director must receive the Final Program Accomplishments Report and Final Expenditure Statement no later than July 31, 2005.

4. GRANT AMOUNT AND PAYMENTS

4.01 In consideration of satisfactory performance of services described in this Agreement and Attachments, the FCCC agrees to pay the District a total amount not to exceed **\$20,385.00**.

4.02 Grant funds shall be expended only for the items and amounts identified (e.g., TANF- CDC Program Facilitator Stipend) and in support of the TANF CDC Program activities described in this Agreement.

4.03 Payments shall be made as set forth below.

a. Payments shall be made monthly in arrears on a cost reimbursement basis upon FCCC's receipt of an invoice from the District no later than the 15th day of the month following the invoiced month. Late invoices will be held over for payment in the following month.

b. Payments to be made to the District as specified herein shall include all taxes of any description, federal, state and municipal, assessed against the District by reason of this grant.

c. Funds not obligated or committed by the District for the purposes of the grant by the end of the performance period for each year (May 31st) shall revert back to FCCC.

5. GRANT REVISIONS AND LEVEL OF TANF STUDENT ENROLLMENTS

5.01 Changes to this Grant Agreement, the District's performance objectives, work plan, budget and student enrollment levels must receive prior written approval by FCCC's TANF-CDC Program Director.

6. REPORTS

The District shall prepare the following reports (forms will be provided by FCCC's TANF-CDC Program Director) which must be received by FCCC by the specified dates. Failure to meet report deadlines may jeopardize funding.

6.01 Monthly Expenditure and Progress to Date Reports

Submitted to FCCC on the fifteenth day following the month in which the expenditures were incurred on FCCC prescribed forms.

6.02 Final Expenditure and Progress Reports (three copies)

Submitted to FCCC no later than July 31, 2005 on FCCC prescribed report forms.

7. PROGRAM EVALUATION AND DATA COLLECTION

7.01 Districts shall provide all data and reports which may be requested by FCCC, the California Department of Education, and/or third party evaluators.

8. GRANT AUDIT

8.01 The parties entering into this Grant Agreement will be subject to the examination and audit of the State Auditor for a period of five (5) years after final payment for each program year under the grant.

8.02 The District agrees to obtain a timely audit where required in accordance with applicable audit guidelines. In the case of grants supported with federal funds, this shall include audit requirements of the applicable federal Office of Management and Budget (OMB) Circular.

8.03 All subcontracts or subgrants entered into pursuant to this grant shall be subject to the examination and audit by the State Auditor for a period of five (5) years after the final payment for each program year under the grant.

9. TRAVEL

9.01 For travel necessary to the performance of this grant, travel expenses must adhere to regulations as described in **Attachment C. Travel Reimbursement Rates and Conditions**. Reimbursement shall be limited to the amount of the most cost-effective mode of travel.

10. AVAILABILITY OF TANF-CDC PROGRAM FUNDS

10.01 Grants which are funded in whole or in part by the federal government contain a thirty day cancellation clause and the following provisions:

- a. It is mutually understood between the parties that this grant may have been written before ascertaining the availability of congressional appropriation of

funds, for the mutual benefit of both parties in order to avoid program and fiscal delays which would occur if the grant were executed after that determination was made.

b. This grant is valid and enforceable only if sufficient funds are made available to the FCCC by the United States Federal Government for the current fiscal year for the purposes of this program. In addition, this grant is subject to any additional restrictions, limitation or conditions enacted by the California Department of Education or Congress that may affect the provisions, term or funding of this grant in any manner.

c. It is mutually agreed that if the Congress and/or annual State Budget does not appropriate sufficient funds for the program, this grant shall be amended to reflect any reduction in funds.

11. INTELLECTUAL PROPERTY, INVENTIONS, AND NEW TECHNOLOGIES

11.1 Any ideas, concepts, know how or techniques relating to intellectual property and applied technologies, developed during the course of this grant by the District, or jointly by the District and the State, can be used by either party in any way it may deem appropriate unless specifically specified in writing.

11.2 All inventions, discoveries or improvements of the intellectual property and applied technologies developed pursuant to this grant, shall be the property of the State. The State agrees to grant a nonexclusive royalty free license for any such invention, discovery, or improvement to the District or any person and further agrees that the District or any other such person may sub license additional persons on the same royalty free basis unless limitations are clearly negotiated prior to development.

11.3 This grant shall not preclude the District from developing materials outside this grant that are competitive, irrespective of their similarity to materials which might be delivered to the State pursuant to this grant.

11.4 If this grant involves private sector participants, patent rights for subject inventions (if any) shall be defined in a private sector agreement between the District institution and the private sector participants. FCCC shall retain for state purposes limited intellectual property rights. This limited right is a royalty free, nonexclusive, non-transferable, irrevocable license, for governmental use of any knowledge, data, know-how, and materials (including devices and prototypes) conceived and first actually reduced to practice during the term of the grant.

11.5 The District shall obtain these same rights for the State from all subcontractors and others who produce copyrightable material, intellectual property and applied technologies under this grant. The District shall incorporate these paragraphs, modified appropriately, into its agreements with subcontractors.

11.6 No subcontract shall be entered into without these rights being assured to the State from the subcontractor.

12. PERSONAL AND REAL PROPERTY

Personal and real property procured with these funds will be used for the purpose of the grant and will remain the property of the State. The District will adhere to all property management procedures and property accountability requirements as published by the State.

13. STANDARDS OF CONDUCT

The District hereby assures that, in administering this grant, it will comply with the standards of conduct hereinafter set out, for maintaining the integrity of the grant and avoiding any conflict of interest in its administration.

13.01 General Assurance: Every reasonable course of action will be taken by the District in order to maintain the integrity of this expenditure of public funds and to avoid any favoritism or questionable or improper conduct. The grant will be administered in an impartial manner, free from personal, financial, or political gain. The District, its executive staff, and employees, in administering the grant, will avoid situations that give rise to a suggestion that any decision was influenced by prejudice, bias, special interest, or personal gain.

13.02 Conducting Business: No relative by blood, adoption, or marriage of any executive or employee of the District will receive favorable treatment for enrollment in services provided by, or employment with, the District.

Executives and employees of the District must be particularly aware of the varying degrees of influence that can be exerted by personal friends and associates and, in administering the grant, will exercise due diligence to avoid situations which may give rise to an assertion that favorable treatment is being granted to friends and associates.

When it is in the public interest for the District to conduct business with a friend or associate of an executive or employee of the District, an elected official in the area, or a member of the district governing board, a permanent record of the transaction will be retained.

13.03 Avoidance of Conflict of Economic Interest: An executive or employee of the District, an elected official in the area, or a member of the district governing board, may not solicit or accept money or any other consideration from a third person for the performance of any act reimbursed, in whole or in part, by the District or the State. Supplies, materials, equipment, or services purchased with grant funds will be used solely for purposes allowed under the agreement.

No member of the district governing board may cast a vote on the provision of services by that member (or any organization which that member represents) or vote on any matter which would provide direct financial benefit to that member or any business or organization which the member directly represents.

14. GENERAL TERMS AND CONDITIONS

14.01 Termination: Either party may terminate this Agreement by providing 30-day written notice to the other, specifying the final date (Termination Date”) for services to be performed. Any termination of this Agreement will not relieve the District from its obligation to pay FCCC (i) any amounts owing from any current or prior invoices and (ii) the amounts for any Services performed or out-of-pocket expenses incurred by FCCC on behalf of the District for the time period up to and including the Termination Date, any and all such amounts will be immediately due and payable to FCCC on such Termination Date. In addition, the District shall reimburse FCCC for any and all out of pocket expenses incurred during this time period. The Agreement shall become effective on the date first shown below and will continue in effect until the Termination Date.

14.02 General Terms and Disputes: This Agreement shall be binding on the parties hereto and upon their respective executors, administrators, legal representatives, successors and assigns. There will be no assignment or transfer of this Agreement, or of any interest in this Agreement, unless both parties agree in writing. This Agreement shall be governed for all purposes by the laws of the State of California. This Agreement supersedes all prior agreement, oral or written, between the parties and is intended as a complete and exclusive agreement between the parties. If any provision of this Agreement is declared void, such provision shall be deemed severed from this Agreement, which shall otherwise remain in full force and effect. Any disputes may be resolved by a neutral third party mediator mutually agreed upon by both parties, if possible. In the event of an unresolved dispute, either party may file a “Notice of Dispute” with FCCC within ten working days of discovery of the problem. Within ten working days, the FCCC President or his/her designee shall meet with the parties for purposes of resolving the dispute. The decision of FCCC shall be final.

15. DISTRICT CONTACTS

15.01 Responsible Administrator (*Appropriate Program Area*)

Name: _____ Title: _____

Email: _____ Phone: _____ Fax: _____

15.02 TANF-CDC Program Facilitator

Name: _____ Title: _____

Email: _____ Phone: _____ Fax: _____

15.03 CalWORKs Program Liaison

Name: _____ Title: _____

Email: _____ Phone: _____ Fax: _____

15.04 District Chief Business Officer

Name: _____ Title: _____

Email: _____ Phone: _____ Fax: _____

16. Signatures

The individuals signing below have the authority to enter into and agree to all of the terms, requirements, and conditions set forth in this Grant Agreement and commit their respective organizations to comply with them.

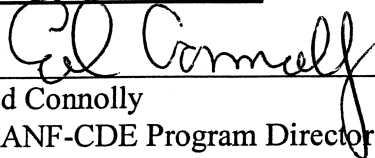
On behalf of the District:

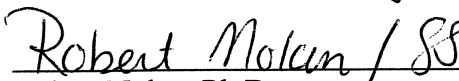
Signature: _____ Date: _____

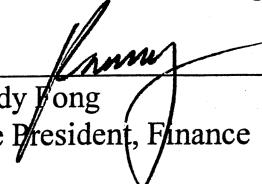
Name: _____

Title: _____

On behalf of FCCC:

 _____ Date: 10/25/04
Ed Connolly
TANF-CDE Program Director

 _____ Date: 10/25/04
Robert Nolan, Ph.D.
Vice President, Learning Programs

 _____ Date: 10-26-04
Randy Fong
Vice President, Finance

Please return two (2) of the three (3) Grant Agreements with **original signatures** to:

Ed Connolly, Program Director
TANF-Child Development Careers Program
Foundation for the California Community Colleges
1102 Q Street, Sacramento, CA, 95814.

*For information or assistance, please contact Ed Connolly (916-325-0128;
connolly@foundationccc.org).*

ATTACHMENT A

PARTICIPATING COLLEGE'S CORE ROLES AND RESPONSIBILITIES

Victor Valley Community College District and Victor Valley College agree to provide the following services:

1. Select a Program Facilitator at each participating college campus to assume responsibility for overall campus Program direction and coordination of program requirements.
2. Provide written notification to the FCCC's TANF-CDE Director of the name and contact information for the person selected to be the Program Facilitator.

The Program Facilitator may also serve as a CDTC or Mentor Program Coordinator provided the programmatic requirements of each role are clearly delineated and payment of stipends for each role is based on the clearly documented accomplishment of the duties of each program.

If the individual assigned the role of Program Facilitator does not also serve in the position of the Mentor Program Coordinator or the CDTC Coordinator, the newly appointed Program Facilitator will work closely and collaborate with the Mentor Program and the CDTC Coordinators.

Selection guidelines for the Program Facilitator shall include:

- Comprehensive knowledge of, and experience with the campus Early Childhood Education program, Child Development Permit Matrix requirements and application process, local ECE employer community, and the CalWORKs program requirements.
- Ability to effectively collaborate and coordinate multiple program requirements, services, objectives and outcomes.

3. Assign CalWORKs Liaison responsibilities at each campus with priority given to the current CalWORKs Coordinator. The campus CalWORKs Liaison will support the campus Careers Program Facilitator with recruitment efforts, counseling, and accessing resources for students.

Selection guidelines for the CalWORKs Liaison shall include:

- Knowledge of the campus and county CalWORKs Program design and requirements.
- Experience on assessing, monitoring and identifying resources to meet on-going student educational and support service needs.

- Ability to effectively collaborate and coordinate multiple program requirements, services, objectives and outcomes.
4. Recruit, train, and design career plans for each student.
 5. Assist eligible students to enroll in appropriate ECE classes, or develop additional sections of credit bearing the ECE coursework to meet Program requirements.
 6. Administer the campus Program budget as required and authorize payments for program expenses as itemized in the approved budgets.
 7. Oversee student placements with mentors to ensure only one student will be in the Mentor's classroom at a time.
 8. Maintain and monitor mentor files
 9. Place students on a campus lab school site or local mentor site to satisfy their practicum and/or work experience Program requirements.
 10. Replace students who drop from the Program with other qualified students.
 11. Insure the Program Facilitator and CalWORKs Liaison evaluate and approve replacement candidates and draft completion plans.
 12. Submit monthly Program progress reports and invoices to FCCC.
 13. Promote the Program on campus and in the community.
 14. Participate in external QIP evaluation initiatives, as identified and directed by FCCC.
 15. Develop and host a work group that will consist of the Program Facilitator, CalWORKs Liaison, CDTC Coordinator, and Campus Mentor Program Coordinator to meet at least three times per semester.
 16. Work with the local ECE Advisory Committee to solicit input on the college's local service area needs, the ECE coursework, student opportunities for work and practicum experience, and employment.
 17. Coordinate with the campus job developers to maximize students' opportunities in applying and interviewing with the best paid, publicly funded employers.
 18. Document the academic instruction provided each Program student, the County Welfare Departments (CWD) (or Alternative Payment's where applicable) certification of the CalWORKs eligibility of participants and approval of the training program, and the Resource and

Referral (R&R) agency assistance in the paid job placement of participants starting in the second year of the Program.

19. Maintain comprehensive records on the progress of each participant, and complete monthly and annual Program progress reports, as well as participate in Program evaluation to be conducted by the CDE, FCCC, or their designee.

20. Insure that the Program Facilitator tracks participants through their child development careers so long as this Program receives funding.

21. Insure that the Program Facilitator assists FCCC in the collection of demographic and program related data, including data available from the established Chancellor's Office and/or FCCC's data collection system and from other program records, for the purpose of self-evaluation of the program.

22. Insure that the Program Facilitator determines student eligibility each semester (or term of enrollment) using the following criteria:

- The student is on CalWORKs cash aid and has an approved welfare-to-work plan, which specifically includes approval to participate in the Program, on file with the County Welfare Department.
- The student expresses a genuine interest in child care and development as a vocation, rather than participating in the Program to secure short-term employment.
- The student confirms their commitment to pursue a goal of obtaining an Associate Teacher and/or Teacher Permit.
- The student completes screening and assessment to determine potential to succeed in the academic program and possesses the interpersonal skills necessary to work successfully with families and children.

23. Once each participating student is selected, insure that the each student:

- Is oriented to the Program structure, expectations, training schedule, and courses and topics to be covered.
- Participates in the development of a customized educational plan describing how each student will meet all unit requirements, practicum, and permit certification and, if necessary, a description of basic skills/English as a Second Language (ESL) assistance within the Program's two-year design.
- Obtains referral to the campus Financial Aid Office to receive financial aid eligibility information.

- Receives a Board of Governor's (BOG) Fee Waiver.
- Submits for processing a criminal and fingerprint background clearance application necessary for all individuals who work in a licensed child care center.
- Continues participation based on a semester-by-semester evaluation conducted by the Program Facilitator of the student's satisfactory progress towards the goals contained in their student education plan.

ATTACHMENT B

ANNUAL CAMPUS STUDENT ENROLLMENT DATA AND BUDGET

Student Enrollment Data for the 2004-05 Program Year: June 1, 2004 – May 31, 2005:

1. Number students who will enter the Program with the expectation/goal of exiting at the Associate Teacher Permit level (12 Units) (40% of unduplicated total): 4 .
2. Number of students who will enter the Program with the expectation/goal of exiting at the Teacher Permit level (40 Units) (60% of unduplicated total): 5 .
3. Total number of unduplicated students (sum of items 1 + 2): 9 .

(Note: Students are not required to complete the academic course work for their Associate Teacher and/or Teacher Permits in the same academic year in which they initially enroll in the Program.)

4. Number of students who will begin/enroll in the Program in the Fall 2004 semester: 9 .
5. Number of students who will begin/enroll in the Program in the Spring 2005 semester: 0 . (Note: The sum of the students identified in questions 4 & 5 must equal the unduplicated number of students identified in question number 3).
6. If your campus is planning on providing a Fast-Track Child Development Instructional Program, the estimated number of students who will enroll in the Fast-Track Program: 0 .
7. The estimated number of students in the Program who will be enrolled in the Regular Child Development program: 9 . (Note: The sum of the student identified in items 6 and 7 must equal the unduplicated number of students identified in item 3).

2004-05 Budget: *The budget amounts identified below are based on the total number of unduplicated students indicated in question number 3 above. If your campus enrolls less students than indicated in question 3 above your budget will be reduced proportionately.*

Category	Amount
Campus CD Careers Program Facilitator Stipend (9 students x \$500 per semester x 2 semesters)	\$9,000.00
CalWORKs Liaison Stipend (9 Students x \$250 per semester x 2 semesters)	\$4,500.00
Office Space (\$150 per month x 12 months)	\$1,800.00
Office Telephone (\$40 per month x 12 months)	\$ 480.00
Office Supplies (\$40 per month x 12 months)	\$ 480.00
Fingerprint and Background Fees (Pre-practicum) (9 students x \$120)	\$1,080.00
Finger Print Fee (Credential) (9 students x \$60.00)	\$ 540.00
Travel Expenses to Regional Institute (3 staff x \$100 each)	\$ 300.00
Travel Expenses to Annual TANF- CD Careers Conference (2 staff)	TBD*
Travel Expenses to CDTC/Mentor Program Conference (2 Staff)	\$ 900.00
Student Emergency Book Grants** (9 students x \$80.00)	\$ 720.00
Student Emergency Transportation Grants** (9 students x \$65.00)	\$ 585.00
Total 2004-2005 Grant Amount	\$20,385.00

*TBD - Once the location of the Conference(s) is determined campus budgets will be modified to add funds necessary for staff transportation, meals and lodging.

** Before expending these funds campuses **MUST** submit a request to your FCCC TANF-CDC Program Specialist identifying: (1) the amount requested to be expended, (2) a description of item(s) to be purchased, (3) an explanation of the student's emergency circumstance, and (4) a description of the campuses efforts to address the need through other campus and community resources such as the local DSS, EOPS, or other financial aid and student support services. Request specifications, forms and processes will be forthcoming.

EXHIBIT C

TRAVL REIMBURSEMENT RATES AND CONDITIONS

SHORT-TERM TRAVEL

(Revised 11/94)

Employees on travel status for more than one 24-hour period and less than 31 consecutive days may claim per diem for each 24 hours of travel. Expenses for partial days after the 24 hours may be claimed.

Employees on travel status for less than 24 hours may claim lodging expenses, if this applies, and breakfast or dinner. No lunch or incidental allowance is paid when employees are on travel status for less than 24 hours. Expenses must be incurred at least 50 miles from headquarters. This distance from the headquarters is the normal commute distance determined by the most direct route. Sometimes one route of travel may be a greater distance but is the more reasonable commute. For example, taking a freeway route instead of congested surface streets is more reasonable. The freeway miles may be greater but because it is more efficient the freeway miles are used to determine the distance.

Lodging and Meal Allowance Reimbursements

The following defines conditions for payment.

1. **In-State Lodging/In-State Meal Allowance.** Payment is limited to \$24.99 without receipts or actual expenses up to \$79 with receipts, plus tax on the total room rate. Meal allowance is paid at rates shown in the current DPA Management Memo.
2. **Out-of-State Lodging/Out-of-State Meal Allowance.** Payment is for actual lodging expenses, supported by a receipt. Without receipts, payment will be the in-state lodging rate. Meal allowance is paid at the same rate as the in-state rate.
3. **Out-of-Country Lodging/Meal Allowance.** Payment is for actual lodging supported by a receipt. Meals may be claimed up to the rates published in the U.S. Department of State Standardized Regulations for foreign areas. These rates are available by telephone from DPA. Receipts are required for any reimbursement claimed in excess of \$24.99.

Employees who receive a meal as part of state travel must reduce their per diem claim by the cost for that meal. For nonrepresented employees see, DPA Rule 599.619(a)(5) for guidance.

Time Frames for Meal Allowances

Time frames for payment for meals are outlined in Figure 1.

STUDENT SERVICES

November 9, 2004

TOPIC: ANNUAL MAINTENANCE AGREEMENT RENEWAL, HP

TO THE SUPERINTENDENT/PRESIDENT:

The district wishes to renew 24 hour hardware and software support for the district's HP 9000 server. This equipment and software are mission critical to the operation of the administrative information system (Datatel Colleague).

Fiscal Impact: Budgeted item. \$1,671/month, \$20,052 annual.

RECOMMENDATION:

It is recommended the Board of Trustees approve the HP maintenance agreement renewal in the amount of \$20,052.

REFERENCE FOR AGENDA: YES

Signed: Wendell L. Smith
Vice President, Student Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: Spencer
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY _____

Support Account Overview



AMP ID: 245659605

Special Terms and Conditions No: S

Customer Address:

Victor Valley Community College
18422 Bear Valley Rd
Victorville CA 92392-5849

Hewlett-Packard Address:

HEWLETT-PACKARD COMPANY
8000 Foothills Blvd MS 5538
Roseville CA 95747-5636

Customer Contact:

JEROME SHORT
Tel: (714) 245-4271
Fax:
E-mail jshort@victor.cc.ca.us

HP Contact:

Karen Phillips
Tel: 1-800-386-1115 X50410
Fax: 1-800-307-0361
E-mail karen.phillips@hp.com

The quoted prices are valid for 90 days from: 06/07/2004

For more information on the format of this document visit www.hp.com/go/hpsdocs

Subject to HP Terms and Conditions of Sale and Service (E16), Exhibit SS5, and if applicable, Exhibit E24.

Your Support Access Options:

- Visit our web site at < www.itrc.hp.com > for IT Professionals or < www.hp.com/go/bizsupport > for Business Professionals
- Visit < www.esca.hp.com > to manage service agreement online or register to use Support Contract Assistant (SCA)

Please have your Service Agreement ID and Product#/Serial# available to expedite your support experience.

Support Account Reference	Service Agreement ID	Coverage Period From:	To:	Description	Contract Total/USD
CP000SBMB004133	1031 0843 2361	09/07/2004	09/06/2005	CP000SBMB004133	20,052.00
				Total Excluding Taxes	20,052.00
				Summary of Charges	
				Hardware Support	13,584.00
				Software Support-Labor & Materials	2,784.00
				Software Support-Materials	3,684.00
				Total Excluding Taxes	20,052.00

Total excludes all taxes. If applicable, taxes will be added at the time of invoicing at the current tax rate.

Total price includes all additions, deletions, warranties, discounts and adjustments if applicable.

Refer to the detail document for any applicable state & local tax

Please refer to the payment schedule for prices to be invoiced monthly in advance.

Payment Schedule as of 07/29/2004

AMP ID: 245659605

Settlement Period from: 09/07/2004 to: 09/06/2005

Support Account Reference	09/07/2004 10/06/2004	10/07/2004 11/06/2004	11/07/2004 12/06/2004	12/07/2004 01/06/2005	01/07/2005 02/06/2005	02/07/2005 03/06/2005	03/07/2005 04/06/2005	04/07/2005 05/06/2005	05/07/2005 06/06/2005	06/07/2005 07/06/2005	07/07/2005 08/06/2005	08/07/2005 09/06/2005
CP000SMB004.33	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00	1,671.00

Applicable tax to be added to the invoice.

Print Date 07/29/2004

Page 6 / 6

Please refer to the payment schedule for prices to be invoiced monthly in advance. Price in USD.

DECEMBER 14, 2004

STUDENT SERVICES

TOPIC: AGREEMENT, STRATA INFORMATION GROUP (AMENDED)

TO THE SUPERINTENDENT/PRESIDENT:

Delays in the successful hiring of classified, technical positions in MIS (Senior Systems Analyst and Senior Programmer) have necessitated that we extend the agreement with Strata Information Group (SIG). SIG is the consulting firm assisting with the implementation of AccessVVC (Datatel Colleague). It is important that the new MIS staff, that should begin work in January, work with our consultants (and our existing staff) to ensure a successful transition. Additionally, we still need considerable assistance with the financial aid module within AccessVVC. Provided that the new MIS positions are successfully filled, at the end of January the consultants will leave VVC and we will take total ownership of AccessVVC (Datatel Colleague). The additional dollars will allow us to utilize the SIG consultants through January 31, 2005.

Fiscal Impact: One time dollars available through Board Financial Assistance Program augmentation, no impact on the District budget. Amount of agreement increased to \$235,735 from \$168,863 (additional \$66,872 for fiscal year 2004-2005).

RECOMMENDATION:

It is recommended that the Board of Trustees approve the agreement with Strata Information Group, an independent consulting firm, for a maximum of \$66,872.

REFERENCE FOR AGENDA: YES

Signed: Wanda Fuchs
Vice President, Student Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: P. Spencer
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

INFORMATION ONLY _____

Ayes ____ Noes ____

Amended Professional Services Agreement

Victor Valley College
And
Strata Information Group

Amendment No. 2

The original agreement made on June 10, 2004 between the Victor Valley College and Strata Information Group is here by Amended to be effective on December 14, 2004. The following changes are made to the original agreement:

2. Compensation

2.1. The District will pay \$135 per hour for Datatel/Colleague functional specialists as needed by the District on a mutually agreed to schedule.

2.2. SIG estimates the cost of labor to complete the identified activities in Attachment A at \$209,347.50. In addition to labor, SIG will bill for reasonable, documented travel expenses. SIG estimates the cost of travel expenses associated with the activities in Attachment A to be \$26,387.50. SIG will invoice monthly for labor and travel expenses.

2.3 The total not to exceed amount of this agreement is \$235,735. No increase in amount or scope of services is authorized without formal amendment to this Agreement.

THERE ARE NO OTHER CHANGES

Strata Information Group
3935 Harney Street, Suite 203
San Diego, CA 92110
Tel (619) 296-0171

Victor Valley College
18422 Bear Valley Road,
Victorville, CA 92392-9699
Tel (760) 252-2411

By: _____
Henry A. Eimstad

Willard C. Lewallen

Date: _____

Title: _____
Partner

VP Student Services

Exhibit A**STATEMENT OF WORK**

Under the terms of this Agreement, SIG will provide consulting services to the staff of the District, as directed, to perform the following work:

- Provide on site training and consulting for the College's implementation team and subject-matter specialists.
- Identify special College needs and develop solutions utilizing Colleague features.
- Using knowledge of the Colleague product and implementation approaches at other California community colleges; reduce workarounds and the demand for modifications to the baseline system.
- Assist the implementation team in configuring and testing the Colleague software.
- Assist the technical staff with development and implementation of programs to convert legacy data and provide interfaces with non-Colleague systems.
- Assist the implementation team with business process re-engineering for key student services.
- Assist the District in providing effective communication concerning project status throughout all levels of the District organization. This includes attending meetings of College administration and staff as determined by the District.
- Attend the training and consulting sessions presented by Datatel to represent the District's interests and to ensure that Datatel is presenting a fair representation of Colleagues' capabilities. Ensure that College staff understand the training and consulting and are effectively utilizing training and consulting with their assigned tasks.
- Evaluate the effects of unique District operations as they relate to the Colleague applications and make recommendations related to ensuring legacy processes are addressed as part of the implementation activities.
- As requested by the District, identify and manage the activities of additional SIG technical and functional support resources to provide as needed technical and functional services to District staff. Services are to be provided by subject-matter specialists in identified technical and functional areas.
- Coordinate with the District and provide Datatel/Colleague application specific assistance and direction concerning the overall project implementation and report any concerns with software implementation, hardware capacities, or staffing resources that could impact the on-time implementation of the Datatel/Colleague system.
- Attend 3CDUG and DUG conferences on District's behalf to obtain the latest regulatory requirements and software changes. Maintain close contact with Datatel regarding software implementation of MIS reporting.

STUDENT SERVICES

DECEMBER 14, 2004

TOPIC: STUDENT EQUITY PLAN

TO THE SUPERINTENDENT/PRESIDENT:

At their meeting in November 2002, the Board of Governors adopted the Task Force on Equity and Diversity Recommendations reflecting its continued interest to preserve and enhance the diversity and equity of students, faculty, and staff. The Task Force also asked local governing boards to make a commitment to adopt a Student Equity Plan and submit it to the Chancellor's Office by March 2004. This timeline was extended to January 31, 2005.

A VVC Student Equity Task Force (chaired by Dr. Leonard Crawford) has been meeting since the 2003-2004 academic year to develop a student equity plan. This task force concluded its work in the Fall 2004 and shared its plan with the campus community through College Assembly, VVC's shared governance body. At the November 16, 2004 meeting of College Assembly, the plan was approved unanimously.

Fiscal impact: Unknown, but expected to be minimal. Strategies and goals of the plan will be accomplished primarily through existing campus resources.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached Student Equity Plan. Subsequent to Board approval, the plan will be submitted to the Chancellor's Office.

REFERENCE FOR AGENDA: YES

Signed: Willard D. Swain
Vice President, Student Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY ____

STUDENT EQUITY PLAN

Victor Valley College

November - 2004

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Purpose

As stated by the Statewide Academic Senate, “achieving student equity begins with the college writing an effective student equity plan that is focused on increasing access, retention, course completion, and transfer rates for all its student groups, especially those who have traditionally been underrepresented.”

Victor Valley College’s efforts to develop and implement a Student Equity Plan are based upon the following six components.

1. Campus based research on the **5** major indicators.
 - a. Access –
 - b. Retention –
 - c. Degree & Certificate completion –
 - d. ESL & Basic Skills completion –
 - e. Transfer rate –
2. Activity and goals to address any improvement needs noted in the **5** major indicators for overall student populations and especially specific individual groups from the disabled to American Indian to Whites, and/or males and females.
3. Plan, implement and evaluate strategies and interventions for attaining the Student Equity goals including increased coordination among existing programs such as; Partnership for Excellence, Matriculation, EOP&S, DSPS, Title IV STUDENT SUPPORT SERVICES grant and Financial Aid.
4. Identify and designate sources of funding to support the implementation of the Victor Valley College Student Equity Plan.
 - a. Partnership for Excellence
 - b. Matriculation
 - c. EOP&S
 - d. DSPS
 - e. Title IV STUDENT SUPPORT SERVICES grant
 - f. Financial Aid
 - g. General fund dollars
5. Develop a process and schedule for evaluation of the Student Equity Plan;
 - a. Program review process
 - b. Accreditation self study
6. An executive summary, which identifies the specifics of the organized plan of action such as the college contact person, target groups, strategies for implementation and plan for accomplishing stated goals, and funding resources.

Overall, the 6 student equity components can be further grouped into 4 broad categories:

(1) Research - (2) Goals - (3) Implementation - (4) Evaluation

EXECUTIVE SUMMARY

I. Overview

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

The direction of the College and the Student Equity Plan are both guided by a comprehensive mission statement. Approved by the Board of Trustees, the mission statement represents the perspectives by which our programs and protocols are fashioned. The statement reads as follows:

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

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

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

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

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

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

Victor Valley College Master Plan Goal # 4 (Responding to Diverse Populations)

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

Objective #1: The VVC researcher will continue to initiate new cohort tracking methodologies to identify:

- Course Completion rates in Basic Skills
- Degree & Certificate Completion
- Transfer Readiness
- Successful completion of Degree or Transfer level courses
- Course Completion in ESL

II. Target Groups

It is the intent of the College to conduct and maintain activities that have a positive impact on access and success for all students. There are a few groups where special emphasis will be made as noted in our campus-based research section. The reviews of the research data on the five key indicators revealed the needed focus on the special groups listed below. The groups were identified through task force analysis of local data and limited information from the Chancellor's office MIS unit received Spring of 2004 and includes the following areas:

- | | |
|--|---|
| • <i>Access:</i> | Hispanic |
| • <i>Basic Skills Course Completion:</i> | African American |
| • <i>Associate Degree Completion</i> | Hispanic (18% degrees - 24% of population) |
| • <i>Transfer:</i> | African American |
-

III. Goals

Student Equity Goals have been developed for overall coordination as well as for each of the five student equity indicator areas. These goals are as follows:

Overall Coordination

- To implement the Student Equity Plan in concert with the College Mission Statement and the Matriculation Plan.

Access

- Increase the proportion of underrepresented student enrollment generally to reflect the overall college service area.
- Maintain the proportion of other historically underrepresented groups reflective of the statewide average.

Course Completion

- Achieve a 65% completion rate for degree applicable and transfer courses for underrepresented student populations.

Degree and Certificate Completion

- Increase the percentage rate of degrees and certificates awarded to reflect the statewide average.
- Continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers.

ESL/Basic Skills Completion

- Continue to increase the completion rate for basic skills courses at 2% per year for the next 5 years.
- Analyze the data on the number of ESL completions to determine if there is any difference in the distribution or average number of general population completions.

Transfers

- Increase the percentage of students who are transfer ready to reflect the statewide average.
- Assure that the ethnic distribution of transfer ready students is comparable to that of the local student body enrollment.
- Work to obtain better data on the number of VVC students who actually transfer.

IV. Summary of Activities

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

The activities are summarized as follows:

Overall Coordination:

To plan, direct and monitor student equity, the student equity plan will be blended with the college mission statement, college matriculation plan and the college's Education Master Plan goal #4. Therefore, the Student Equity plan and process will be 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.

Access:

Outreach efforts including school visits and tours of the college will be 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 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 Federal Developing Hispanic Serving Institutions program.

Course Completion:

There are numerous activities designed to improve the success rate of students at the college. However, the college will focus efforts especially on the development of student learning outcomes associated with Basic Skills instruction. Staff development activities on different learning styles and teaching methods will be conducted for faculty. The implementation of an early alert system will improve the success and completion rate of high-risk students. Student Learning Outcomes and multicultural aspects will be incorporated into the courses offered and social activities promoting multicultural events will be created. Faculty member role models will be used to provide encouragement and support to students, particularly Hispanic and African-American students. Avenues to develop learning communities and supplemental instruction combined with Basic Skills instruction will be studied and presented to the college Deans for future consideration. In addition, special programs including Title IV Student Support Services, EOP&S and DSPS will target African-Americans to provide them with a variety of proven support services to increase completion and success rates.

Degree & Certificate Completion:

The associate degree will be promoted to all students and those “close” to obtaining a degree will be identified and provided with information on how they might obtain one. More specifically, students with more than 40 degree applicable units will be notified and encouraged to meet with an academic counselor to fully develop an education plan and apply for a degree.

ESL/Basic Skills Completion:

The data indicating whether students move from the initial ESL courses to degree applicable courses will be reviewed and evaluated by the Deans. More specifically, the institutional researcher will provide transition reports each semester for the ESL department to review and analyze. The Dean of Student Services will appoint one counselor as lead person to work with Basic Skills students and help create learning communities.

Transfers:

Increase staffing dedicated to transfer by ½ counseling FTE. 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 the California State University, San Bernardino. Field trips will be conducted through campus organizations such as PTK and the EOP&S club to promote transfer awareness.

Resources:

To implement the Student Equity Plan, existing state and federal funded resources will be used in conjunction with college general fund sources. Some activities cannot occur without additional funding and efforts will be made to incorporate these activities into proposals written for funding from the college foundation. Other activities require a shift in focus for existing programs and these will be funded by existing resources.

District and/or College Contact

Contact for the Victor Valley Community College District is:

Dr. Leonard M. Crawford,
Dean of Student Services
Victor Valley Community College District
18422 Bear Valley Road
Victorville, CA 92392-5849
(760) 245-4271 extension 2306

Task Force Membership 2003 - 2004

Chair = Dean, Student Services

Management = Mary Pringle, & Alternate Lael Willingham

Faculty Reps = Laird Eklund & Henry Young

Classified Reps = Mark Clair, Jean Suderno, Kevin Crowley, Renay Butler

Student Rep = Ozzie Mathis (Athletics Sen) and Daniel Heaton (math & Science Sen)

Recorder = Sandra Moreno

CAMPUS-BASED RESEARCH

Overview

The VVCCD Research Office provided the data needed to evaluate the student equity indicators. Numerous existing sources of information routinely developed by the District Research Office were used to provide an overall, general assessment of student equity. The key documents include: The District Fact Book, Annual MIS reporting and the Student “Right To Know” report.

Student Satisfaction Surveys for Accreditation:

To provide general information on campus climate and student satisfaction, the Institutional Researcher distributed an extensive survey to students enrolled in Fall 2003. The survey results complement our accreditation self-study process. The survey was distributed to students while they were in classes during the Fall 2003 semester. The survey results were used to provide a general overview of the college climate and student satisfaction with college services and instruction.

Responsiveness to Diverse Populations

This survey item assessed the College’s commitment to specific groups of students enrolled at the college, e.g., (under-represented 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

Indicator Definitions and Data

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 our 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 our 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

Overall Difference 2000 = -8.3% for 2003

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.*

The data provided in this sections is separated into a matrix highlighting two areas of analysis: the first by type of course (basic skills, Vocational, and transfer), and second by student demographics ethnicity, gender, and disabled status). The Student Equity goals were developed based on these data.

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

A course completion rate for basic skills courses was significantly less than vocational or transfer courses. See Data table for 2002 – 2003 on page 11. In addition, the course completion rates for African-American students, was 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 college Basic Skills completion rate for Fall 2003 was 28% according to Chancellor's Office MIS data.

Basic Skills (Success)	1999	2000	2001	2002	2003
Gender					
Female	38.7%	27.2%	16.0%	33.5%	21.6%
Male	25.6%	20.4%	9.9%	17.0%	8.8%
Race					
African-American	29.2%	25.0%	3.6%	23.0%	11.2%
American Indian/Alaskan Native	75.0%	25.0%	0.0%	0.0%	NE
Asian	0.0%	50.0%	20.0%	18.8%	22.2%
Filipino	NE	NE	0.0%	20.0%	0.0%
Hispanic	43.6%	30.5%	16.1%	24.0%	17.3%
Middle Eastern	NE	11.1%	33.3%	33.3%	100.0%
Other Non-White	NE	0.0%	75.0%	33.3%	0.0%
Pacific Islander	50.0%	0.0%	NE	NE	0.0%
Uncollected	NE	NE	0.0%	33.3%	0.0%
White	31.7%	23.2%	18.4%	36.8%	22.2%
Age					
< 18	0.0%	28.6%	33.3%	50.0%	26.7%
18 - 20	33.3%	24.2%	27.1%	24.4%	12.9%
21 - 25	38.9%	18.2%	10.1%	19.1%	23.4%
26 - 30	21.7%	16.1%	9.2%	15.6%	22.9%
31 - 40	24.5%	39.2%	13.0%	30.5%	11.3%
41 - 50	43.1%	23.3%	13.0%	39.5%	23.9%
51 - 60	58.3%	42.1%	3.8%	48.0%	14.3%
> 60	33.3%	20.0%	100.0%	100.0%	100.0%

Voc Ed (Success)	1999	2000	2001	2002	2003
Gender					
Female	64.0%	68.4%	64.9%	67.0%	65.7%
Male	63.6%	67.3%	66.2%	66.3%	62.3%
Race					
African-American	50.4%	54.1%	50.7%	50.9%	51.6%
American Indian/Alaskan Native	56.8%	52.2%	67.7%	66.1%	57.6%
Asian	70.9%	74.5%	68.9%	61.9%	67.7%
Filipino	72.6%	66.0%	73.1%	73.0%	67.0%
Hispanic	58.4%	65.3%	63.0%	65.6%	61.7%
Middle Eastern	54.3%	70.6%	80.5%	76.2%	62.5%
Other Non-White	73.5%	60.0%	52.8%	70.7%	53.4%
Pacific Islander	66.0%	56.1%	57.5%	55.3%	34.1%
Uncollected	69.2%	69.2%	55.3%	66.3%	68.5%
White	67.7%	71.5%	69.0%	69.8%	67.9%
Age					
< 18	91.7%	81.0%	83.3%	78.0%	71.5%
18 - 20	59.5%	65.3%	64.1%	61.1%	58.1%
21 - 25	58.4%	61.9%	56.7%	61.2%	59.6%
26 - 30	57.9%	66.2%	61.7%	62.0%	63.1%
31 - 40	66.5%	70.4%	72.4%	71.1%	66.3%
41 - 50	70.4%	73.5%	70.2%	75.3%	72.0%
51 - 60	67.9%	73.2%	73.6%	74.1%	74.4%
> 60	72.8%	72.9%	66.5%	77.7%	80.0%

Academic (Success)	1999	2000	2001	2002	2003
Gender					
Female	61.0%	62.2%	61.4%	62.2%	60.8%
Male	53.0%	57.8%	56.2%	57.1%	56.6%
Race					
African-American	40.8%	44.2%	45.2%	47.2%	48.8%
American Indian/Alaskan Native	50.7%	49.3%	57.7%	57.0%	55.5%
Asian	60.6%	62.1%	64.3%	69.3%	66.2%
Filipino	60.4%	55.0%	58.0%	63.9%	57.1%
Hispanic	53.6%	56.7%	54.9%	58.1%	55.8%
Middle Eastern	79.5%	82.2%	75.0%	54.3%	60.7%
Other Non-White	66.2%	79.7%	64.6%	52.6%	62.9%
Pacific Islander	44.7%	47.7%	65.0%	49.1%	50.0%
Uncollected	58.9%	70.7%	61.8%	53.3%	53.9%
White	61.9%	64.2%	62.9%	63.3%	62.6%
Age					
< 18	66.7%	81.0%	70.4%	70.4%	67.7%
18 - 20	67.1%	65.8%	60.4%	61.3%	59.7%
21 - 25	56.3%	57.3%	56.1%	57.3%	53.0%
26 - 30	53.0%	58.9%	59.0%	54.3%	55.7%
31 - 40	61.9%	65.2%	62.9%	63.2%	60.4%
41 - 50	65.8%	66.9%	63.7%	63.3%	65.9%
51 - 60	61.2%	70.8%	64.8%	63.8%	65.2%
> 60	56.6%	72.9%	68.0%	58.9%	74.0%

Overall (Retention)	1999	2000	2001	2002	2003
Gender					
Female	75.9%	80.3%	82.0%	82.3%	82.6%
Male	75.9%	80.7%	83.1%	83.8%	83.0%
Race					
African-American	67.3%	73.3%	78.5%	78.2%	79.8%
American Indian/Alaskan Native	70.5%	70.8%	79.0%	79.6%	79.2%
Asian	77.4%	83.1%	80.1%	85.9%	85.2%
Filipino	80.4%	76.4%	88.1%	86.3%	79.6%
Hispanic	75.2%	80.0%	81.8%	83.4%	82.5%
Middle Eastern	83.1%	86.8%	88.1%	88.6%	89.6%
Other Non-White	78.1%	87.0%	80.6%	82.7%	84.4%
Pacific Islander	72.0%	69.9%	81.3%	82.6%	74.9%
Uncollected	73.8%	89.3%	81.2%	81.3%	79.8%
White	77.5%	81.9%	83.3%	83.4%	83.6%
Age					
< 18	78.1%	85.7%	85.6%	87.7%	88.5%
18 - 20	77.2%	80.3%	83.2%	83.9%	84.8%
21 - 25	71.9%	78.3%	80.6%	81.1%	80.3%
26 - 30	73.7%	79.3%	82.4%	79.8%	80.6%
31 - 40	76.3%	80.3%	81.4%	83.2%	80.1%
41 - 50	77.6%	80.9%	82.3%	81.4%	81.4%
51 - 60	75.5%	82.3%	81.4%	81.8%	82.1%
> 60	70.1%	81.1%	76.6%	82.8%	87.1%

Overall (Success)	1999	2000	2001	2002	2003
Gender					
Female	62.2%	63.6%	61.8%	63.5%	62.0%
Male	57.7%	61.2%	59.1%	60.1%	57.9%
Race					
African-American	44.0%	46.2%	44.5%	47.1%	47.5%
American Indian/Alaskan Native	55.1%	51.0%	59.9%	57.7%	55.0%
Asian	64.8%	68.0%	64.6%	66.2%	65.5%
Filipino	63.9%	57.2%	64.2%	64.5%	60.0%
Hispanic	56.9%	59.5%	56.4%	59.9%	57.2%
Middle Eastern	71.6%	68.3%	74.6%	60.0%	60.9%
Other Non-White	68.9%	69.4%	61.3%	57.9%	57.7%
Pacific Islander	51.5%	49.2%	60.3%	51.8%	44.4%
Uncollected	56.0%	70.3%	58.3%	59.2%	60.3%
White	64.2%	66.5%	64.9%	65.7%	64.3%
Age					
< 18	61.3%	65.3%	64.3%	68.0%	67.9%
18 - 20	57.5%	58.1%	57.4%	60.2%	58.8%
21 - 25	54.2%	58.6%	56.5%	57.3%	55.4%
26 - 30	62.6%	65.0%	62.1%	57.6%	59.0%
31 - 40	65.2%	67.7%	64.9%	68.3%	62.2%
41 - 50	68.9%	70.6%	67.5%	67.0%	67.8%
51 - 60	66.3%	73.5%	68.8%	70.3%	68.2%
> 60	64.0%	69.6%	62.3%	71.8%	78.9%

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

Associates of Arts	1999		2000		2001		2002		2003	
	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.
African American	8.7%	9.0%	6.2%	8.3%	3.5%	9.1%	4.6%	9.1%	7.6%	9.6%
Asian	1.9%	1.6%	2.6%	1.8%	2.2%	1.6%	0.8%	1.7%	3.1%	1.8%
Filipino	0.0%	1.6%	1.0%	1.3%	1.3%	1.1%	0.4%	1.3%	0.9%	1.5%
Hispanic	18.3%	21.2%	18.1%	22.6%	21.1%	23.3%	21.9%	23.6%	17.8%	24.2%
White	66.3%	63.7%	68.4%	63.1%	68.9%	61.7%	67.9%	60.8%	65.3%	59.0%
Middle Eastern	0.5%	0.4%	1.0%	0.4%	0.4%	0.4%	0.8%	0.4%	0.0%	0.4%
Pacific Islander	0.5%	0.5%	0.0%	0.5%	0.0%	0.4%	0.0%	0.6%	0.0%	0.5%
American Indian/Alaskan Native	1.0%	1.1%	0.5%	1.2%	1.3%	1.0%	0.4%	1.0%	2.2%	0.9%
Other Non-White	1.4%	0.6%	0.5%	0.5%	0.9%	0.5%	1.3%	0.5%	0.9%	0.5%
Uncollected	1.4%	0.3%	1.6%	0.3%	0.4%	1.0%	1.7%	1.1%	2.2%	1.5%

Associate of Science	1999		2000		2001		2002		2003	
	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.
African American	8.6%	9.0%	9.3%	8.3%	7.3%	9.1%	4.6%	9.1%	8.7%	9.6%
Asian	3.0%	1.6%	1.9%	1.8%	2.3%	1.6%	1.9%	1.7%	2.0%	1.8%
Filipino	2.0%	1.6%	2.2%	1.3%	1.5%	1.1%	2.7%	1.3%	0.7%	1.5%
Hispanic	15.5%	21.2%	14.7%	22.6%	19.7%	23.3%	22.8%	23.6%	22.3%	24.2%
White	69.3%	63.7%	67.7%	63.1%	67.2%	61.7%	63.5%	60.8%	62.0%	59.0%
Middle Eastern	0.3%	0.4%	1.0%	0.4%	0.0%	0.4%	0.0%	0.4%	0.3%	0.4%
Pacific Islander	0.0%	0.5%	0.3%	0.5%	0.4%	0.4%	1.1%	0.6%	0.7%	0.5%
American Indian/Alaskan Native	0.7%	1.1%	1.9%	1.2%	0.8%	1.0%	1.1%	1.0%	1.7%	0.9%
Other Non-White	0.3%	0.6%	1.0%	0.5%	0.8%	0.5%	1.1%	0.5%	0.0%	0.5%
Uncollected	0.3%	0.3%	0.0%	0.3%	0.0%	1.0%	1.1%	1.1%	1.7%	1.5%

Certificate	1999		2000		2001		2002		2003	
	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.
African American	10.4%	9.0%	8.5%	8.3%	10.2%	9.1%	11.0%	9.1%	13.2%	9.6%
Asian	2.4%	1.6%	1.3%	1.8%	1.3%	1.6%	1.8%	1.7%	0.7%	1.8%
Filipino	2.4%	1.6%	2.5%	1.3%	0.8%	1.1%	0.4%	1.3%	0.6%	1.5%
Hispanic	23.3%	21.2%	20.9%	22.6%	24.3%	23.3%	26.0%	23.6%	21.4%	24.2%
White	59.7%	63.7%	63.0%	63.1%	60.3%	61.7%	57.5%	60.8%	60.9%	59.0%
Middle Eastern	0.0%	0.4%	0.6%	0.4%	0.3%	0.4%	1.0%	0.4%	0.2%	0.4%
Pacific Islander	0.3%	0.5%	0.9%	0.5%	0.0%	0.4%	0.4%	0.6%	0.4%	0.5%
American Indian/Alaskan Native	1.0%	1.1%	1.6%	1.2%	1.0%	1.0%	1.2%	1.0%	1.9%	0.9%
Other Non-White	0.0%	0.6%	0.3%	0.5%	1.6%	0.5%	0.0%	0.5%	0.0%	0.5%
Uncollected	0.3%	0.3%	0.3%	0.3%	0.3%	1.0%	0.6%	1.1%	0.7%	1.5%

Associates of Arts	1999		2000		2001		2002		2003	
	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.
Female	71.2%	60.2%	69.9%	59.8%	73.7%	58.9%	77.2%	59.7%	76.9%	61.7%
Male	28.8%	39.8%	30.1%	40.2%	26.3%	41.1%	22.8%	40.3%	23.1%	38.3%

Associate of Science	1999		2000		2001		2002		2003	
	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.
Female	72.3%	60.2%	69.0%	59.8%	68.0%	58.9%	66.9%	59.7%	71.3%	61.7%
Male	27.7%	39.8%	31.0%	40.2%	32.0%	41.1%	33.1%	40.3%	28.7%	38.3%

Certificate	1999		2000		2001		2002		2003	
	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.
Female	61.1%	60.2%	52.8%	59.8%	58.2%	58.9%	60.1%	59.7%	57.9%	61.7%
Male	38.9%	39.8%	47.2%	40.2%	41.8%	41.1%	39.9%	40.3%	42.1%	38.3%

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%.

Victor Valley College Transfer Students to California State Universities by Race/Ethnicity										
Race/Ethnicity	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
African American	5	5.5%	17	3.7%	12	11.2%	2	7.7%	10	6.6%
American Indian	2	1.6%	1	1.5%	5	0.7%	2	3.2%	4	2.6%
Asian American	2	2.3%	2	1.5%	0	1.3%	5	0.0%	3	2.0%
Filipino	5	0.8%	2	3.7%	3	1.3%	6	1.9%	4	2.6%
Mexican American	17	9.4%	22	12.5%	19	14.5%	16	12.2%	18	11.8%
Other Latino	6	5.5%	9	4.4%	9	5.9%	9	5.8%	11	7.2%
Pacific Islander	0	0.0%	1	0.0%	0	0.7%	1	0.0%	0	0.0%
White	85	61.7%	78	62.5%	88	51.3%	109	56.4%	81	53.3%
Unknown	13	13.3%	20	9.6%	20	13.2%	22	12.8%	20	13.2%
Resident Alien	1	0.0%	0	0.7%	0	0.0%	1	0.0%	1	0.7%
Total Fall Enrollment	136	100.0%	152	100.0%	156	100.0%	173	100.0%	152	100.0%

Introduction and Philosophy

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

The Planning Process

At Victor Valley Community 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.

Philosophy

With respect to student equity, the college mission statement exemplifies the philosophy of Victor Valley Community College:

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

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

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

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

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

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

Victor Valley College Master Plan Goal # 4 (Responding to Diverse Populations)

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

Victor Valley Community College is committed to the concepts of student equity. The college provides access to all members of the community (with emphasis on historically under served populations) and encourages success for all students in the achievement of their goals.”

To make an impact and focus the efforts to achieve and maintain student equity, the goals have been kept simple and are directly related to making changes in the five areas covered by the indicators. The activities identified were felt to be “achievable” over the course of the next five years, and will be valuable in the coordination of all current efforts on campus including Matriculation, DSPS and EOP&S.

Existing Activities

As the task force worked to develop activities designed to meet the goals established, a number of "existing" programs were identified. These programs are also designed to improve student success and are important for continuation. It was felt that these existing programs should not be listed in the Activities section because only new or enhanced activities are being listed. However, the team felt it was important to list them in the plan because they will play a definite role promoting student access and success especially for special populations. These programs include:

EOP&S
DSPS
Partnership for Excellence
Tutoring
Skills Program
Matriculation Program
Career Choice (Guidance Classes)
Probationary Student Follow-up

GOALS AND ACTIVITIES

Goals for Student Equity have been developed for each of the five indicator areas as well as for overall coordination of the plan implementation. Once the goals were developed, the task force discussed the types of activities which were felt would have an impact on achieving those goals. The college currently has a number of existing programs designed to improve access and success (See Introduction and Philosophy.)

VVC Student Equity: OVERALL COORDINATION

Goal: To implement the Student Equity Plan.

To effectively and efficiently implement the activities of the Student Equity Plan, the Matriculation Advisory committee will provide overall direction for the process to implement the Student Equity Plan and annually evaluate progress towards meeting the current goals.

Activities

1. *Task Force:* Overall monitoring and goal implementation.

Responsible: Dean of Student Services

2. *Promotion*: Promote the goals and activities in the Student Equity Plan to all college staff and students through the Matriculation Advisory Committee and College Assembly.

Responsible: Dean of Student Services

3. *Staff Development*: Establish Student Equity as a high priority for funding Staff Development Programs. Conduct staff development programs which identify specific learning styles and teaching methods to use in order to improve historically under-served student access and success.

Responsible: Deputy Superintendent, Executive Vice President of Instruction and Dean of Student Services

VVC Student Equity: ACCESS

Goals:

1. **To increase the proportion of Hispanic student enrollment to reflect the local community.**
2. **Maintain proportion of other historically underrepresented groups.**
3. **Further review the data on students at VVC to determine if all disabled students are counted. Identify any barriers to access.**

Activities

Increase underrepresented Student Enrollment

1. *Outreach and Recruitment*: Update "Recruitment Plan" and provide information to high schools and local parents.

Responsible: Director of Student Services

2. *Senior Day*: Have high schools in the area visit and be provided information about VVC. Conduct campus tours.

Responsible: Outreach Counselor and Director of Student Services

Obtain Data on Students

1. *Data from Application Form*: Create reports summarizing the data and status from the College application form.

Responsible: Institutional Research Coordinator

VVC Student Equity: COURSE COMPLETION

Goals:

- 1. Continue to increase the completion rate for basic skills courses at 3% per year for the next 5 years or to increase the completion rate for basic skills courses to reach at least 50%**
- 2. Analyze the data on the number of ESL completions to determine if there is any difference in the distribution or total number of VVC completers.**
- 3. Achieve 65% completion for degree applicable and transfer courses.**
- 4. Achieve 65% rate of success for all college groups.**

Activities

Overall Activities

To achieve an increase in course completion rates in all areas (basic skills, degree applicable and transfer courses), these two activities relate to the creation of a foundation for all of the student equity goals.

- Curriculum changes:* Review and revise the Basic Skills curriculum as appropriate to reflect effective learning styles and diversity needs of students. Offer 3 Basic Skills courses, within traditional class time lines, including College Orientation components within a learning community/student cohort environment.

Responsible: Deputy Superintendent, Executive Vice President of Instruction
Dean of Student Services

- Early Alert:* Expand the Early Alert system to all basic skills students in order to provide timely and appropriate assistance.

Responsible: Dean of Student Services and
Deputy Superintendent, Executive Vice President of Instruction

Increase Completion for All Courses

- Cluster groups of instructors to work with students:* Expand the number of groups of high risk students who attend “cluster” basic skills courses and receive special attention.

Responsible: Deputy Superintendent, Executive Vice President of Instruction

**Achieve Same Rate of Success for All Groups:
Focus on African American and Hispanic Students**

1. *Student Learning Outcomes and Multicultural Curriculum:* Upon availability of external funding, create a curriculum reflecting the diversity of our population by including experiences of people of color.

Responsible: Deputy Superintendent, Executive Vice President of Instruction

2. *Recruit Culturally Diverse Staff:* Recruit staff that reflects the cultural diversity of our service area.

Responsible: Director, Human Resources

3. *Promote Social Activities:* Create and maintain clubs for Hispanic and African American students to promote informal support groups from EOP&S, DSPS and Student Support Services programs on campus, as well as special cultural and social events on campus.

Responsible: Dean of Student Services and
Director, Auxiliary Services

4. *Orientation & Guidance:* Create orientation and guidance programs to with topics concerning: expectation of college, self-esteem, goals, careers, and effective decision-making.

Responsible: Dean of Student Services and
Deputy Superintendent, Executive Vice President of Instruction

VVC Student Equity: Degree & Certificate Completion

Goals:

1. **Increase the number of degrees and certificates awarded by 3% per year for the next 5 years.**
2. **Continue to monitor the ethnic and gender distribution of recipients to assure it is comparable to that of the total student body 4 years prior.**

Activities

Increase Number of Degrees & Certificates Awarded

1. *Promote the Associate Degree:* Develop promotional materials on how to obtain a degree and the benefits of achieving a degree.

Responsible: Dean of Student Services and
Deputy Superintendent, Executive Vice President of Instruction

2. *Students who are "close" to obtaining a degree:* Utilize the DATATEL degree audit system to identify students who are close to having a degree and send information to them encouraging them to apply for a degree and how they might be eligible to obtain one.

Responsible: Dean of Student Services and
Deputy Superintendent, Executive Vice President of Instruction

3. *Associates Degree for GE requirements:* Grant an Associates Degree for General Education requirements.

Responsible: Dean of Student Services and
Deputy Superintendent, Executive Vice President of Instruction

Obtain Better Data on Certificates

1. *Reporting Certificates:* Work with Student Learning Deans to assure all certificates awarded are entered on the Student's Permanent Records.

Responsible: Dean of Student Services and
Deputy Superintendent, Executive Vice President of Instruction

VVC Student Equity: ESL & Basic Skills Completion

Goal:

1. **Analyzed the data on persistence to determine if there is any difference in the distribution or total number of completers. If there appears to be concerns, develop goals.**

Activities

Analysis of Data

1. *Create reports:* Work with the College Research Office to create reports on the persistence of students from the final basic skills or ESL course to a degree applicable course.

Responsible: Institutional Researcher & Deputy Superintendent, Executive Vice
President of Instruction

2. *Data Review:* Review the persistence data and set goals about what should be accomplished.

Responsible: Deputy Superintendent, Executive Vice President of Instruction

3. *Counseling Services:* A counselor will be appointed to work with Basic Skills students and to create Learning communities to supplement instruction.

Responsible: Dean of Student Services

VVC Student Equity: TRANSFER

Goals:

- 1. Increase the number of students who are transfer ready by 5% each fall for the next 5 years.**
- 2. Assure that the ethnic distribution of transfer ready students is comparable to that of the total student body enrollment 4 years prior.**
- 3. Work to obtain better data on the number of students who are transfer ready.**

Activities

Increase Number of Transfers

- Transfer Center Staffing:* Upon availability of funding increase specific staffing for the Transfer center to include one part-time counselor dedicated to coordination of transfer center activities.
- Field Trips:* Upon availability of external funding, conduct field trips to various upper division colleges/universities in the state.

Responsible: Dean of Student Services and Transfer Center Coordinator

- Transfer Guarantees:* Promote the availability of transfer guarantees to students.

Responsible: Dean of Student Services and Transfer Center Coordinator

- Counselor Support:* Create a support program (Transfer Club) where counseling faculty work with students to assist them in transferring to an upper division college or university.

Responsible: Dean of Student Services and Transfer Center Coordinator,
Deputy Superintendent, Executive Vice President of Instruction

Obtain Better Data

- Institutional Effectiveness:* Work with College Researcher, Management Information Systems Staff and the Vice President of Student Services to identify better data on students who transfer from VVC.

Responsible: Research Coordinator, Vice President, Student Service, and
Dean of Student Services

SOURCES OF FUNDING

The sources of funding for the project include both internal and external resources.

Internal Resources:

- Utilize existing resources by shifting the emphasis in some programs to accommodate the added student equity activities.
- Discuss and consider the reallocation of existing resources for selected student equity activities.

Responsible: Dean of Student Services and
Superintendent/President's Office

External Resources:

- Continue to submit grant applications to address student equity activities. Examples of some potential grant applications which might be submitted to supplement student equity activities include:
 - College Foundation
 - Talent Search & Upward Bound
 - Title III
 - Title IV

Responsible: Grants and Compliance Office

EVALUATION SCHEDULE AND PROCESS

The evaluation for the plan will be both formative and cumulative. The formative evaluation will provide the opportunity to determine how activities are going to make any adjustments and the cumulative evaluation will determine if goals are being met.

The Matriculation Advisory Committee will be responsible for monitoring the Student Equity Plan. For the formative evaluation, the Matriculation Advisory Committee will receive reports on the activities from those responsible. The Matriculation Advisory Committee will specifically meet at least twice per year to review the progress and answer the following questions:

- Are the activities being conducted?
- 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 cumulative evaluation will be based on the five student equity indicators. The progress made towards meeting goals established for each indicator will be reviewed by the Student Equity Task Force on an annual basis. The district's Public Information Office will publish the indicator data annually in "The Visionary" so it is readily available to everyone at the college. An annual report will also be made to the district's Board of Trustees by the Superintendent/President. The key question in this evaluation is: "Have the project goals been accomplished?"

ADMINISTRATIVE SERVICES

DECEMBER 14, 2004

TOPIC: AGREEMENT – PRODUCTIVE-WRQ REFLECTIONS

TO THE SUPERINTENDENT/PRESIDENT:

The district desires to enter into an agreement with Productive-WRQ Reflections for annual maintenance for Reflections PITH NS/TV for the period from December 1, 2004 through November 30, 2005 for a total of 205 users for an amount not to exceed \$9,870, in accordance with the attached agreement.

Fiscal impact: not to exceed \$9,870

RECOMMENDATION:

It is recommended that the Board of Trustees approve the agreement with Productive-WRQ Reflections as noted.

REFERENCE FOR AGENDA: YES

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

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: Spencer
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

INFORMATION ONLY _____



Graham Falde
 NW 7781, PO Box 1450
 Minneapolis, MN 55485-7781
 612-375-0204x15
 612-375-0219 fax
 graham@productiveonline.com

QUOTATION

Quote # POLQ7730
Date 11/04/04

Customer

Arlene Greene
 Victor Valley College
 18422 Bear Valley Rd
 Victorville, CA 92392
 greenea@vvc.edu

Ln #	Qty	Part Number	Description	Unit Price	Ext. Price
1	205	pw4410140	WRQ - Refl HP w/NSVT All Mnt Education	\$41.91	\$8,591.55

We offer implementation services and vulnerability assessments

SubTotal	\$8,591.55
Sales Tax	\$0.00
Total USD	\$8,591.55

Quote good until 12/31/04

PRICES SUBJECT TO CHANGE - PRICES BASED UPON TOTAL PURCHASE - ALL DELIVERY, TRAINING OR CONSULTING SERVICES TO BE BILLED AT PUBLISHED RATES FOR EACH ACTIVITY INVOLVED - PRODUCTIVE ONLINE CORPORATION (POL) SPECIFICALLY DISCLAIMS ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OR WITH REGARD TO ANY LICENSED PRODUCTS. POL SHALL NOT BE LIABLE FOR ANY LOSS OF PROFITS, BUSINESS, GOODWILL, DATA, INTERRUPTION OF BUSINESS, NOR FOR INCIDENTAL OR CONSEQUENTIAL MERCHANTABILITY OR FITNESS OF PURPOSE, DAMAGES RELATED TO THIS AGREEMENT. MINIMUM 15% RESTOCKING FEE WITH ORIGINAL PACKAGING. BOTH PARTIES AGREE THAT CUSTOMER'S SIGNATURE ON THIS QUOTATION CONSTITUTES A LEGALLY BINDING SALES CONTRACT BETWEEN PRODUCTIVE ONLINE CORPORATION AND THE CUSTOMER. ALL PRICES QUOTED IN US DOLLARS. FINAL PRICE MAY INCLUDE SHIPPING OR SALES TAX WHERE APPLICABLE.

I accept the above stated terms and conditions;

_____ Customer Signature
 _____ Print Name
 _____ Title
 _____ Date

ADMINISTRATIVE SERVICES

DECEMBER 14, 2004

TOPIC: AGREEMENT – CONSTELLATION NEWENERGY

TO THE SUPERINTENDENT/PRESIDENT:

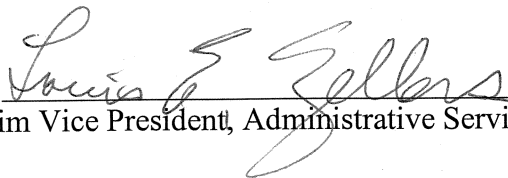
The district desires to enter approve an amendment to our agreement with Constellation NewEnergy to purchase electrical energy, which will extend our current contract for the period of January 1, 2005 through June 30, 2005. We participate in a consortium with the Community College League for this purchase, to obtain the most advantageous rates for our electrical needs.

Fiscal impact: reduced rates for electricity, guaranteed over the contract period

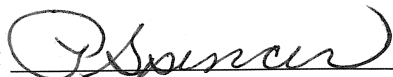
RECOMMENDATION:

It is recommended that the Board of Trustees approve the amended agreement with Constellation NewEnergy as noted.

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 _____



SECOND AMENDMENT TO THE CONSTELLATION NEWENERGY ELECTRICITY SERVICE AGREEMENT

This agreement effective on 11/15, 2004 (the "Amendment") constitutes a second amendment to the Electricity Service Agreement between the undersigned customer of record ("Customer") and CONSTELLATION NEWENERGY, INC. (formerly known as AES NewEnergy, Inc.) ("NewEnergy").

WHEREAS, NewEnergy and Customer entered into an Electricity Service Agreement dated August 22, 2002, as modified by Contract Amendment I dated May 29, 2003, (the "Agreement") with respect to the sale of electricity supply.

WHEREAS, NewEnergy and Customer have an interest in extending this Agreement.

WHEREAS, pursuant to the Agreement the Parties hereto now desire to amend certain provisions of the Agreement as more particularly set forth herein. Unless otherwise indicated, all terms used herein shall have the same meaning as in the Agreement.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree to modify the Agreement as follows:

1. Add the following Section 10, Extension Term Pricing Option, to the Agreement:

10. EXTENSION TERM PRICING OPTION. At any time from the date of this Amendment through December 15, 2004 (the "Extension Term Option Period"), the Agreement will be extended from January 1, 2005 through June 30, 2005 ("Extension Term") if NewEnergy is able to serve Customer's Account(s) at or below the TOU Pricing provided below ("Renewal TOU Pricing"). If Customer has both High Voltage and Low Voltage Accounts NewEnergy will only execute this Amendment if it is able to serve both sets of Accounts at the respective TOU prices indicated below. NewEnergy shall provide Customer with written notice if it is able to serve Customer's Account(s) at or below the Renewal TOU Pricing. The Parties agree that such written notice and the prices therein shall be the Renewal TOU Pricing for the Extension Term. Such Renewal Term TOU Pricing shall replace the existing TOU Prices, set forth in Schedule A. All other Account information and prices in Schedule A shall remain unmodified and in full force and effect. If, during the Extension Term Option Period NewEnergy is not able to offer service for the Extension Term at or below Renewal TOU Pricing then this Amendment shall terminate and the Parties shall have no further obligations or liabilities to each other pursuant to this Amendment.

"High Voltage Rate Schedule Renewal TOU Pricing" means that the Renewal TOU Pricing for those Account(s) with a High Voltage Rate Schedule shall be as follows:

a.	TOU Price On-peak Summer (\$/kWh)	0.06700
b.	TOU Price Off-peak Summer (\$/kWh):	0.06700
c.	TOU Price On-peak Winter (\$/kWh):	0.06700
d.	TOU Price Off-peak Winter (\$/kWh):	0.06700
e.	TOU Price Start Date:	1/1/05
f.	TOU Price End Date:	06/30/05

**"High Voltage Rate Schedules" means the Account(s) with SCE rate schedule TOU8P.

"Low Voltage Rate Schedule Renewal TOU Pricing" means that the Renewal TOU Pricing for those Account(s) with a Low Voltage Rate Schedule shall be as follows:

a.	TOU Price On-peak Summer (\$/kWh)	0.06730
b.	TOU Price Off-peak Summer (\$/kWh):	0.06730
c.	TOU Price On-peak Winter (\$/kWh):	0.06730
d.	TOU Price Off-peak Winter (\$/kWh):	0.06730
e.	TOU Price Start Date:	1/1/05
f.	TOU Price End Date:	06/30/05

**"Low Voltage Rate Schedules" means the Account(s) with the following SCE rate schedules: LS3, GS1, GS2, OL1, PA1, PA2, and TOU8S.

2 Except as specifically modified herein, the Agreement remains unmodified and in full force and effect.

IN WITNESS WHEREOF, this Second Amendment has been duly executed as of the day and year first above written.

CONSTELLATION NEWENERGY, INC.

Victor Valley Community College

By: 

By: _____

Name: Aaron Thomas

Name: Louie E. Zellers, Ph.D.

Title: Vice President

Title: Interim Vice President, Administrative Services

Date: November 15, 2004

Date: November 15, 2004

DECEMBER 14, 2004

ADMINISTRATIVE SERVICES

TOPIC: BOARD DELEGATED AUTHORITY- SIGNATORIES

TO THE SUPERINTENDENT/PRESIDENT:

1. Effective _____, _____, Vice President, Administrative Services, should be acknowledged as authorized representative of the Board of Trustees to execute the following documents:

- | | | |
|----------------------------------|-----------------------------|-----------------------------|
| All contracts and agreements | Batch Payments | Employee Expense Claims |
| All Resolutions and applications | Budget Transfers | Payroll Prelists |
| All Receipts and Disbursements | Certify/Attest Board Action | Purchase Orders |
| County Treasurer Reports | Revolving Cash Fund | Payroll Revolving Cash Fund |
| Notices of Employment | Workers Compensation Claims | |

2. Per Education Code Section 72282, to terminate signatory authority granted by the board for legal documentation, the board must specifically act to rescind that action. The district wishes to rescind the signatory authority previously granted to Dr. Louis E. Zellers, Interim Vice President, Administrative Services, as of _____.

Fiscal Impact: none

RECOMMENDATION:

1. It is recommended the Board of Trustees approve signatory authority for _____ effective _____.
2. It is recommended the Board of Trustees rescind all previous signatory authority for Dr. Louis E. Zellers effective _____.

REFERENCE FOR AGENDA: NO

Signed: Louis E. Zellers
Vice President, Administrative Services

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY _____

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: REVISED JOB DESCRIPTION

TO THE BOARD OF TRUSTEES:

The position description for Director of Child Development Center has been revised and is submitted for board approval. The revision is recommended to reflect the fact that the future director of the CDC will only be responsible for direction of the center as a classified manager. The position that had been upgraded several years ago included teaching responsibilities and was classified as an academic administrator.

The former classified manager position was assigned to Range 27 on the salary schedule. The academic administrator position was assigned Range 37. The revised director of CDC position is assigned to Range 27 and is very similar to the former classified job description.

Fiscal Impact: Budgeted

RECOMMENDATION:

It is recommended that the board approve the revised job description for the director of Child Development Center as listed with placement on the Management Salary Schedule at Range 27.

REFERENCE FOR AGENDA: Yes

Signed WILLIAM MCCHAMBER
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

CLASS TITLE: DIRECTOR OF CHILD DEVELOPMENT CENTER

BASIC FUNCTION:

Under the direction of an area administrator ~~and in collaboration with the chair of the Child Development Department~~, plan, organize and direct the overall operation and activities of the Child Development Center; supervise, train and evaluate staff; coordinate parent training and off-site community program development; ~~provide instruction of child development courses.~~

REPRESENTATIVE DUTIES:

Plan, organize and direct the operation and activities of the Child Development Center; arrange on-going program development efforts ~~including designing and implementing marketing programs, incorporating~~ new activities and collecting needed information; provide leadership and guidance to Child Development Center staff. *E*

~~Coordinate parent training and off-site community program development; direct the Foster Care Education program and provide foster parenting training.~~ *E*

~~Provide instruction to students in a wide range of child development courses encompassing early childhood curriculum, child growth and development; student-teacher practicum; child, family and community; and other courses covering current issues and needs in the field; assist in the design, development, and delivery of on-line courses in certificate and degree programs of the Child Development Department.~~ *E*

Assure the philosophy, policies, programs and methods of the Child Development Center follow the education guidelines and pedagogy of the Child Development Department; assure compliance with district, state, and county regulations. *E*

Supervise, train, assign work, and evaluate staff; **determine job duties and scheduling of responsibilities**; participate **on hiring committees and recommend** in selection of assigned staff, **including hiring and scheduling of student workers**; **verify hourly, co-op, student teacher and work study time sheets.** *E*

Interview parents for certification, recertification and contract changes. *E*

Conduct parent and staff training workshops and conferences; conduct staff meetings, parent meetings and student teacher orientations; coordinate staff in-service training and continuing professional development. *E*

Revise and update Center policies, staff handbook and parent handbook; guide teaching staff in the development, review and updating of developmentally appropriate curriculum **and assessment**; ~~assist site supervisors in planning and implementing~~ **implement Parent Advisory Committee and** Parent Participation Program. *E*

Arrange and facilitate community involvement with the Child Development Center;

conduct facility tours as assigned; direct and plan fund-raisers in conjunction with Parent Advisory Committee. *E*

Inventory supplies and equipment; order office, instructional and kitchen supplies as needed; review catalogs and merchants for comparative prices. *E*

Maintain current substitute list; arrange substitutes and assure proper credentials of new and eligible staff. *E*

Supervise placement of all ~~students~~ **children** assigned to the Center, including ~~coordination of placements with outside agencies~~, county referrals, CalWORKs voucher programs, and fee-based client placements; maintain official enrollment records; prepare and maintain monthly newsletters and reports; maintain routine files as assigned. *E*

Prepare and administer annual budget, including supervision of all categorical grants and special programs; monitor all expenditures; collaborate with county, state and other agencies including but not limited to the Department of Public Social Services, Commission of Teacher Credentialing and the Child Development Division of the State Department of Education to assure compliance, funding stability and growth; Initiate Center budget requests; initiate the planning and reporting necessary for State and federal funding and licensing; prepare grants as needed. *E*

Assist in the classroom and kitchen as needed; assist with the preparation of meals, review of menus, and dissemination of information related to food programs as needed; assure compliance with nutritional requirements. *E*

Facilitate positive interpersonal relations with staff and student teachers; coordinate student teacher assignments with staff lesson plans. *E*

Attend a variety of workshops, training sessions, management meetings, College committee meetings, community committee meetings and director's meetings as assigned.

Communicate with various District personnel and outside agencies to exchange information, resolve issues or concerns, and coordinate activities for the Child Development Center; work with advisory and local agencies, including but not limited to VVC CDD Advisory Board, Parent Advisory Board, San Bernardino County Child Care Planning Council, and the CCC and Chancellor's office. *E*

~~Teach scheduled classes in the Child Development Department and perform related duties as assigned, including timely compliance with clerical and administrative responsibilities; comply with district policies and procedures in the performance of all duties. *E*~~

~~Participate in program and curriculum development, participate in staff development activities, and serve on area and college-wide committees as necessary to support and enrich both the Child Development Center and the instructional program. *E*~~

~~Promote the success of a diverse student population through careful preparation of course materials, effective teaching methodologies and by providing critical feedback on all assignments. E~~

Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students and colleagues. E

Operate a variety of office equipment including an adding machine, copier, typewriter and facsimile.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles of child development and psychology.

Instructional methods and techniques.

~~Curriculum and development.~~

Educational, emotional, physical and dietary needs and requirements of children.

General budgetary and record-keeping practices.

Principles and practices of supervision and training.

Grant writing techniques.

Laws, rules and regulations related to assigned activities including Title V and Title XXII.

Interpersonal skills using tact, patience and courtesy.

Operation of various office equipment.

Health and safety regulations.

ABILITY TO:

Plan, organize and direct the operation and activities of the Child Development Center.

Coordinate parent training, the foster care program, and off site community program development.

~~Design and implement a marketing program.~~

~~Provide instruction to students encompassing a wide range of child development courses.~~

~~Assist in the design, development and delivery of on-line courses.~~

Interview parents for certification, recertification and contract changes.

Supervise, train and evaluate staff.

Interpret and apply provisions of federal and State regulations pertaining to early childhood education.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others, including those from diverse academic, socioeconomic, cultural, ethnic and disability backgrounds.

Observe health and safety regulations.

Maintain records and prepare reports.

Work independently with little direction.

EDUCATION AND EXPERIENCE:

~~Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, educational psychology with a specialization in child development/early childhood education~~

~~OR~~

~~Bachelor's degree in any of the above and a Master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies.~~

~~AND~~

~~One year of full time leadership experience in a Child Development Center program.~~

Any combination equivalent to: Bachelor's degree in Child Development or a related field with 24 ECD/CD units (including core); plus 6 units administration; plus 2 units adult supervision AND site supervisor status and one program year of site supervisor experience

OR

Teaching or Administrative Credential with 12 units ECE , plus 3 units supervised field experience in ECE setting; or CTC approved training.

LICENSES AND OTHER REQUIREMENTS:

~~Possession of Child Development Program Director Permit. If not currently held, permit must be obtained within the first six months of employment.~~

WORKING CONDITIONS:

Child Development Center indoor and outdoor environment; classroom environment.

Position requires moderate lifting, standing, bending, and hearing and speaking to communicate and exchange information.

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: MANAGEMENT MEET AND CONFER PROPOSAL

TO THE BOARD OF TRUSTEES:

It is recommended that the Board of Trustees approve the proposal presented by the management team which provides:

- A 2% off-schedule increase in salary, effective January 1, 2005, through December 31, 2005;
- An increase in the salary schedule equivalent to the final COLA provided in the state budget for the 2006 calendar year, beginning January 1, 2006;
- An increase in the salary schedule equivalent to the final COLA provided in the state budget for the 2007 calendar year, beginning January 1, 2007;
- Equivalent salary increases to that received by any bargaining unit greater than those listed above;
- An annual floating holiday comparable to that provided classified employees, effective January 1, 2005. This floating holiday will be granted each fiscal year but will not accumulate from year to year.
- Additional holidays or other types of paid leave should they be provided to classified employees

Fiscal impact: \$29,002 for 2004-2005; 2005-2006 and 2006-2007 to be budgeted

RECOMMENDATION:

It is recommended that the Board of Trustees approve the management team's proposal as listed.

REFERENCE FOR AGENDA: No

Signed WILLIAM SEYMOUR
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

MANAGEMENT TEAM MEMORANDUM

To: Dr. Spencer

From: Management Meet & Confer Team

Date: December 7, 2004

On behalf of the Management Team, we thank you for allowing management the same board-given holiday in lieu of the mandatory vacation day in December.

The Management Team requests the opportunity to meet and confer with you as soon as possible regarding the items noted below. It is our hope that you will approve these requests as written and move them forward to the Board of Trustees as soon as possible.

2004/05 Management Requests:

- That we be granted a 2% off-schedule increase in salary, effective January 1, 2005 through December 31, 2005;
- An increase in the salary schedule equivalent to the final COLA provided in the state budget for the 2006 calendar year, beginning January 1, 2006;
- An increase in the salary schedule equivalent to the final COLA provided in the state budget for the 2007 calendar year, beginning January 1, 2007;
- Should any bargaining unit receive salary increases greater than listed above, the Management Team will be provided equivalent increases;
- That we be granted an annual floating holiday comparable to that provided classified employees, effective January 1, 2005. This floating holiday will be granted each fiscal year but will not accumulate from year to year. Should the classified bargaining unit be granted any additional holiday or other type of paid leave, the Management Team will be provided the same.

Thank you for your consideration of these requests, Dr. Spencer.

Sincerely,

Management Meet & Confer Team
Sheri Nolan Foster 
Jeffrey D. Holmes 
Robert A. Sewell 
Jaye A. Tashima 

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: DESIGNATE ADDITIONAL BOARD HOLIDAY

TO THE BOARD OF TRUSTEES:

It is recommended that the board designate Wednesday, December 29, 2004, as a holiday granted by the board for classified and management personnel. This change is based upon an agreement with the classified bargaining unit.

RECOMMENDATION:

It is recommended that the Board approve this additional holiday.

REFERENCE FOR AGENDA: NO

Signed WILLIAM SCHMIDT
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY _____

ADMINISTRATIVE SERVICES

DECEMBER 14, 2004

TOPIC: MONTHLY FINANCIAL STATEMENTS

TO THE SUPERINTENDENT/PRESIDENT:

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

RECOMMENDATION:

This is an information only item.

REFERENCE FOR AGENDA: YES

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

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION:

Signed: Spencer
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

INFORMATION ONLY X

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

GENERAL FUND 01	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Federal	\$1,131,150	\$155,323	\$975,827	86.27%
State	\$24,541,328	\$9,596,212	\$14,945,116	60.90%
Local	\$17,120,010	\$928,365	\$16,191,645	94.58%
Transfers In	\$0	\$0	\$0	0.00%
Total Revenues	\$42,792,488	\$10,679,900	\$32,112,588	75.04%
Expenditures				
Academic Sals	\$17,002,118	\$3,481,598	\$13,520,520	79.52%
Classified Sals	\$9,414,118	\$3,104,005	\$6,310,113	67.03%
Benefits	\$6,862,284	\$2,057,082	\$4,805,202	70.02%
Supplies	\$893,987	\$307,034	\$586,953	65.66%
Operating Expenses	\$4,476,213	\$1,796,785	\$2,679,428	59.86%
Capital Outlay	\$2,610,760	\$1,237,418	\$1,373,342	52.60%
Transfers	\$1,533,008	\$87,467	\$1,445,541	94.29%
Total Expenditures	\$42,792,488	\$12,071,389	\$30,721,099	71.79%
Revenues/(Expenditures)	\$0	(\$1,391,489)		
Fund Balance 7/01/04	\$2,293,111	\$2,293,111		
Fund Balance 10/31/04	\$2,293,111	\$901,622		

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

DEBT SERVICE PAYMENT FUND 29	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Local Revenues	\$2,513,000	\$667,167	\$1,845,833	73.45%
Transfers In	\$0		\$0	
Total Revenues	\$2,513,000	\$667,167	\$1,845,833	73.45%
Expenditures				
Debt Service Payments	\$2,596,266	\$91,493	\$2,504,773	96.48%
Total Expenditures	\$2,596,266	\$91,493	\$2,504,773	
Revenues/(Expenditures)	(\$83,266)	\$575,674		
Fund Balance 7/01/04	\$36,936,384	\$36,936,384		
Fund Balance 10/31/04	\$36,853,118	\$37,512,058		

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

CAPITAL OUTLAY PROJECTS FUND 71	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
State	\$8,637,901	\$0	\$8,637,901	100.00%
Local	\$0	\$22,216	(\$22,216)	0.00%
Transfers In	\$0	\$0	\$0	\$0
Total Revenues	\$8,637,901	\$22,216	\$8,615,685	99.74%
Expenditures				
Contracts	\$0	\$0	\$0	\$0
Sites	\$0	\$284	(\$284)	
Buildings	\$8,737,901	(\$51,432)	\$8,789,333	100.59%
Library Books	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	
Total Expenditures	\$8,737,901	(\$51,148)	\$8,789,049	100.59%
Revenues/(Expenditures)	(\$100,000)	\$73,364		
Fund Balance 7/01/04	\$608,156	\$608,156		
Fund Balance 10/31/04	\$508,156	\$681,520		

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

CHILD DEVELOPMENT CENTER FUND 72	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Federal	\$207,901	\$39,689	\$168,212	80.91%
State	\$673,687	\$149,723	\$523,964	77.78%
Local	\$20,500	\$1,257	\$19,243	93.87%
Transfers In	\$0	\$0	\$0	
Total Revenues	\$902,088	\$190,669	\$711,419	78.86%
Expenditures				
Academic Salaries	\$428,501	\$128,182	\$300,319	70.09%
Classified Sals	\$159,589	\$43,060	\$116,529	73.02%
Benefits	\$238,167	\$60,952	\$177,215	74.41%
Instructional Supplies	\$45,300	\$8,088	\$37,212	82.15%
Operating Expenses	\$30,531	\$27,526	\$3,005	9.84%
Reserve/Contingencies	\$0	\$0	\$0	0.00%
Building/Equipment	\$0	\$0	\$0	0.00%
Total Expenditures	\$902,088	\$267,808	\$634,280	70.31%
Revenues/(Expenditures)	\$0	(\$77,139)		
Fund Balance 7/01/04	\$11,970	\$11,970		
Fund Balance 10/31/04	\$11,970	(\$65,169)		

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

STUDENT CENTER FEE FUND 73	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues	\$101,000	\$30,363	\$70,637	69.94%
Expenditures				
Transfers Out	\$100,000	\$21,441	\$78,559	78.56%
Revenues/(Expenditures)	\$1,000	\$8,922		
Fund Balance 07/01/04	\$8,170	\$8,170		
Fund Balance 10/31/04	\$9,170	\$17,092		

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

HEALTH

TRUST FUND 75	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues				
Local	\$13,100	\$296	\$12,804	97.74%
Transfers In	\$0	\$0	\$0	0.00%
Total Revenues	\$13,100	\$296	\$12,804	97.74%
Expenditures	\$0	\$0		
Reserve For Contingencies	\$0	\$0	\$0	
Total Expenditures	\$0	\$0	\$0	
Revenues/(Expenditures)	\$13,100	\$296		
Fund Balance 7/1/04	\$22,494	\$22,494		
Fund Balance 10/31/04	\$35,594	\$22,790		

VICTOR VALLEY COMMUNITY COLLEGE

2004-2005 Financial Statements

December 14, 2004

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	\$11,483	\$23,517	0.00%
Supplies	\$120	\$0	\$120	100.00%
New Equipment	\$0	\$0	\$0	0.00%
Total Expenditures	\$35,120	\$11,483	\$23,637	67.30%
Revenues/(Expenditures)	(\$14,320)	(\$11,345)		
Est. Fund Balance 7/1/04	\$43,955	\$43,955		
Fund Balance 10/31/04	\$29,635	\$32,610		

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

RAMS BOOKSTORE	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues	\$ 2,620,000	\$ 1,287,652	\$ 1,332,348	50.85%
Cost of Goods Sold	\$ 2,023,000	\$ 845,840	\$ 1,177,160	58.19%
Gross Margin from local Revenues	\$ 597,000	\$ 441,812	\$ 155,188	25.99%
Total Other Income	\$ -	\$ 3,288	\$ (3,288)	0.00%
Total Revenues and Other Income	<u>\$597,000</u>	<u>\$445,100</u>	\$ 151,900	0.00%
Expenditures	\$ 597,000	\$ 183,409	\$ 413,591	69.28%
Revenues/(Expenditures)	\$ -	\$ 261,691		
Fund Balance 07-1-2004	\$ 600,426			
Fund Balance 10/31/04	\$ 600,426	\$ 862,117		

VICTOR VALLEY COMMUNITY COLLEGE

2004-2005 Financial Statements

December 14, 2004

AUXILIARY SVCS	Budget	Actual	Budget Remaining	Percentage Remaining
Revenues	\$ 373,000	\$ 74,861	\$ 298,139	79.93%
Expenditures	\$ 470,000	\$ 130,333	\$ 339,667	72.27%
Revenues/(Expenditures)	\$ (97,000)	\$ (55,472)		
Fund Balance 07-01-2004	\$ 264,331			
Fund Balance 10/31/04	\$ 167,331	\$ 208,859		

VICTOR VALLEY COMMUNITY COLLEGE
 2004-2005 Financial Statements
 December 14, 2004

ASB FUND	Budget	Actual	Remaining	Budget Remaining
Revenues	\$ 180,750	\$ 59,153		\$ 121,597
Expenditures	\$ 180,750	\$ 32,081		\$ 148,669
Revenues/(Expenditures)	\$ -	\$ 27,072		
Fund Balance 07-01-2004	\$ 68,964			
Fund Balance 10/31/04	\$ 68,964	\$ 96,036		

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: ADMINISTRATIVE/MANAGEMENT/CONFIDENTIAL RESIGNATION

TO THE BOARD OF TRUSTEES:

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

RECOMMENDATION:

The resignation listed above is included in the agenda for the board's information.

REFERENCE FOR AGENDA: YES

Signed WILLIAM SCHMIDT
Director of Human Resources

TRANSMITTED TO THE BOARD WITH A FAVORABLE RECOMMENDATION.

Signed [Signature]
Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ___ Noes ___

INFORMATION ONLY X



November 19, 2004

VICTOR VALLEY COLLEGE

3422 Bear Valley Road
Victorville, CA 92392-5849
245-4271, extension 2544
spencerp@vvc.edu

Dr. Leonard Crawford
Victor Valley College
18422 Bear Valley Road
Victorville, CA 92392

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

Dear Dr. Crawford:

Your letter of resignation submitted from your position as Dean of Student Services has been received. Per Board Policy, your resignation has been accepted and will be effective December 21, 2004, as requested. Your letter of resignation will be presented to the Board of Trustees on December 14, 2004.

We also want to recognize and thank you for the 4½ 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. If you have any questions, please contact the Human Resources Office at 245-4271, extension 2486.

Sincerely,

A handwritten signature in cursive script that reads "Patricia A. Spencer".

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

PAS/lc



November 17, 2004

VICTOR VALLEY COLLEGE

8422 Bear Valley Road
Victorville, CA 92395-5849
Phone (760) 245-4271, extension 2306
FAX (760) 843-5447
crawfordl@vvc.edu

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 of resignation as Dean, Student Services. I must say that my tenure here at Victor Valley College has been personally and professionally rewarding. It has been 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 have accepted a position with Santa Monica College to be closer to family. My last day at work will be December 21, 2004. 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 growth opportunities you have provided.

Sincerely,

Leonard M. Crawford, Ed.D.
Dean, Student Services

Cc: Patricia Spencer, Ph.D., Superintendent/President
William Schmidt, Director of Human Resources

LEONARD M. CRAWFORD
Dean of Student Services

INSTRUCTION

DECEMBER 14, 2004

TOPIC: INSTITUTIONAL SELF-STUDY FOR REAFFIRMATION OF ACCREDITATION 2005 DRAFT

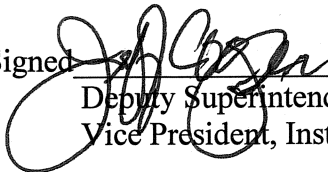
TO THE SUPERINTENDENT/PRESIDENT:

The purpose of this agenda item is to provide information to the Board about the Institutional Self-Study for Reaffirmation of Accreditation Draft for 2005. This is an opportunity for the board to read and review the Self-Study. The Self-Study will be submitted to the Board of Trustees for approval on January 11, 2005.

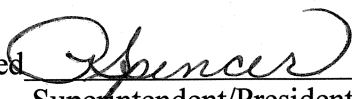
Fiscal Impact: None

RECOMMENDATION: Information only

REFERENCE FOR AGENDA: YES

Signed  Deputy Superintendent/Executive Vice President, Instruction

TRANSMITTED TO THE BOARD WITH FAVORABLE RECOMMENDATION:

Signed  Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes _____ Noes _____

INFORMATION ONLY X

VICTOR VALLEY COLLEGE

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

Submitted by

Victor Valley College
18422 Bear Valley Road
Victorville, CA 92392

Submitted to

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

Date Submitted

VICTOR VALLEY COLLEGE

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date:

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

From: Victor Valley College
18422 Bear Valley Road
Victorville, CA 92392

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

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

NEW MISSION STATEMENT OF VICTOR VALLEY COLLEGE

Approved by the Board of Trustees on
November 11, 2003

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

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

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

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

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

- verified student learning success,
- instructional and institutional innovation and excellence,
- systematic self-evaluation and improvement,
- learning-centered planning and allocating of resources,

- respect and civility in personal conduct,
- integrity and collaboration among students, staff, faculty and administrators,
- active and responsible citizenship,
- equality of access,
- understanding and appreciation of diversity, and
- responding to community employment needs.

MASTER PLAN GOALS

The mission statement serves as the overarching umbrella for the development of the Master Plan Goals. The Master Plan Goals were integrated with the accreditation themes.

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

ORGANIZATION

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

INSTITUTIONAL COMMITMENTS

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

EVALUATION, PLANNING, AND IMPROVEMENT

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

INSTITUTIONAL INTEGRITY

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

EVALUATION, PLANNING, AND IMPROVEMENT

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

STUDENT LEARNING OUTCOMES

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

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

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

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

Board of Trustees’ Goals:

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

Goal 2- 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.

- a. Commit resources to fund an office of planning, research, economic, and community development.

-
- b. Respond to community workforce and economic development needs and establish partnerships to meet these needs.
 - c. Establish community partnerships that involve community support.
 - d. Maximize the college as a cultural center.
 - e. Utilize the Foundation as a community resource.

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

Board of Trustees' Goals:

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

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

Board of Trustees' Goal:

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

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

Board of Trustees' Goals

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

Organization for the Institutional Self-Study for Reaffirmation of Accreditation

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

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

On July 18, 2002, Dr. Fay Freeman, the Interim Superintendent/President who is also the current Accreditation Liaison Officer, and Carol Gollhofer, the Accreditation Steering Committee Co-Chair sent a letter to employees and the Board of Trustees inviting participation in the self-study process. In May 2003, Dr. Pat Spencer became the Superintendent/President, and provided leadership through visible support, commitment, and identification of resources that were crucial to the success of the self-study. The self-study process involved leadership at different levels of the college; dialogue, goal setting, communication, and problem solving

that resulted in a collaborative institutional effort. A participatory process was used for the self-study. Authority flowed from formal to informal processes. Supervision was general; the span of control was wide. Work focused on the self-study and involved tasks that included a variety of skills, and judgment on the individuals' parts. Participatory management provided an opportunity for the employees to contribute ideas, and learn about the self-study. Employees were allowed as much input as they liked, but it was equally important to provide everyone an opportunity to achieve a balance that was equitable to all.

The planning involved looking at the institution, conducting a self-evaluation, and creating a plan for the future. An effort was made from the beginning to involve the segments of the campus in the self-study process. Carol Gollhofer, Accreditation Steering Committee Co-Chair, previously served as the Standard IV Co-Chair for the March 1999 Institutional Self-Study for Reaffirmation of Accreditation. Carol also served as Faculty Facilitator for Accreditation during the 2002-03 school year. In addition, Gary Menser, the Welding Department Chair, previously served as the accreditation mentor in 1999, and he agreed to serve again in that capacity. Gary Menser is also co-chair of Standard IVA. *The Guide To Evaluating Institutions*, and other accreditation materials were used in the completion of the self-study.

Eleven College employees attended the ACCJC/WASC Self-Study Workshop in Cypress, California on September 25, 2003. In addition, on April 28, 2004, Dr. Darlene Pacheco, Associate Director

of the Accrediting Commission, conducted a presentation at Victor Valley College on the new Accreditation Standards and the six Accreditation Themes, with a focus on student learning.

Invitations to serve on the accreditation standard committees were extended to college employees. Individuals requested their preference on standards teams, and were appointed based on those requests and/or expertise. Interim chairs were selected by the Steering Committee to initiate the first meeting. At the first meeting, the chairs of the standard committees were selected by the committee members. To strengthen

communication between the Steering Committee and standard committees, members of the standard committees also served on the Steering Committee. Committee work began in August 2002 and continued through the process. Teamwork was an essential part of the self-study. Team members accepted their responsibilities with a spirit of enthusiasm and cooperation. The ultimate success of the self-study was the result of a collaborative institutional effort. Many people came together as a team and devoted a tremendous amount of time, energy and resources to the preparation of the self-study document that focuses on the fascinating future of Victor Valley College.

Accreditation Timeline

Event	Date
Interim Report	March 28, 2000
Interim Report Acceptance Letter	June 16, 2000
Accreditation Webpage	December 1, 2001
Mid Term Report Due	November 1, 2001
Annual Report	May 1, 2002
Visit by State Nursing Education Consultants	February 6 - 8, 2002
Steering Team selection, Standard Teams formation	June-August 2002
Flex Day meetings of standard teams. Congratulation letters sent out to team members.	August 9, 2002
Ongoing accreditation activities and descriptive summaries researched	August-December 2002
Flex Day meetings of Standard Teams, Tentative time line and assignments for descriptive summaries established	January 10, 2003
Descriptive Summaries Created	January - April 2003
Descriptive Summaries Due	April 30, 2003
Descriptive Summary revisions as needed	May - August 2003
Flex Day meetings of standard teams	September 2, 2003
ACCJC Accreditation training (Cypress College)	September 25, 2003
Draft of standard team reports due to Steering Team	December 17, 2003
Review of draft of Standard Reports	December 2003 - December 2004
Self-Study Open Forum	April 28, 2004
Revisions to update current information, editing Critique standards and revisions. Revisions, report consolidated into full report	July - November 2004
Self-Study Open Forum	November 8, 2004
College Assembly Review	November 16, 2004
Accreditation presentation at Department Chair meeting	November 17, 2004
College Assembly Review	December 7 & 17, 2004
Revisions, editing, Critique standards and revisions	December 10 – 17, 2004
Board of Trustees Review of Self-Study Report	December – January 2005
Board of Trustees Review	January 11, 2005
Printing and Mailing of Final Report	January 2005
Prepare for site visit	December 2004 - March 2005
Site Visit	March 8 - 10, 2005

History, Descriptive Background

Victor Valley College was established by authority of the voters who created the district in 1960. The College is located in the High Desert at an altitude of approximately 3,000 feet. The district is approximately 2,200 square miles. Communities served include Adelanto, Apple Valley, Helendale, Hesperia, Las Flores, Lucerne Valley, Oro Grande, Phelan, Piñon Hills, Victorville, and Wrightwood.

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

Changing Demographics

From its beginning, the College offered two-year academic transfer programs and corresponding vocational education programs. Opening enrollment in 1961 was approximately 500 students. In the fall semester, 1998, statistics showed 9,234 students taking advantage of the comprehensive educational programs in

a wide number of academic, vocational and community service areas.

In 1998, the percentage of African American, Asian, Hispanic, American Indian, and Filipino students increased from 26% to 33% in 1998. The African American population increased from 6.4% to 8.31%, and the Hispanic population increased from 14.4% to 20% while other ethnic groups remain somewhat steady in the same time period. Between fall 1999 and fall 2003, the percentage of African-American, Asian, Hispanic, and American Indian/Pacific Islander students has increased from 35.2% to 38.6%. The African-American population has increased from 91.0% to 9.6%; the Hispanic population has risen from 21.2% to 24.2%, while the White population has decreased from 64.0% to 59.4%.

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

As of Fall 2004, there are 135 full-time instructors, 350 or more part-time instructors, 184 classified support

personnel, and 36 administrative/management/confidential employees.

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

Since then the district has maintained a planned program of new construction and improvements. In 1968 the Music Building was completed and in 1970 the Art Building was added. The following year Automotive, Welding, and Aeronautic Technical facilities were opened. The Agriculture facility was constructed in 1972 and has continued to expand. The district purchased the Boise Cascade Building in 1975. After extensive remodeling to meet Field Act requirements, the Student Center opened, housing the bookstore, placement, registration, counseling, EOPS, Financial Aid, Veterans' Services, Career Center, Rams Inn Restaurant, Board Room, and Student Activities Room.

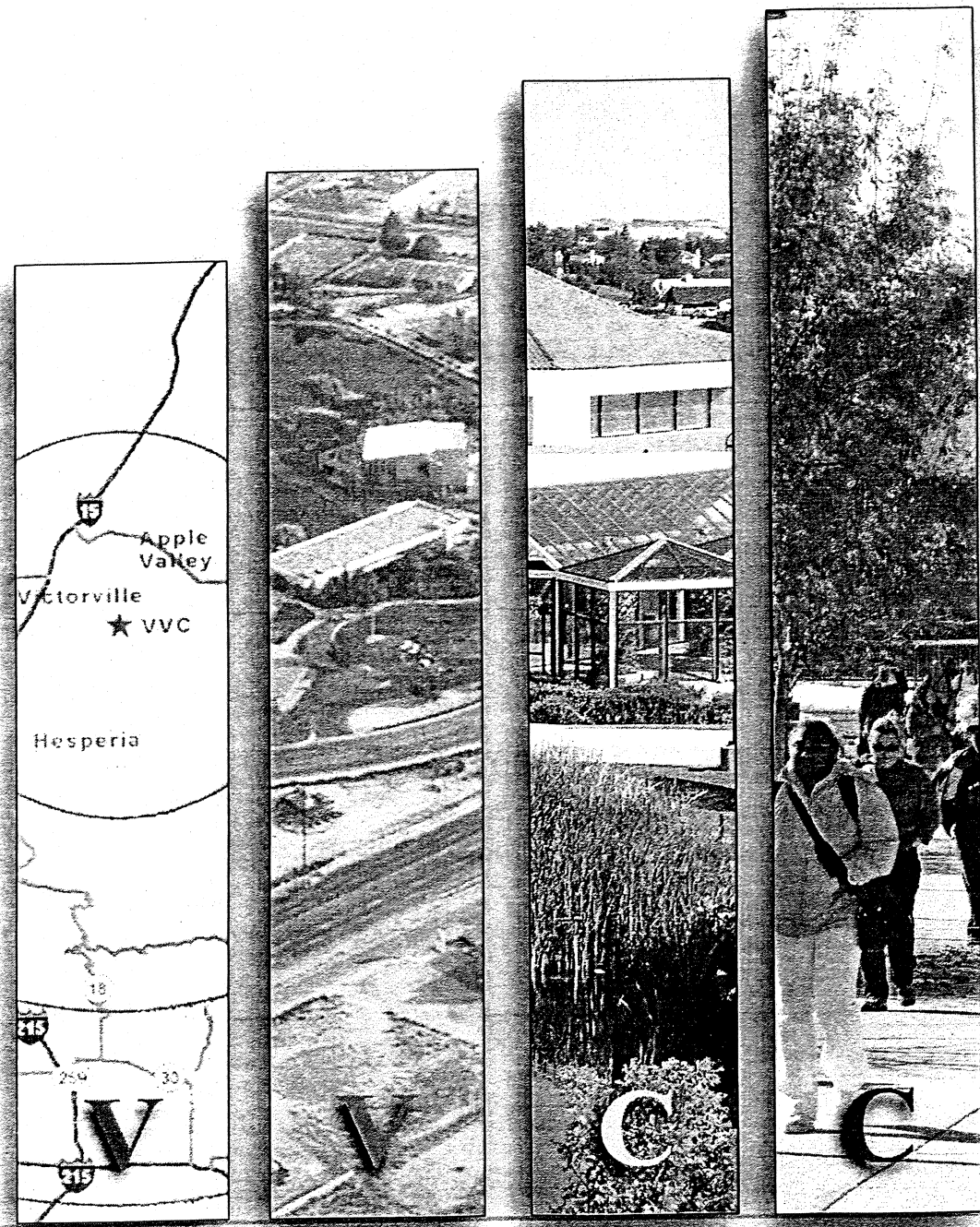
In 1980, a major addition to the vocational complex was completed including an Electronics Center, Homemaking Center, a separate welding shop, and new faculty offices. The Performing Arts Center opened in 1981. This facility is designed to accommodate 493 people in a wide range of cultural and community activities. The Allied Health Building was completed in 1983. In 1988, the Student Services Building was constructed across the end of the

lake. The student services staff moved into their new location and the Boise Cascade Building was remodeled to house administration. The former Administration Building was remodeled and became the Humanities Building, housing classrooms and the Placement/Co-operative Education offices; modular buildings have been located on campus to accommodate faculty offices, additional science classrooms, and snack facilities. In 1992, the Print Shop moved off-campus, and moved back on-campus in 2001.

A new gymnasium was completed in May 1994. A disabled barrier removal project in 1995 added an elevator that connects the upper and lower campus. A new Construction Technology Center was completed in 1995 and opened for classes for the Spring Semester, 1996. A new Library/Learning Resource Center and Science Building, which includes a planetarium, opened in spring, 1997. The new Student Activities Center opened in August 1997.

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

Demographics and Student Achievement



Community Forecast

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

Table 1: Population Trends (1994 – 2003)

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

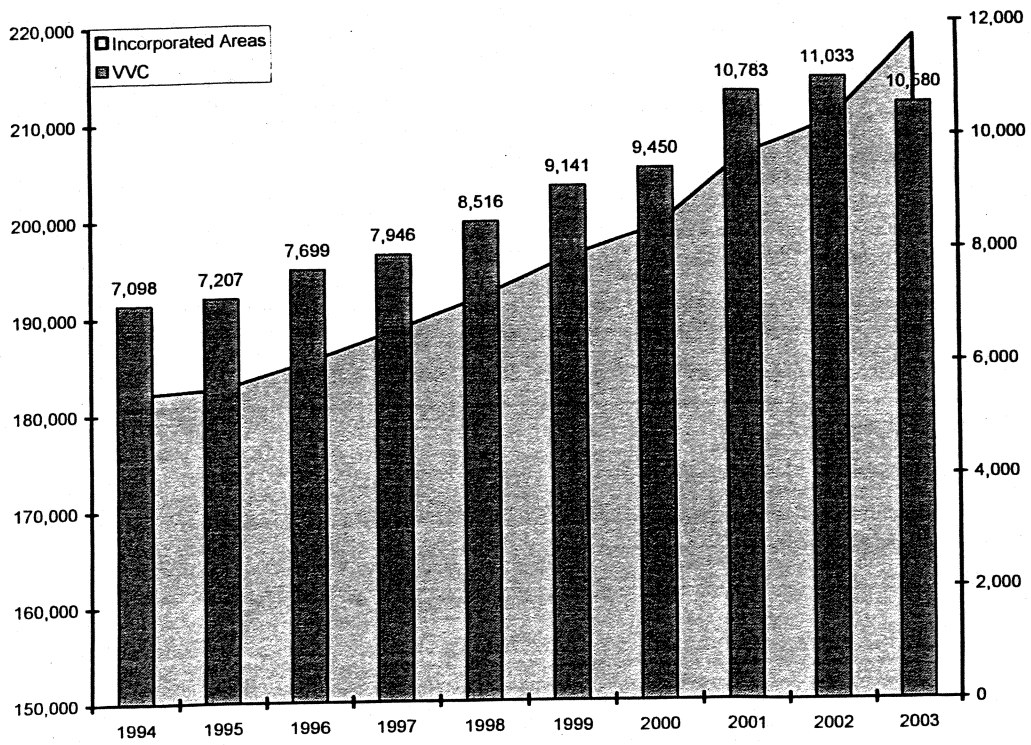
Source: *County of San Bernardino: Department of Economic and Community Development

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

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

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

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



Enrollment Trends

The average net percent increase between 1994 and 2002 was 5.7% for the Fall semesters. A similar increase was viewed in the Spring semesters (6.7%) between 1995 and 2003. In addition, the Summer intersession has viewed an increase of 164.8% between 1994 and 2002 (See Figures 2-4).

Figure 2: Fall Unduplicated Headcount (1st Census)

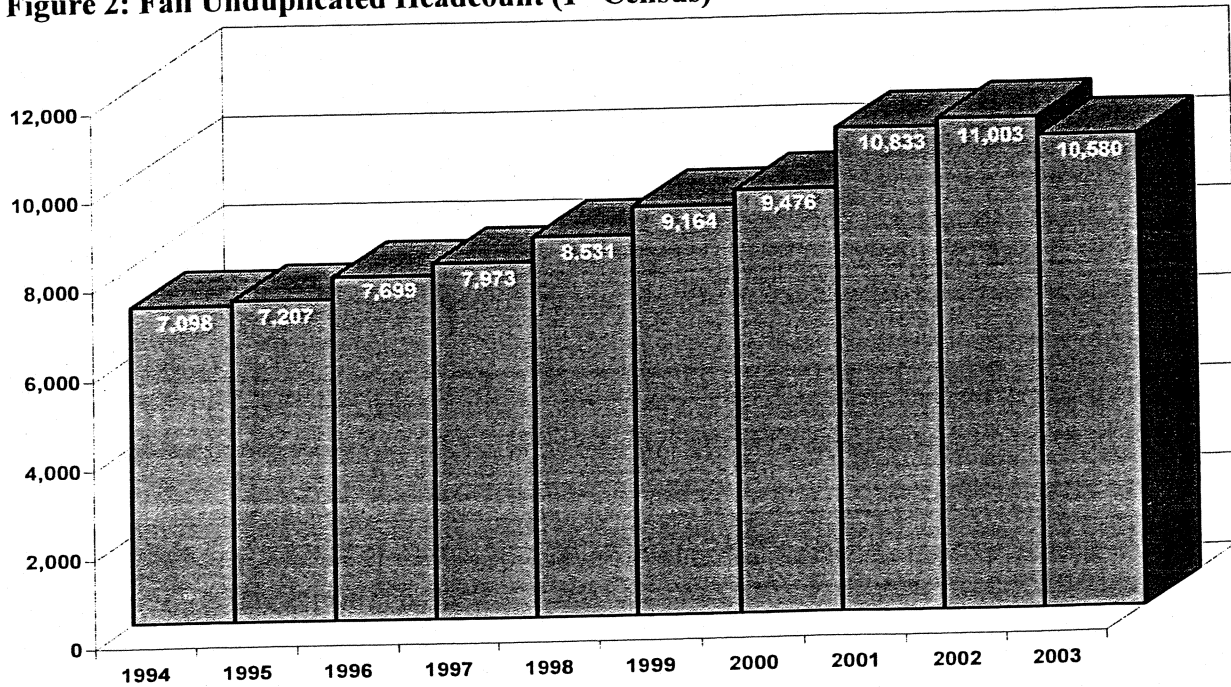


Figure 3: Spring Unduplicated Headcount (1st Census)

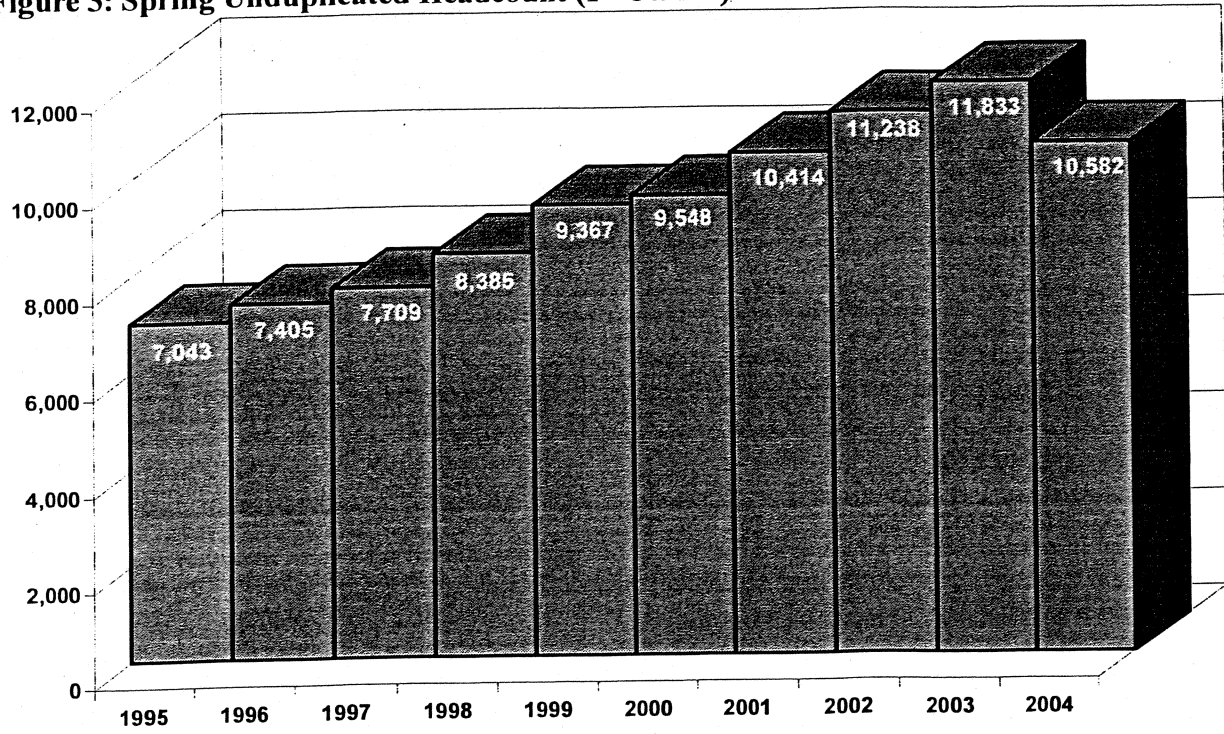
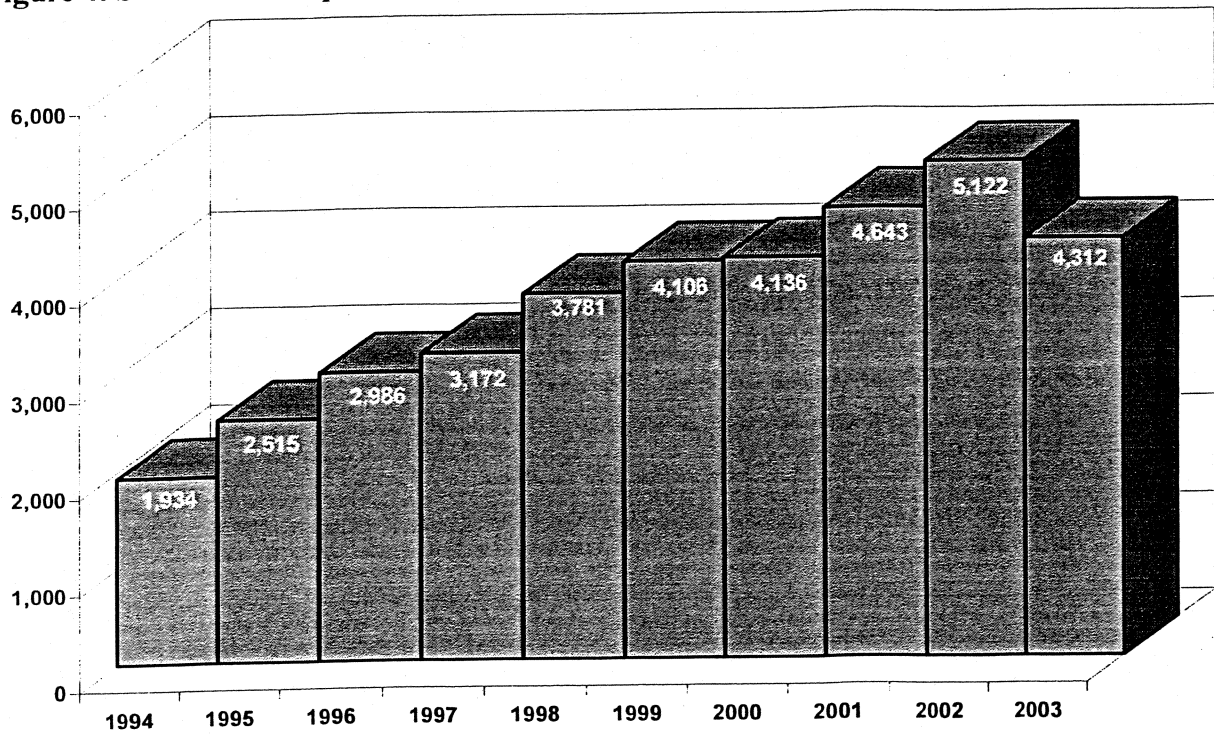


Figure 4: Summer Unduplicated Headcount (1st Census)



As depicted in Table 2, from 1994 to 2003, the largest net percent increase by age group was viewed in the 18-20 range (e.g. Spring = 3.6%, Summer = 2.7%, Fall = 6.8%). During this same time period, the largest net decrease by age group was viewed in the 31-40 range (e.g. Spring = 8.2%, Summer = 5.0%, Fall = 8.7%).

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

Ten Year: Age																	
Spring																	
	<18		18-20		21-25		26-30		31-40		41-50		51-60		>60		total
1994	334	4.6%	1695	23.3%	1325	18.2%	936	12.8%	1841	25.3%	868	11.9%	225	3.1%	61	0.8%	7289
1995	376	5.3%	1682	23.9%	1249	17.7%	884	12.6%	1708	24.3%	859	12.2%	212	3.0%	73	1.0%	7043
1996	409	5.5%	1816	24.5%	1331	18.0%	903	12.2%	1705	23.0%	895	12.1%	268	3.6%	78	1.1%	7405
1997	403	5.2%	1905	24.7%	1359	17.6%	948	12.3%	1765	22.9%	979	12.7%	257	3.3%	93	1.2%	7709
1998	588	7.0%	2124	25.3%	1434	17.1%	896	10.7%	1807	21.6%	1130	13.5%	305	3.6%	101	1.2%	8385
1999	748	8.0%	2403	25.7%	1612	17.2%	932	9.9%	1864	19.9%	1295	13.8%	399	4.3%	114	1.2%	9367
2000	888	9.3%	2571	26.9%	1580	16.5%	923	9.7%	1752	18.3%	1300	13.6%	412	4.3%	122	1.3%	9548
2001	919	8.8%	2775	26.6%	1798	17.3%	1052	10.1%	1824	17.5%	1440	13.8%	459	4.4%	147	1.4%	10414
2002	1010	9.0%	3031	27.0%	2060	18.3%	1096	9.8%	1907	17.0%	1520	13.5%	498	4.4%	116	1.0%	11238
2003	947	8.0%	3186	26.9%	2248	19.0%	1156	9.8%	2026	17.1%	1588	13.4%	540	4.6%	142	1.2%	11833

Ten Year: Age																	
Summer																	
	<18		18-20		21-25		26-30		31-40		41-50		51-60		>60		total
1994	127	6.6%	481	24.9%	400	20.7%	256	13.2%	417	21.6%	200	10.3%	41	2.1%	11	0.6%	1934
1995	198	7.9%	604	24.0%	460	18.3%	329	13.1%	567	22.5%	273	10.9%	65	2.6%	19	0.8%	2515
1996	309	10.3%	698	23.4%	568	19.0%	361	12.1%	623	20.9%	319	10.7%	84	2.8%	24	0.8%	2986
1997	386	12.2%	739	23.3%	555	17.5%	342	10.8%	645	20.3%	362	11.4%	106	3.3%	37	1.2%	3172
1998	441	11.6%	823	21.6%	666	17.5%	417	11.0%	802	21.1%	465	12.2%	141	3.7%	52	1.4%	3807
1999	714	17.3%	956	23.1%	654	15.8%	378	9.1%	734	17.8%	505	12.2%	135	3.3%	59	1.4%	4135
2000	644	15.5%	982	23.7%	659	15.9%	377	9.1%	767	18.5%	524	12.6%	148	3.6%	51	1.2%	4152
2001	671	14.4%	1123	24.0%	794	17.0%	501	10.7%	766	16.4%	576	12.3%	195	4.2%	45	1.0%	4671
2002	729	14.2%	1259	24.5%	985	19.1%	527	10.2%	791	15.4%	604	11.7%	203	3.9%	48	0.9%	5146
2003	318	7.4%	1191	27.6%	972	22.5%	432	10.0%	714	16.6%	484	11.2%	158	3.7%	43	1.0%	4312

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

4 unknowns – spring 94 ; 1 unknown – summer 94

Gender proportions have changed very little over the ten years. The average proportion of females ranged from 37.5 to 62.1 for all three terms. Of interest is the year 2000 where gender proportions were least disparate for Spring (13.4) and Summer (16.4) (See Figures 5-7).

Figure 5: Fall Unduplicated Headcount (1st Census) - Gender

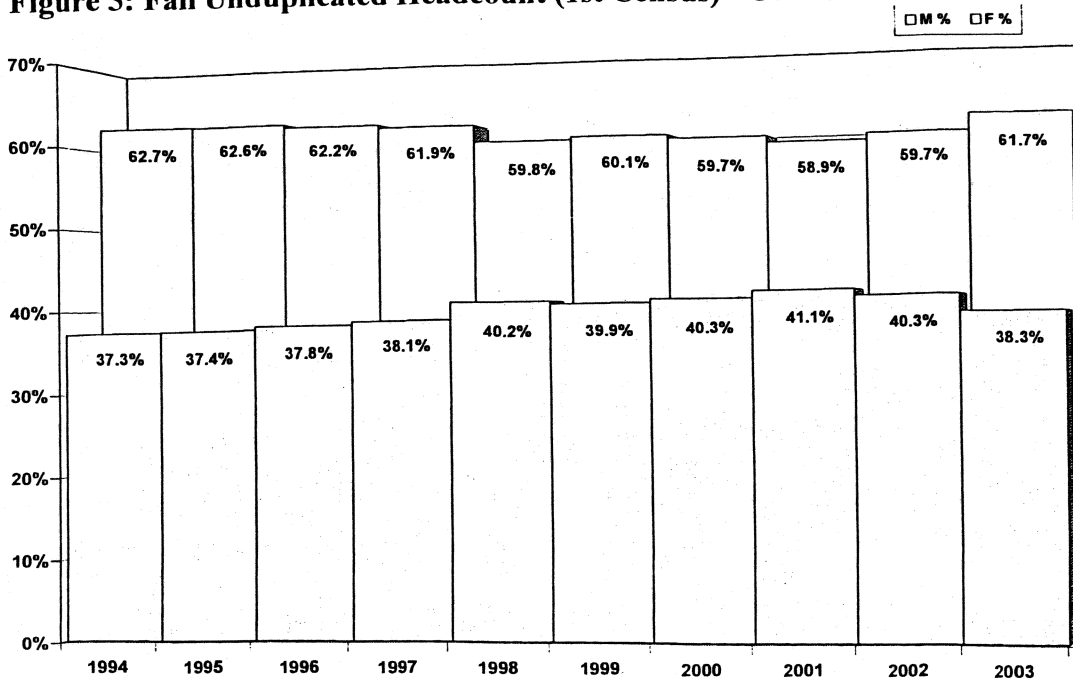


Figure 6: Spring Unduplicated Headcount (1st Census) - Gender

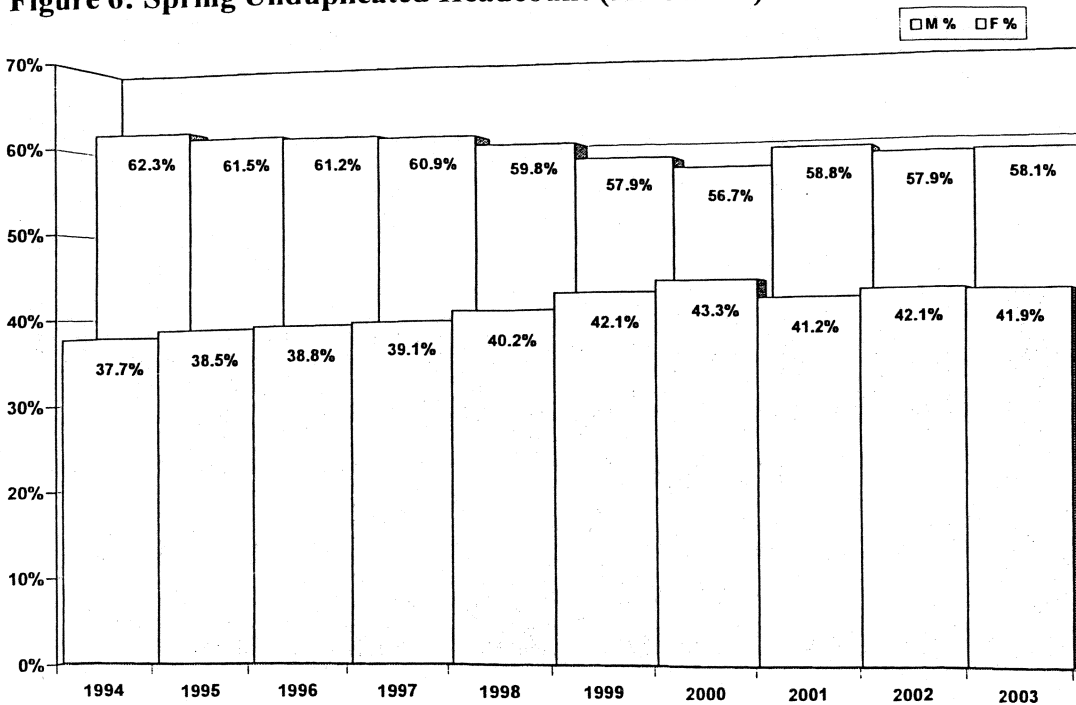


Figure 7: Summer Unduplicated Headcount (1st Census) - Gender

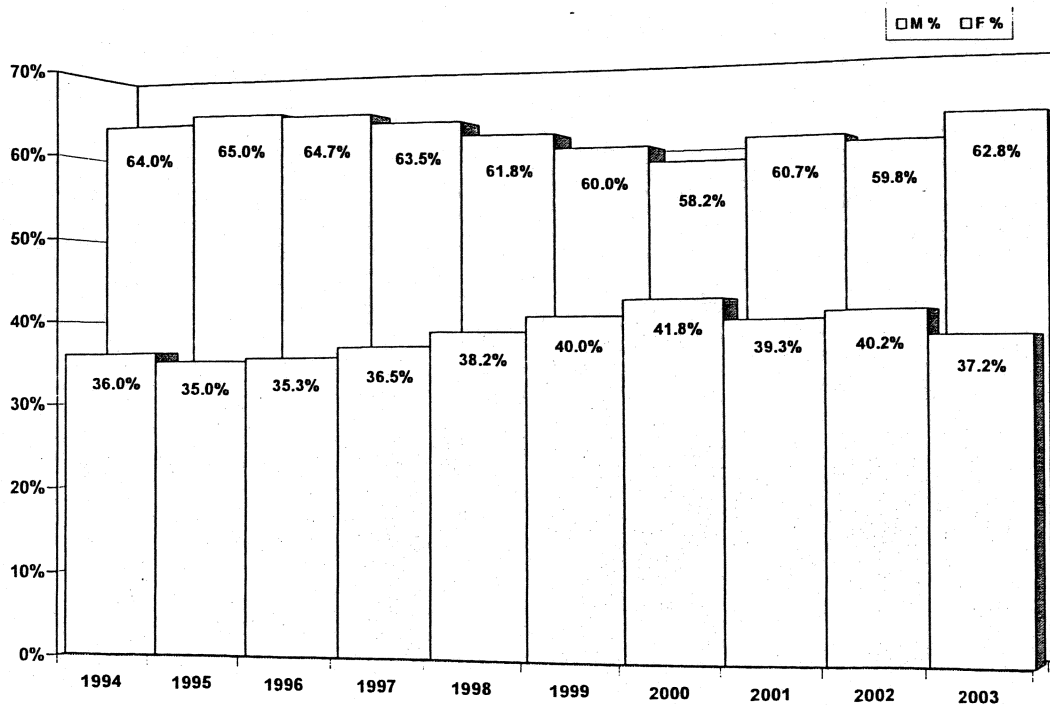


Figure 8 reveals a net percent increase of 39.1% for Hispanics from 1994 to 2003. During this same time period, percent decrease of 16.0% is shown for Whites.

Figure 8: Fall Unduplicated Headcount (1st Census) – Race/Ethnicity

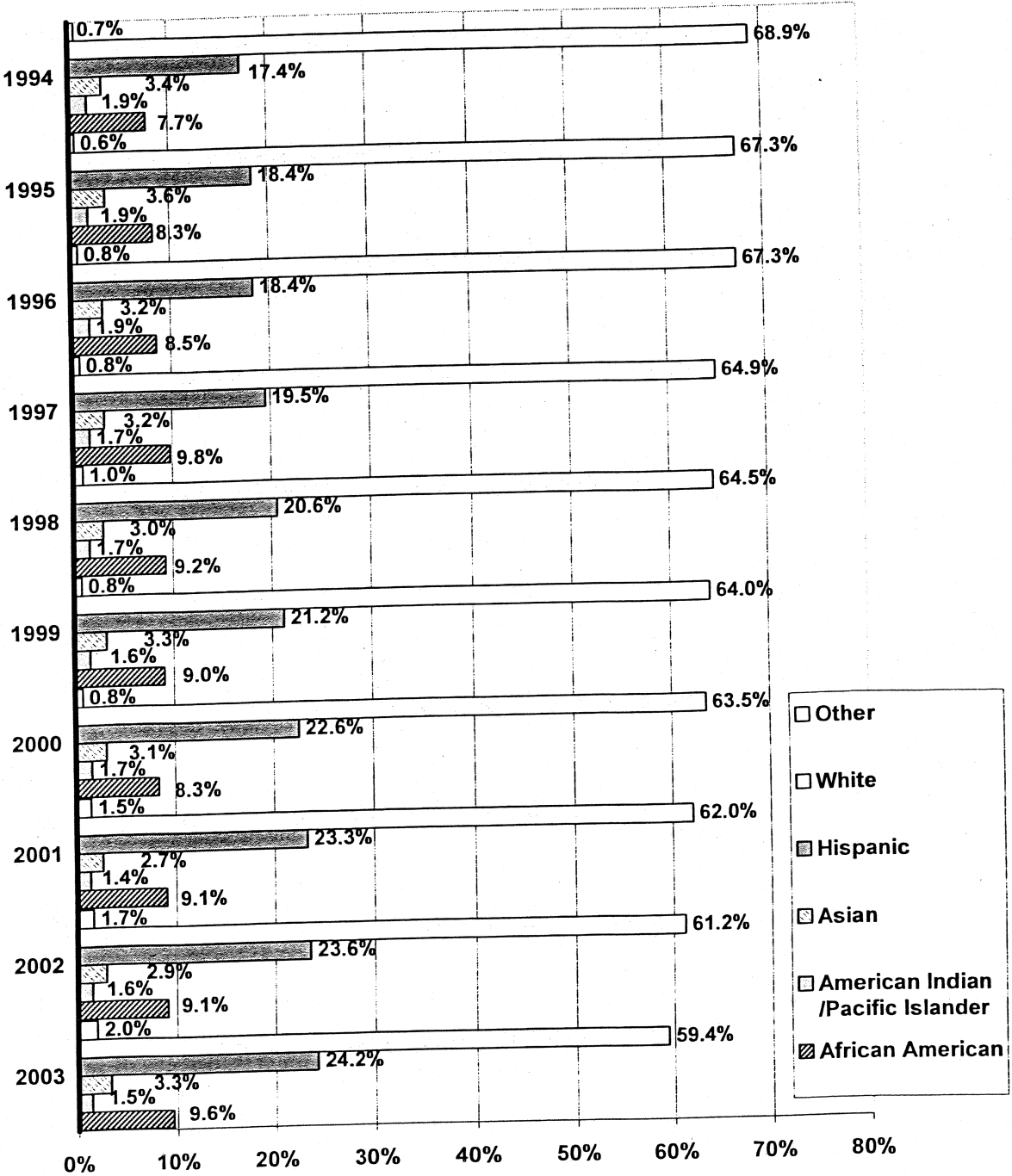
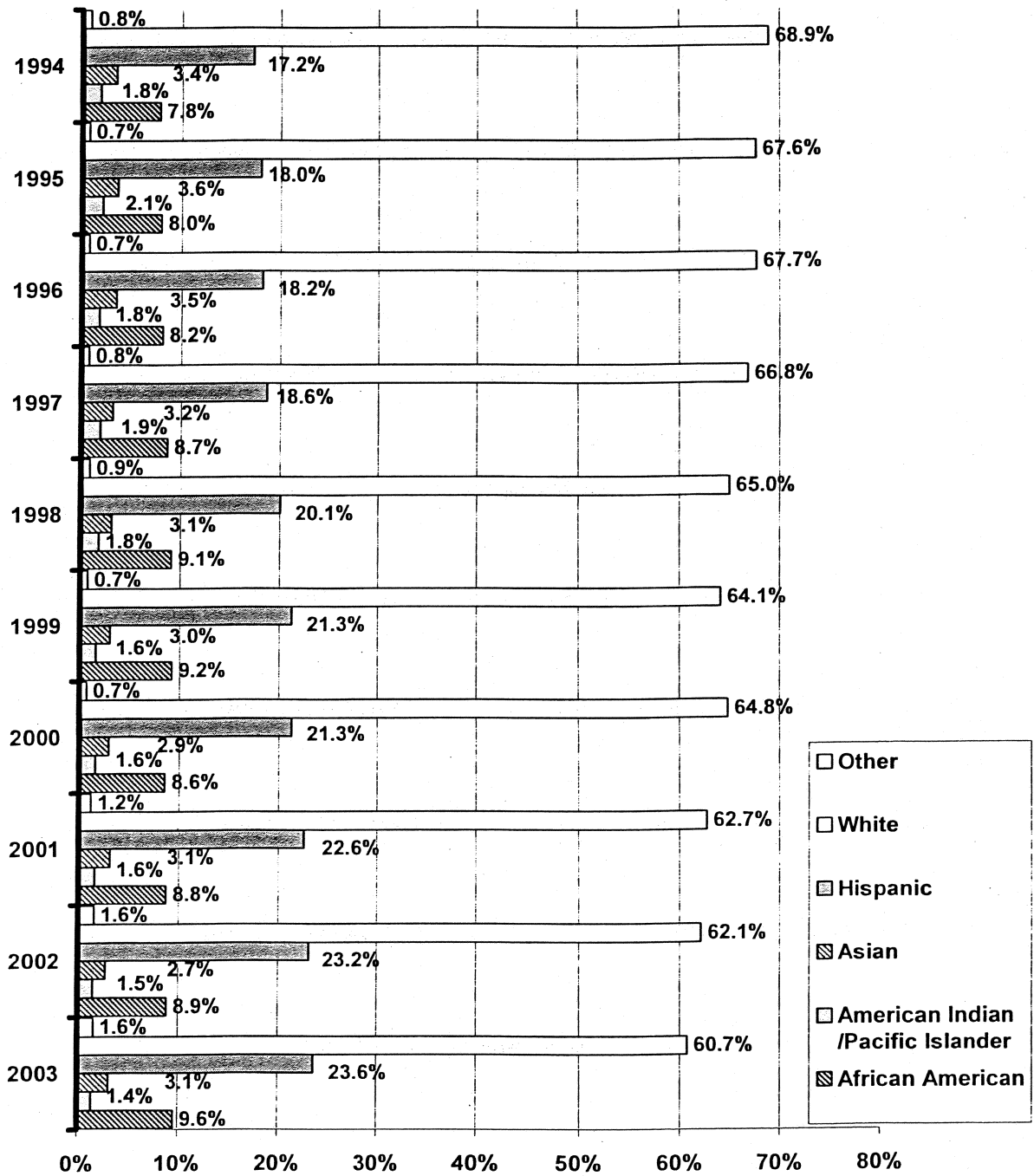


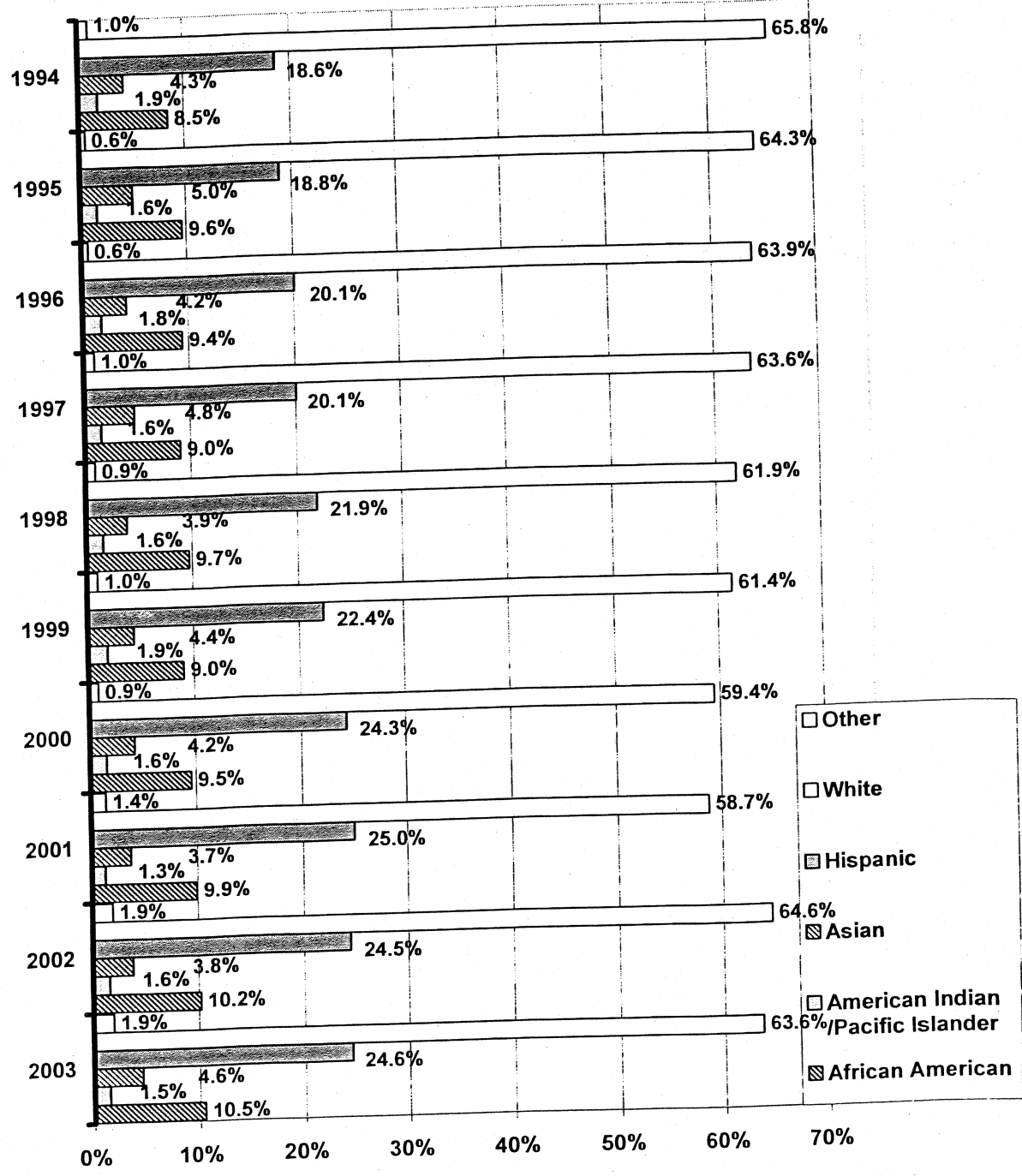
Figure 9 depicts that between 1994 and 2003 the Hispanic category viewed a net percent increase of 37.2% while the White category showed a net percent decrease of 13.5%.

Figure 9: Spring Unduplicated Headcount (1st Census) – Race/Ethnicity



Summer intersessions reflect a less dramatic increase in the proportion of Hispanics and a less dramatic decrease in the proportion of Whites. In Figure 10, a net percent increase of 32.3% for Hispanics and a net percent decrease of 3.5% for Whites is viewed.

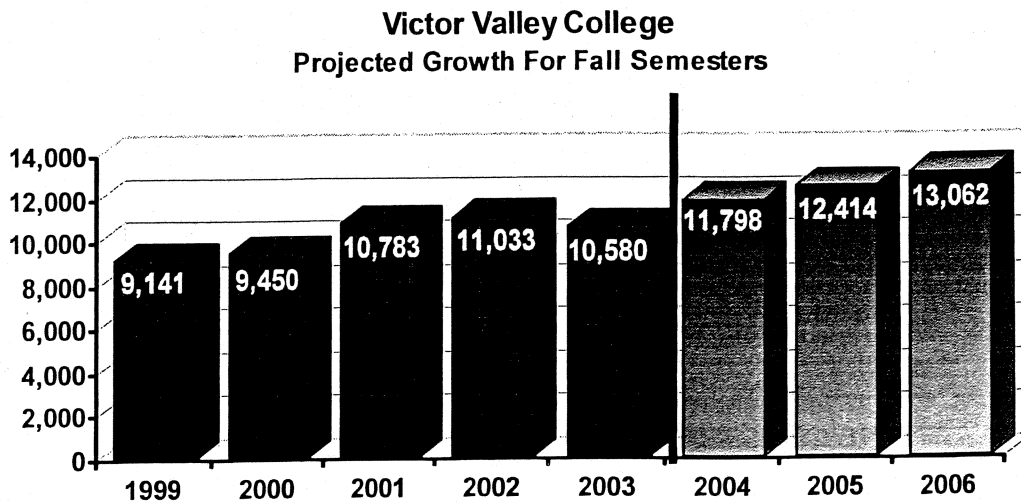
Figure 10: Summer Unduplicated Headcount (1st Census) – Race/Ethnicity



Enrollment Projections

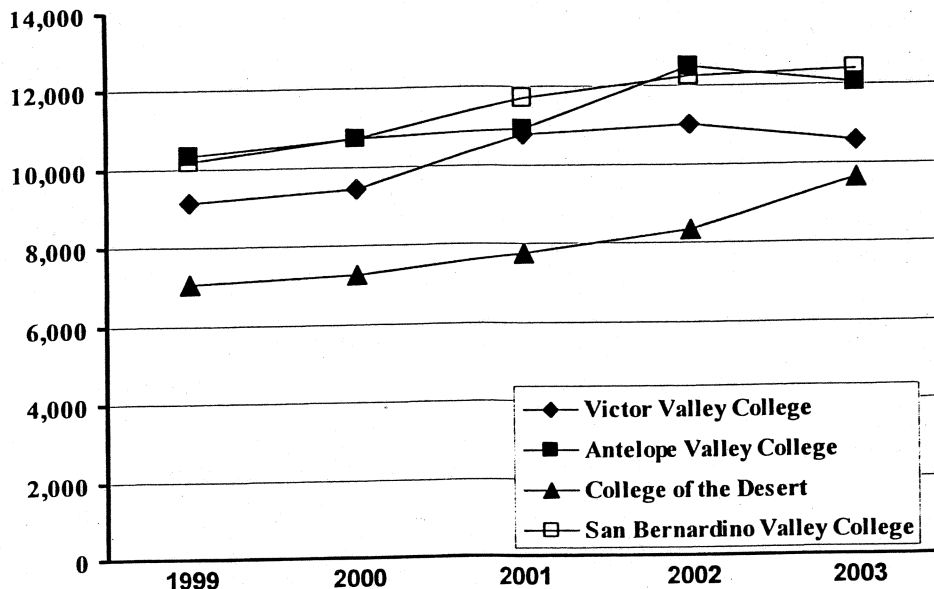
In response to Standard 1B (Improving institutional effectiveness) of the new accreditation standards, Victor Valley College (VVC) is devoted to planning for the future by acknowledging our past.

Figure 11: VVC – Projected Growth for Fall Semesters



As are other schools of similar size in Southern California (See Figure 12), VVC is experiencing sustained growth. For instance Figure 11 reveals a projected percent increase from 2003 to 2006 of 23.5%.

Figure 12: VVC – Growth Comparisons



	1999	2000	2001	2002	2003
◆ Victor Valley College	9,141	9,450	10,783	11,033	10,580
■ Antelope Valley College	10,315	10,727	10,914	12,535	12,073
▲ College of the Desert	7,060	7,268	7,790	8,357	9,651
□ San Bernardino Valley College	10,177	10,759	11,736	12,280	12,404

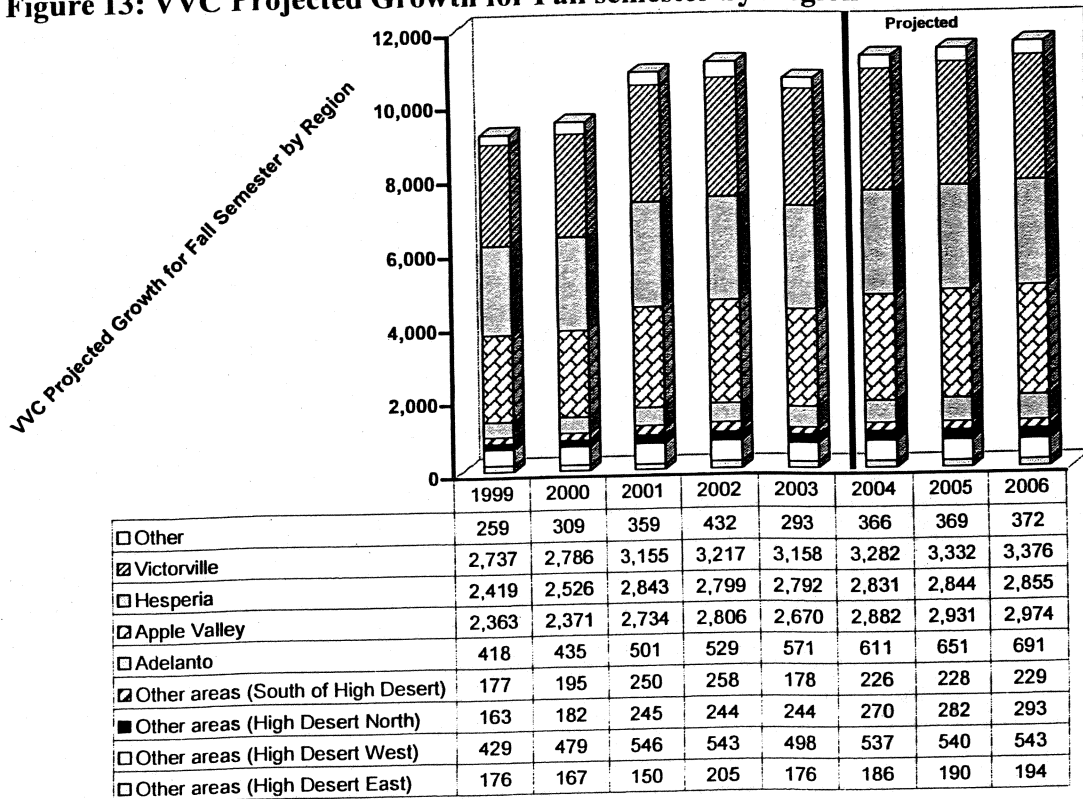
Note: Unduplicated credit headcount at first census

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

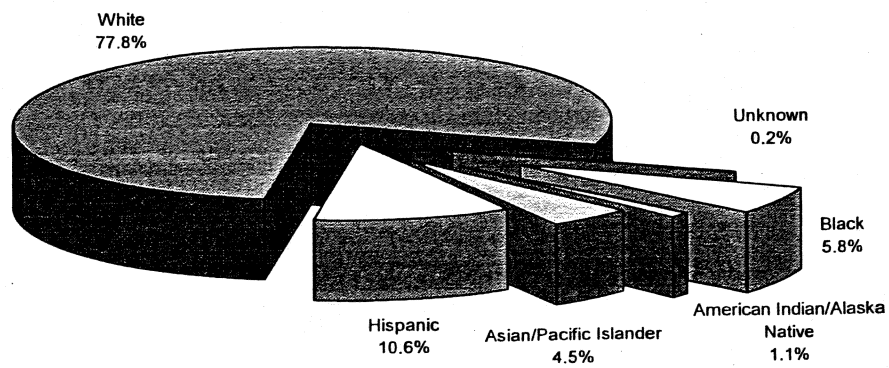
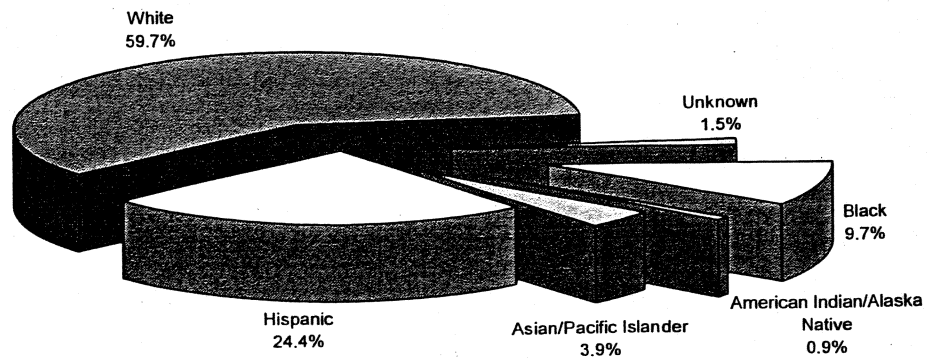
Area	1999		2000		2001		2002		2003	
Adelanto	418	4.6%	435	4.6%	501	4.6%	529	4.8%	571	5.4%
Apple Valley	2,363	25.9%	2,371	25.1%	2,734	25.4%	2,806	25.4%	2,670	25.2%
Barstow	78	0.9%	93	1.0%	131	1.2%	116	1.1%	108	1.0%
Helendale	71	0.8%	80	0.8%	98	0.9%	114	1.0%	118	1.1%
Hesperia	2,419	26.5%	2,526	26.7%	2,843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

Table 3 graphically displays VVC's growth by surrounding area. 81.5% of credit students in 2003 resided in Apple Valley, Hesperia or Victorville. The largest percent increase in credit students by area from 2002 to 2003 was viewed in Adelanto (7.9%). As depicted in Figure 20, Adelanto is also projected to represent the largest percent increase of credit students from 2003 to 2006 (21.0%). In addition, of the "Other areas" categories areas, the South is projected to have the largest percent increase from 2003 to 2006 (28.7%).

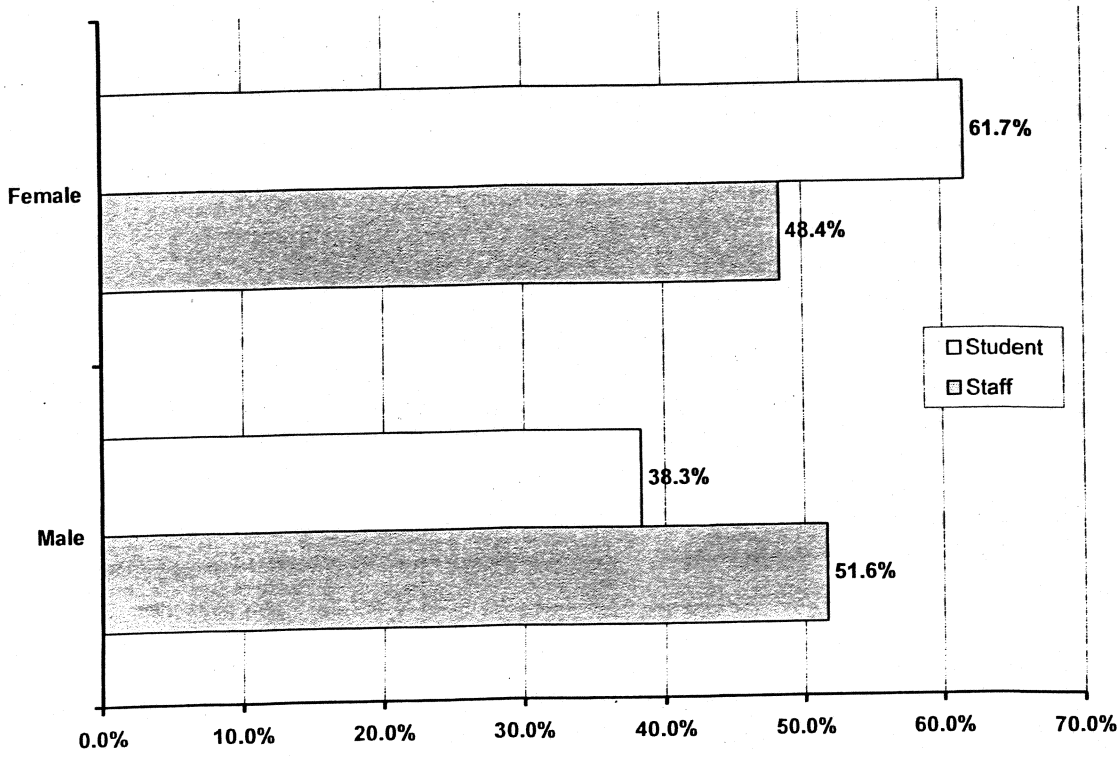
Figure 13: VVC Projected Growth for Fall semester by Region



NOTE: Unduplicated headcount is based upon credit enrollments at first census
 Other areas (South of High Desert) = Wrightwood, Big Bear Lake/City, other mountain communities
 Other areas (High Desert North) = Helendale, Oro Grande, Barstow
 Other areas (High Desert West) = Phelan, Pinon Hills
 Other areas (High Desert East) = Lucerne Valley



Fall 2003 Gender



Student Achievement

Table 4: VVC Retention Rate

Discipline (Fall 2003)	Retention
RESPIRATORY THERAPY	100.0%
NURSING	99.5%
FIRE TECHNOLOGY	93.1%
ATHLETICS	91.6%
PHOTOGRAPHY	91.5%
ELECTRONIC TECHNOLOGY	91.0%
ESL	90.9%
ADMINISTRATION OF JUSTICE	90.6%
AGRICULTURE & NATURAL RESRCS	90.4%
AUTOMOTIVE MECHANICS	89.4%
BIOLOGY	89.0%
GERMAN	88.9%
ART	88.3%
RESTAURANT MANAGEMENT	87.9%
EDUCATIONAL TECHNOLOGY	87.8%
CHEMISTRY	87.5%
CONSTRUCTION TECHNOLOGY	87.2%
THEATRE ARTS	87.2%
CONSTRUCTION TECH PUBLIC WORKS	86.7%
SPEECH	86.6%
BUSINESS REAL ESTATE	86.2%
COMP INTEGRATD DESGN & GRAPHIC	86.0%
ANTHROPOLOGY	85.9%
ALLIED HEALTH	85.8%
SOCIOLOGY	85.7%
CONSTRUCTION TECH MFG	85.2%
PSYCHOLOGY	85.2%
CHILD DEVELOPMENT	85.1%
GEOGRAPHY	85.0%
MEDIA ARTS	84.9%
PE DANCE	84.9%
RELIGIOUS STUDIES	84.3%
GUIDANCE	84.2%
WELDING	84.2%
BUSINESS EDUCATION TECHNOLOGY	83.8%
ASTRONOMY	83.5%
CHEMISTRY HONORS	83.3%
ENTIRE INSTITUTION	83.0%
MUSIC	82.9%
EDUCATION	82.5%
FRENCH	81.6%
CONSTRUCTION TECH MAINTENANCE	81.5%
BUSINESS ADMINISTRATION	81.2%
PHYSICAL SCIENCE	81.1%
ECONOMICS	80.8%
ENGLISH	80.8%
GEOLOGY	80.6%
HISTORY	79.9%
PHILOSOPHY	79.8%
PHYSICAL EDUCATION	79.7%
JOURNALISM	79.2%
POLITICAL SCIENCE	79.1%
COMPUTER INFORMATION SYSTEMS	77.5%
SPANISH	77.3%
MATHEMATICS	76.2%
BASIC SKILLS	74.5%
PHYSICS	74.2%
CARERR DEVELOPMENT	60.0%
MATHEMATICS HONORS	55.6%
ENGLISH HONORS	42.9%

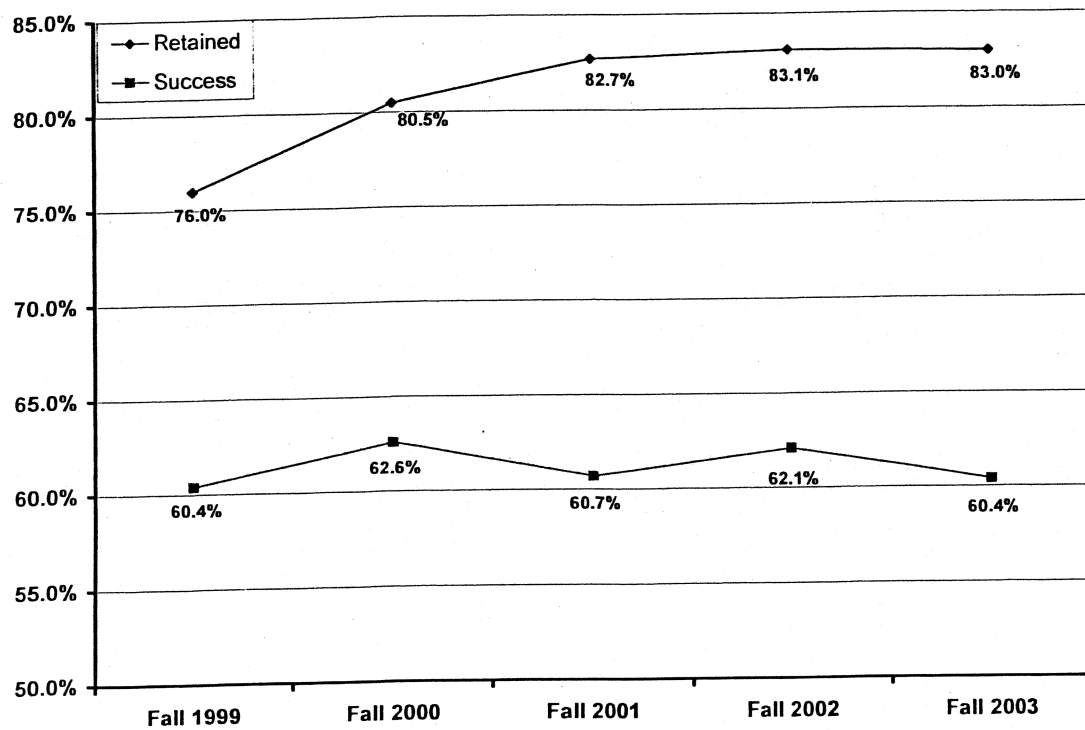
Retention rate = Percent of students retained in courses out of total enrolled (1st census) in courses. This rate is calculated by dividing the numerator (duplicated student count with grades of A, B, C, D, F, CR, NC, I) by the denominator (duplicated student count with grades of A, B, C, D, F, CR, NC, W, I) and multiplying by 100. For comparison purposes, the statewide retention rate for Fall 2003 was 82.9%.

Table 5: VVC Success Rate

Discipline (Fall 2003)	Success
RESPIRATORY THERAPY	92.3%
NURSING	92.1%
CONSTRUCTION TECH PUBLIC WORKS	86.7%
ATHLETICS	86.3%
FIRE TECHNOLOGY	84.6%
CHEMISTRY HONORS	83.3%
CONSTRUCTION TECH MFG	81.8%
GERMAN	79.6%
AGRICULTURE & NATURAL RESRCS	78.6%
ASTRONOMY	75.3%
SPEECH	75.1%
JOURNALISM	75.0%
ESL	74.5%
ART	73.8%
BIOLOGY	70.7%
PHOTOGRAPHY	70.3%
AUTOMOTIVE MECHANICS	70.1%
CONSTRUCTION TECHNOLOGY	69.8%
PE DANCE	69.7%
ANTHROPOLOGY	69.6%
CHILD DEVELOPMENT	69.2%
CHEMISTRY	68.7%
BUSINESS REAL ESTATE	68.4%
CONSTRUCTION TECH MAINTENANCE	66.7%
ELECTRONIC TECHNOLOGY	66.7%
ADMINISTRATION OF JUSTICE	65.8%
MUSIC	65.8%
RESTAURANT MANAGEMENT	65.7%
SOCIOLOGY	65.7%
THEATRE ARTS	65.7%
EDUCATIONAL TECHNOLOGY	65.3%
RELIGIOUS STUDIES	64.8%
PSYCHOLOGY	64.1%
ALLIED HEALTH	63.5%
PHYSICAL SCIENCE	63.2%
BUSINESS EDUCATION TECHNOLOGY	62.4%
GUIDANCE	61.4%
PHYSICS	60.6%
MEDIA ARTS	60.5%
ENTIRE INSTITUTION	60.4%
BUSINESS ADMINISTRATION	60.2%
GEOGRAPHY	59.8%
ENGLISH	59.2%
SPANISH	59.0%
COMP INTEGRATD DESGN & GRAPHIC	58.9%
POLITICAL SCIENCE	58.3%
EDUCATION	57.5%
GEOLOGY	56.9%
CARERR DEVELOPMENT	55.0%
ECONOMICS	53.3%
PHILOSOPHY	52.6%
WELDING	52.5%
FRENCH	50.6%
MATHEMATICS	49.3%
HISTORY	48.4%
COMPUTER INFORMATION SYSTEMS	48.1%
PHYSICAL EDUCATION	46.7%
MATHEMATICS HONORS	44.4%
ENGLISH HONORS	28.6%
BASIC SKILLS	17.7%

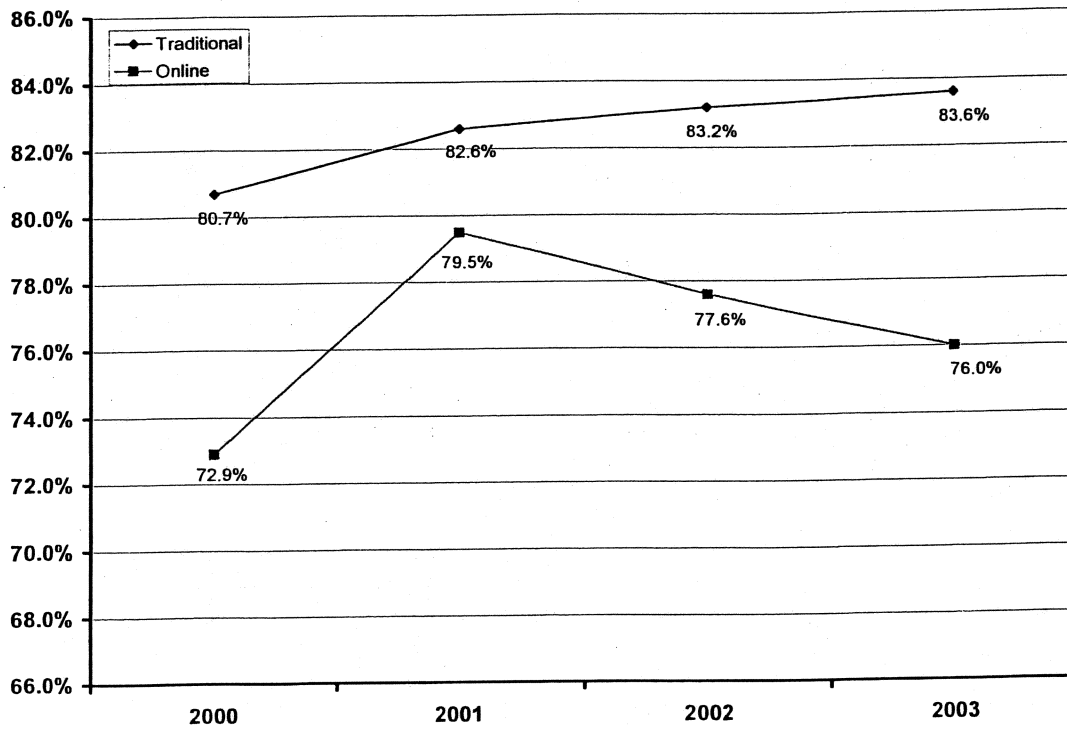
Success rate = Percent of students successful in courses out of total enrolled (1st census) in courses. This rate is calculated by dividing the numerator (duplicated student count with grades of A, B, C, CR) by the denominator (duplicated student count with grades of A, B, C, D, F, CR, NC) and multiplying by 100. For comparison purposes, the statewide success rate for Fall 2003 was 67.2%.

Figure 14: Overall Retention and Success Rate Trends (1999 – 2003)



As depicted in Figure 14, a 9.2% increase in retention is viewed from 1999 to 2003. Success rate during this same time frame has remained very similar with a range between 60.4% and 62.6%.

Figure 15: Overall Retention Rate by Method of Instruction (2000 – 2003)



Over the last four years the retention rate for traditional courses has averaged 82.5% as viewed in Figure 15. At the same time, courses offered online have averaged a 76.5% retention rate. Figure 16 reveals that traditional and online courses have averaged success rates of 62.1% and 52.8%, respectively.

Figure 16: Overall Success Rate by Method of Instruction (2000 – 2003)

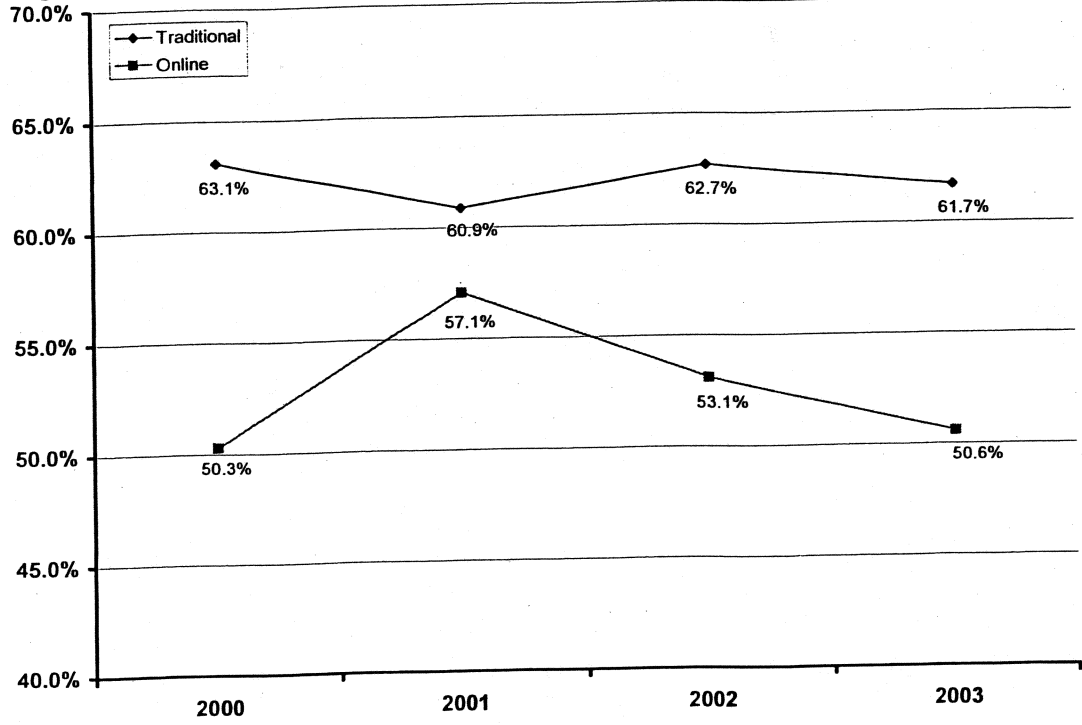


Table 6 & 7: Basic Skills Retention & Success Rate

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

Table 8 & 9: Vocational Education Retention & Success Rate

Voc Ed (Retention)	1999	2000	2001	2002	2003
Gender					
Female	76.2%	82.2%	83.7%	83.8%	84.9%
Male	79.5%	81.6%	85.2%	86.5%	85.2%
Race					
African-American	69.9%	73.3%	79.2%	78.4%	81.3%
American Indian/Alaskan Native	72.7%	70.8%	84.4%	83.0%	81.2%
Asian	81.3%	85.0%	82.6%	79.9%	86.2%
Filipino	80.8%	83.5%	84.9%	88.0%	84.0%
Hispanic	75.3%	81.3%	84.7%	86.3%	84.8%
Middle Eastern	74.3%	82.4%	92.7%	88.1%	84.4%
Other Non-White	75.5%	80.0%	77.8%	87.8%	84.5%
Pacific Islander	80.0%	75.6%	80.0%	87.2%	65.9%
Uncollected	76.9%	88.5%	79.6%	82.6%	86.1%
White	79.8%	83.7%	85.4%	85.9%	86.1%
Age					
< 18	78.5%	85.4%	84.8%	88.9%	90.1%
18 - 20	78.7%	80.0%	84.7%	84.8%	84.8%
21 - 25	73.1%	80.9%	83.3%	83.5%	85.2%
26 - 30	77.3%	82.9%	86.2%	84.9%	84.5%
31 - 40	78.3%	83.4%	85.3%	86.3%	83.9%
41 - 50	80.1%	81.8%	84.5%	84.9%	84.5%
51 - 60	77.9%	82.9%	82.8%	85.7%	87.1%
> 60	76.2%	81.8%	72.9%	86.7%	87.1%
Voc Ed (Success)	1999	2000	2001	2002	2003
Gender					
Female	64.0%	68.4%	64.9%	67.0%	65.7%
Male	63.6%	67.3%	66.2%	66.3%	62.3%
Race					
African-American	50.4%	54.1%	50.7%	50.9%	51.6%
American Indian/Alaskan Native	56.8%	52.2%	67.7%	66.1%	57.6%
Asian	70.9%	74.5%	68.9%	61.9%	67.7%
Filipino	72.6%	66.0%	73.1%	73.0%	67.0%
Hispanic	58.4%	65.3%	63.0%	65.6%	61.7%
Middle Eastern	54.3%	70.6%	80.5%	76.2%	62.5%
Other Non-White	73.5%	60.0%	52.8%	70.7%	53.4%
Pacific Islander	66.0%	56.1%	57.5%	55.3%	34.1%
Uncollected	69.2%	69.2%	55.3%	66.3%	68.5%
White	67.7%	71.5%	69.0%	69.8%	67.9%
Age					
< 18	91.7%	81.0%	83.3%	78.0%	71.5%
18 - 20	59.5%	65.3%	64.1%	61.1%	58.1%
21 - 25	58.4%	61.9%	56.7%	61.2%	59.6%
26 - 30	57.9%	66.2%	61.7%	62.0%	63.1%
31 - 40	66.5%	70.4%	72.4%	71.1%	66.3%
41 - 50	70.4%	73.5%	70.2%	75.3%	72.0%
51 - 60	67.9%	73.2%	73.6%	74.1%	74.4%
> 60	72.8%	72.9%	66.5%	77.7%	80.0%

Table 10 & 11: Academic Courses Retention & Success Rate

Academic (Retention)	1999	2000	2001	2002	2003
Gender					
Female	74.5%	78.6%	80.9%	80.8%	81.0%
Male	72.1%	79.9%	81.6%	81.5%	81.6%
Race					
African-American	63.2%	73.0%	78.6%	77.8%	79.5%
American Indian/Alaskan Native	65.8%	70.5%	79.2%	82.6%	78.9%
Asian	74.8%	79.5%	79.4%	87.4%	83.1%
Filipino	79.7%	74.1%	89.1%	84.9%	79.7%
Hispanic	72.7%	78.2%	80.0%	81.3%	80.5%
Middle Eastern	87.2%	93.3%	86.5%	87.1%	91.8%
Other Non-White	79.4%	94.9%	79.8%	75.8%	81.9%
Pacific Islander	63.5%	64.6%	83.3%	77.7%	80.0%
Uncollected	78.6%	90.2%	80.9%	76.6%	74.4%
White	75.3%	80.4%	81.8%	81.3%	81.9%
Age					
< 18	76.9%	86.0%	85.0%	86.6%	86.6%
18 - 20	77.2%	79.6%	82.3%	82.9%	84.0%
21 - 25	75.1%	76.9%	79.5%	79.1%	77.2%
26 - 30	69.3%	75.2%	79.9%	75.7%	77.3%
31 - 40	71.5%	76.9%	76.6%	78.8%	77.4%
41 - 50	73.5%	78.6%	80.1%	77.5%	79.7%
51 - 60	68.5%	79.1%	81.8%	78.1%	77.3%
> 60	66.0%	79.2%	83.3%	73.0%	82.0%

Academic (Success)	1999	2000	2001	2002	2003
Gender					
Female	61.0%	62.2%	61.4%	62.2%	60.8%
Male	53.0%	57.8%	56.2%	57.1%	56.6%
Race					
African-American	40.8%	44.2%	45.2%	47.2%	48.8%
American Indian/Alaskan Native	50.7%	49.3%	57.7%	57.0%	55.5%
Asian	60.6%	62.1%	64.3%	69.3%	66.2%
Filipino	60.4%	55.0%	58.0%	63.9%	57.1%
Hispanic	53.6%	56.7%	54.9%	58.1%	55.8%
Middle Eastern	79.5%	82.2%	75.0%	54.3%	60.7%
Other Non-White	66.2%	79.7%	64.6%	52.6%	62.9%
Pacific Islander	44.7%	47.7%	65.0%	49.1%	50.0%
Uncollected	58.9%	70.7%	61.8%	53.3%	53.9%
White	61.9%	64.2%	62.9%	63.3%	62.6%
Age					
< 18	66.7%	81.0%	70.4%	70.4%	67.7%
18 - 20	67.1%	65.8%	60.4%	61.3%	59.7%
21 - 25	56.3%	57.3%	56.1%	57.3%	53.0%
26 - 30	53.0%	58.9%	59.0%	54.3%	55.7%
31 - 40	61.9%	65.2%	62.9%	63.2%	60.4%
41 - 50	65.8%	66.9%	63.7%	63.3%	65.9%
51 - 60	61.2%	70.8%	64.8%	63.8%	65.2%
> 60	56.6%	72.9%	68.0%	58.9%	74.0%

Table 12 & 13: Overall Course Retention & Success Rate

Overall (Retention)	1999	2000	2001	2002	2003
Gender					
Female	75.9%	80.3%	82.0%	82.3%	82.6%
Male	75.9%	80.7%	83.1%	83.8%	83.0%
Race					
African-American	67.3%	73.3%	78.5%	78.2%	79.8%
American Indian/Alaskan Native	70.5%	70.8%	79.0%	79.6%	79.2%
Asian	77.4%	83.1%	80.1%	85.9%	85.2%
Filipino	80.4%	76.4%	88.1%	86.3%	79.6%
Hispanic	75.2%	80.0%	81.8%	83.4%	82.5%
Middle Eastern	83.1%	86.8%	88.1%	88.6%	89.6%
Other Non-White	78.1%	87.0%	80.6%	82.7%	84.4%
Pacific Islander	72.0%	69.9%	81.3%	82.6%	74.9%
Uncollected	73.8%	89.3%	81.2%	81.3%	79.8%
White	77.5%	81.9%	83.3%	83.4%	83.6%
Age					
< 18	78.1%	85.7%	85.6%	87.7%	88.5%
18 - 20	77.2%	80.3%	83.2%	83.9%	84.8%
21 - 25	71.9%	78.3%	80.6%	81.1%	80.3%
26 - 30	73.7%	79.3%	82.4%	79.8%	80.6%
31 - 40	76.3%	80.3%	81.4%	83.2%	80.1%
41 - 50	77.6%	80.9%	82.3%	81.4%	81.4%
51 - 60	75.5%	82.3%	81.4%	81.8%	82.1%
> 60	70.1%	81.1%	76.6%	82.8%	87.1%

Overall (Success)	1999	2000	2001	2002	2003
Gender					
Female	62.2%	63.6%	61.8%	63.5%	62.0%
Male	57.7%	61.2%	59.1%	60.1%	57.9%
Race					
African-American	44.0%	46.2%	44.5%	47.1%	47.5%
American Indian/Alaskan Native	55.1%	51.0%	59.9%	57.7%	55.0%
Asian	64.8%	68.0%	64.6%	66.2%	65.5%
Filipino	63.9%	57.2%	64.2%	64.5%	60.0%
Hispanic	56.9%	59.5%	56.4%	59.9%	57.2%
Middle Eastern	71.6%	68.3%	74.6%	60.0%	60.9%
Other Non-White	68.9%	69.4%	61.3%	57.9%	57.7%
Pacific Islander	51.5%	49.2%	60.3%	51.8%	44.4%
Uncollected	56.0%	70.3%	58.3%	59.2%	60.3%
White	64.2%	66.5%	64.9%	65.7%	64.3%
Age					
< 18	61.3%	65.3%	64.3%	68.0%	67.9%
18 - 20	57.5%	58.1%	57.4%	60.2%	58.8%
21 - 25	54.2%	58.6%	56.5%	57.3%	55.4%
26 - 30	62.6%	65.0%	62.1%	57.6%	59.0%
31 - 40	65.2%	67.7%	64.9%	68.3%	62.2%
41 - 50	68.9%	70.6%	67.5%	67.0%	67.8%
51 - 60	66.3%	73.5%	68.8%	70.3%	68.2%
> 60	64.0%	69.6%	62.3%	71.8%	78.9%

Figure 17: Average GPA (1999-2003)

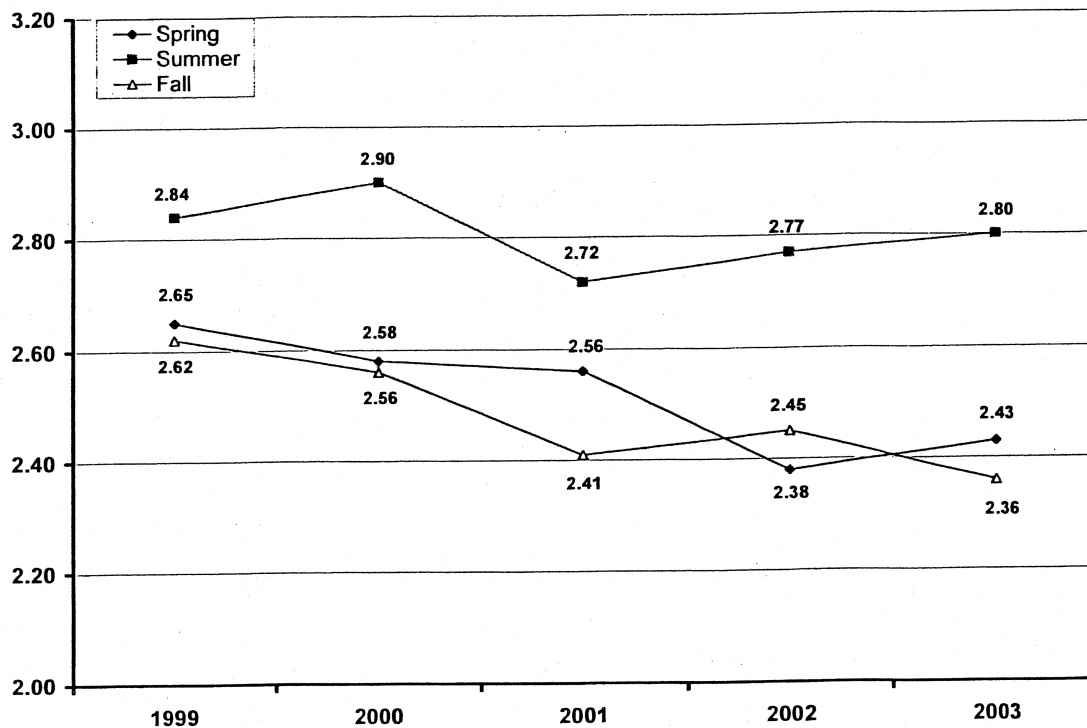
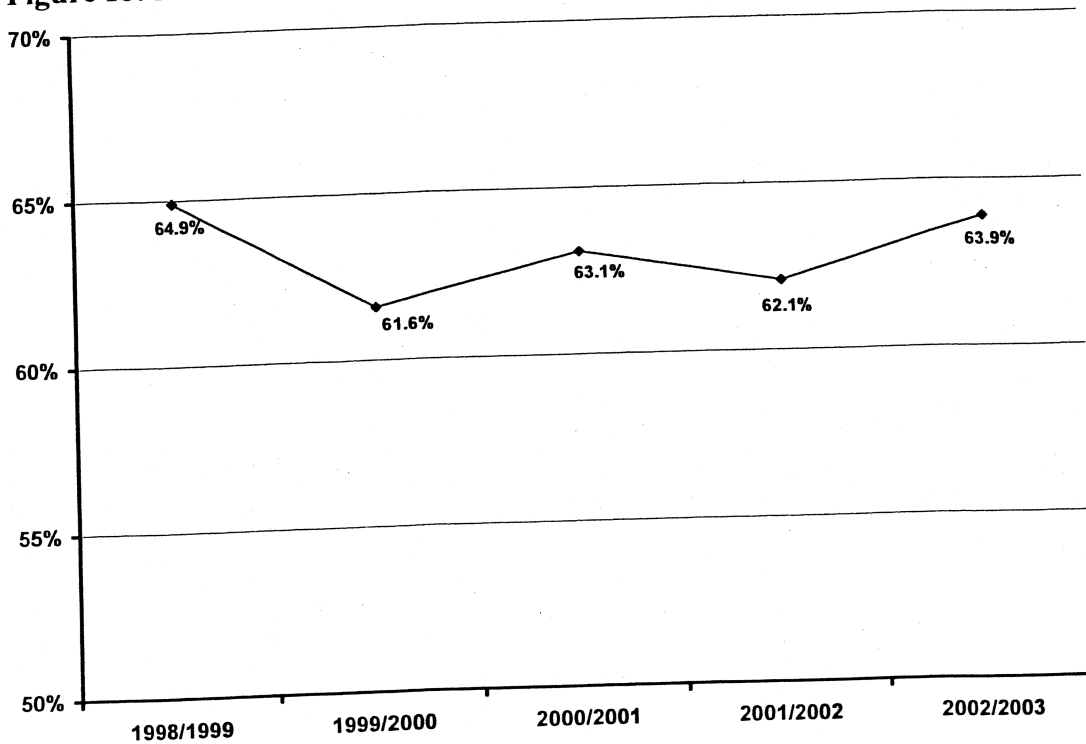


Figure 18: Persistence Rate (1998/1999 – 2002/2003)



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

Table 14: VVC Aggregate Core Indicator Information (2004-2005)

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

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

Figure 19: Degrees and Certificates Awarded by Academic Year (Fall-Summer)

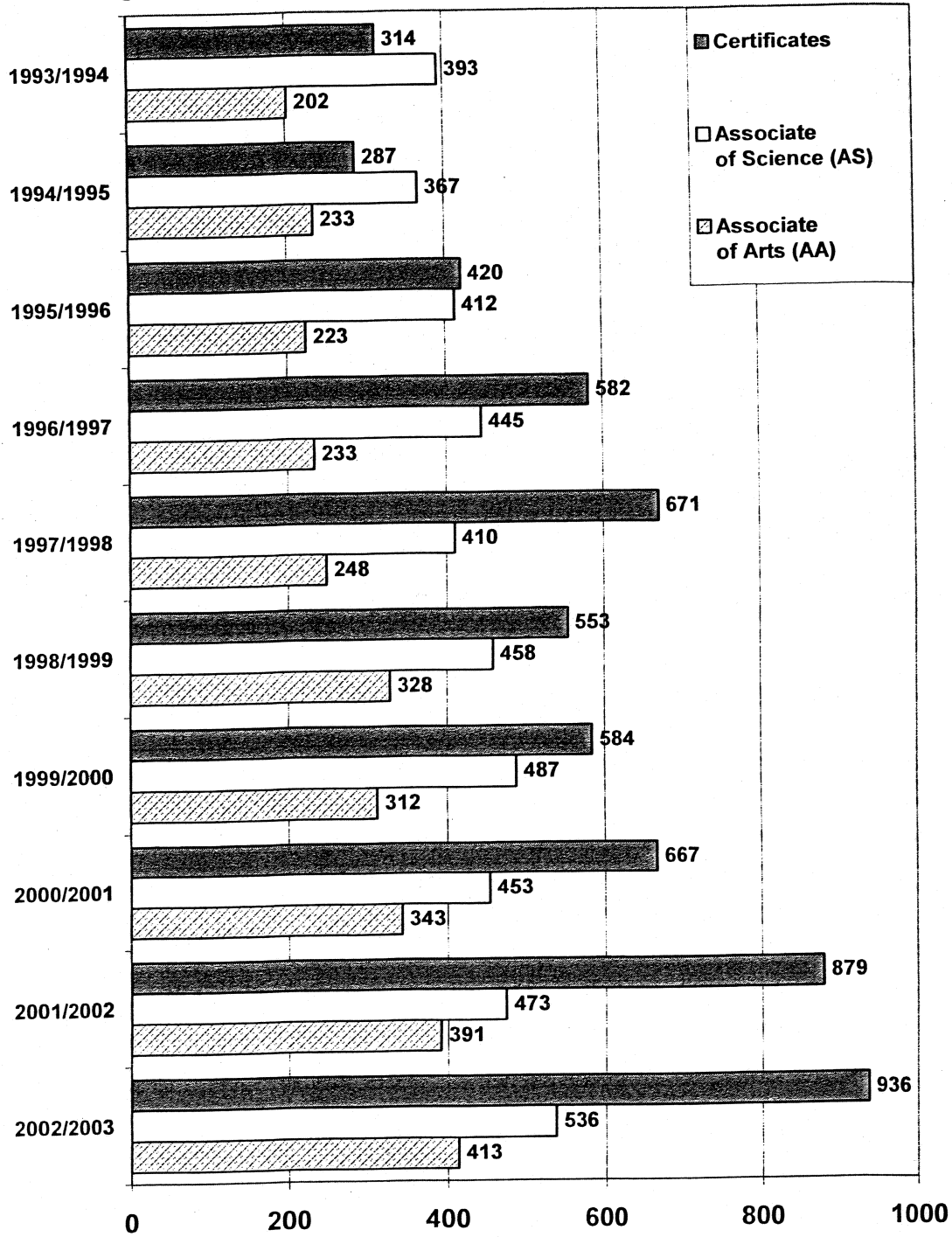


Table 15: Degree/Certificate by Race

Associates of Arts	1999		2000		2001		2002		2003	
	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.
African American	8.7%	9.0%	6.2%	8.3%	3.5%	9.1%	4.6%	9.1%	7.6%	9.6%
Asian	1.9%	1.6%	2.6%	1.8%	2.2%	1.6%	0.8%	1.7%	3.1%	1.8%
Filipino	0.0%	1.6%	1.0%	1.3%	1.3%	1.1%	0.4%	1.3%	0.9%	1.5%
Hispanic	18.3%	21.2%	18.1%	22.6%	21.1%	23.3%	21.9%	23.6%	17.8%	24.2%
White	66.3%	63.7%	68.4%	63.1%	68.9%	61.7%	67.9%	60.8%	65.3%	59.0%
Middle Eastern	0.5%	0.4%	1.0%	0.4%	0.4%	0.4%	0.8%	0.4%	0.0%	0.4%
Pacific Islander	0.5%	0.5%	0.0%	0.5%	0.0%	0.4%	0.0%	0.6%	0.0%	0.5%
American Indian/Alaskan Native	1.0%	1.1%	0.5%	1.2%	1.3%	1.0%	0.4%	1.0%	2.2%	0.9%
Other Non-White	1.4%	0.6%	0.5%	0.5%	0.9%	0.5%	1.3%	0.5%	0.9%	0.5%
Uncollected	1.4%	0.3%	1.6%	0.3%	0.4%	1.0%	1.7%	1.1%	2.2%	1.5%

Associate of Science	1999		2000		2001		2002		2003	
	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.
African American	8.6%	9.0%	9.3%	8.3%	7.3%	9.1%	4.6%	9.1%	8.7%	9.6%
Asian	3.0%	1.6%	1.9%	1.8%	2.3%	1.6%	1.9%	1.7%	2.0%	1.8%
Filipino	2.0%	1.6%	2.2%	1.3%	1.5%	1.1%	2.7%	1.3%	0.7%	1.5%
Hispanic	15.5%	21.2%	14.7%	22.6%	19.7%	23.3%	22.8%	23.6%	22.3%	24.2%
White	69.3%	63.7%	67.7%	63.1%	67.2%	61.7%	63.5%	60.8%	62.0%	59.0%
Middle Eastern	0.3%	0.4%	1.0%	0.4%	0.0%	0.4%	0.0%	0.4%	0.3%	0.4%
Pacific Islander	0.0%	0.5%	0.3%	0.5%	0.4%	0.4%	1.1%	0.6%	0.7%	0.5%
American Indian/Alaskan Native	0.7%	1.1%	1.9%	1.2%	0.8%	1.0%	1.1%	1.0%	1.7%	0.9%
Other Non-White	0.3%	0.6%	1.0%	0.5%	0.8%	0.5%	1.1%	0.5%	0.0%	0.5%
Uncollected	0.3%	0.3%	0.0%	0.3%	0.0%	1.0%	1.1%	1.1%	1.7%	1.5%

Certificate	1999		2000		2001		2002		2003	
	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.
African American	10.4%	9.0%	8.5%	8.3%	10.2%	9.1%	11.0%	9.1%	13.2%	9.6%
Asian	2.4%	1.6%	1.3%	1.8%	1.3%	1.6%	1.8%	1.7%	0.7%	1.8%
Filipino	2.4%	1.6%	2.5%	1.3%	0.8%	1.1%	0.4%	1.3%	0.6%	1.5%
Hispanic	23.3%	21.2%	20.9%	22.6%	24.3%	23.3%	26.0%	23.6%	21.4%	24.2%
White	59.7%	63.7%	63.0%	63.1%	60.3%	61.7%	57.5%	60.8%	60.9%	59.0%
Middle Eastern	0.0%	0.4%	0.6%	0.4%	0.3%	0.4%	1.0%	0.4%	0.2%	0.4%
Pacific Islander	0.3%	0.5%	0.9%	0.5%	0.0%	0.4%	0.4%	0.6%	0.4%	0.5%
American Indian/Alaskan Native	1.0%	1.1%	1.6%	1.2%	1.0%	1.0%	1.2%	1.0%	1.9%	0.9%
Other Non-White	0.0%	0.6%	0.3%	0.5%	1.6%	0.5%	0.0%	0.5%	0.0%	0.5%
Uncollected	0.3%	0.3%	0.3%	0.3%	0.3%	1.0%	0.6%	1.1%	0.7%	1.5%

Table 16: Degree/Certificate by Gender

Associates of Arts	1999		2000		2001		2002		2003	
	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.	AA	Pop.
Female	71.2%	60.2%	69.9%	59.8%	73.7%	58.9%	77.2%	59.7%	76.9%	61.7%
Male	28.8%	39.8%	30.1%	40.2%	26.3%	41.1%	22.8%	40.3%	23.1%	38.3%

Associate of Science	1999		2000		2001		2002		2003	
	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.	AS	Pop.
Female	72.3%	60.2%	69.0%	59.8%	68.0%	58.9%	66.9%	59.7%	71.3%	61.7%
Male	27.7%	39.8%	31.0%	40.2%	32.0%	41.1%	33.1%	40.3%	28.7%	38.3%

Certificate	1999		2000		2001		2002		2003	
	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.	Cert.	Pop.
Female	61.1%	60.2%	52.8%	59.8%	58.2%	58.9%	60.1%	59.7%	57.9%	61.7%
Male	38.9%	39.8%	47.2%	40.2%	41.8%	41.1%	39.9%	40.3%	42.1%	38.3%

Figure 20: Projected Change in Awards

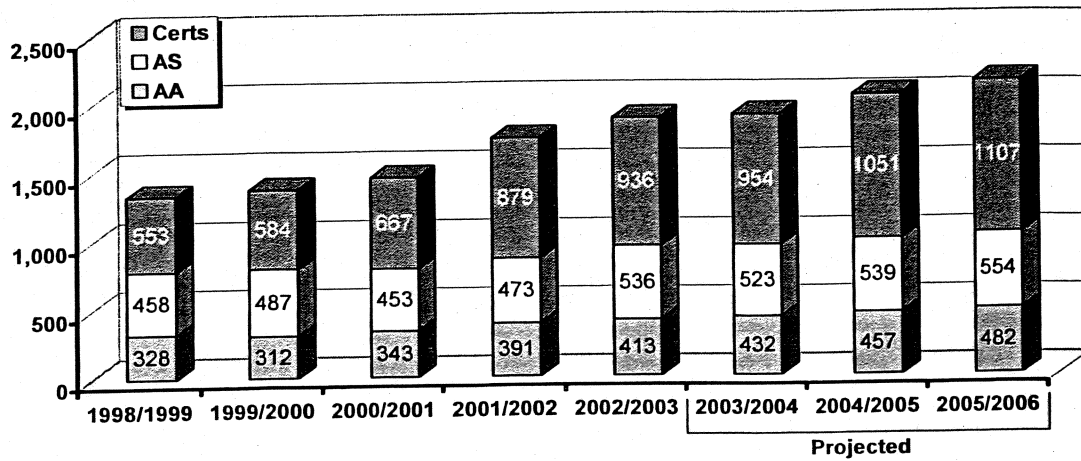


Figure 21: Number of Transfer-Ready Students

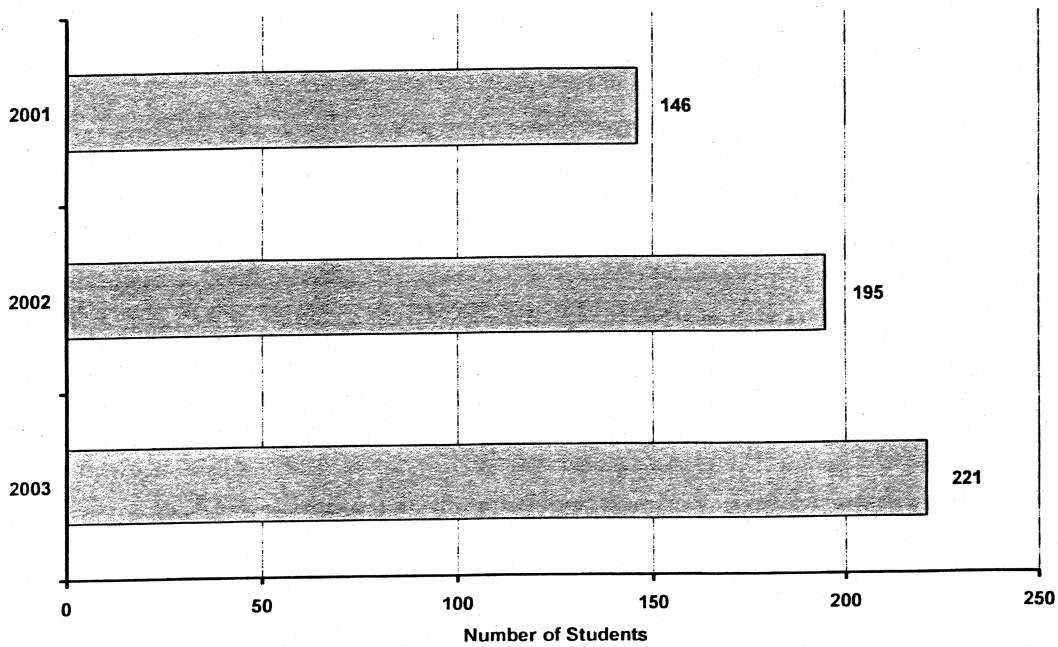


		Table 17: VVC Transfers	
		School	
		2001	
		Number	Percent
TOP TEN	California State University - San Bernardino	82	35.8%
	Azusa Pacific University	16	7.0%
	California State University - Fullerton	14	6.1%
	California Baptist University - Undergraduate	11	4.8%
	California State Polytechnic	9	3.9%
	Chapman University-AC 4	8	3.5%
	San Bernardino Valley College	7	3.1%
	University of Pheonix	6	2.6%
	Crafton Hills College	6	2.6%
	Barstow College	5	2.2%
	California State University - Northridge	3	1.3%
	Riverside Community College	3	1.3%
	Los Angeles City College	3	1.3%
	San Diego State University	3	1.3%
	University of Nevada Las Vegas	3	1.3%
	California State University - Dominguez	2	0.9%
	University of California - Los Angeles	2	0.9%
	California State University - Stanislaus	2	0.9%
	Pasadena City College	2	0.9%
	Grossmont College	2	0.9%
	Chaffey Community College	2	0.9%
	Humboldt State University	2	0.9%
	Cerritos College	2	0.9%
	Castleton State College	2	0.9%
	Loma Linda University	2	0.9%
	Arizona State University	1	0.4%
	Golden West College	1	0.4%
	Simpson College	1	0.4%
	La Sierra University	1	0.4%
	Palomar College	1	0.4%
	De Anza College	1	0.4%
	University of California - Irvine	1	0.4%
	National University	1	0.4%
	California State University - Long Beach	1	0.4%
	Rio Hondo College	1	0.4%
	University of California - Extension	1	0.4%
	Biola University	1	0.4%
	Mount San Antonio College	1	0.4%
	Troy State University - Ft. Benning	1	0.4%
	Whittier College	1	0.4%
	Coastline Community College	1	0.4%
	Los Angeles Valley College	1	0.4%
	Santa Ana College	1	0.4%
	American River College Los Rios CC District	1	0.4%
	University of Redlands - Degree Seeking	1	0.4%
	Orange Coast College	1	0.4%
	Macon State College	1	0.4%
	University of Hawaii - Honolulu Community College	1	0.4%
	College of Southern Maryland	1	0.4%
	Dickinson State University	1	0.4%
	Community College of Southern Nevada	1	0.4%
	Lewis & Clark College of Arts & Sciences	1	0.4%
	University of Oregon, Main Campus	1	0.4%
	Pacific University	1	0.4%
	Belmont University	1	0.4%
TOTAL		229	100.00%

Table 18: VVC Transfers

	School	2002	
		Number	Percent
TOP TEN	California State University - San Bernardino	97	44.5%
	Azusa Pacific University	14	6.4%
	San Bernardino Valley College	10	4.6%
	Barstow College	10	4.6%
	Chapman University	9	4.1%
	California State Polytechnic	8	3.7%
	California State University - Fullerton	8	3.7%
	California Baptist University - Undergraduate	7	3.2%
	California State University - Long Beach	6	2.8%
	University of Phoenix	3	1.4%
	California State University - Northridge	3	1.4%
	University of Redlands	3	1.4%
	University of Nevada Las Vegas	3	1.4%
	Community College of Southern Nevada	3	1.4%
	Loma Linda University	3	1.4%
University of California - San Diego	2	0.9%	
Los Angeles City College	2	0.9%	
Fullerton College	2	0.9%	
Riverside Community College	2	0.9%	
Troy State University - Ft. Walton Beach	1	0.5%	
University of Redlands - Degree Seeking	1	0.5%	
Citrus College	1	0.5%	
California State University - Stanislaus	1	0.5%	
Pasadena City College	1	0.5%	
University of California - Irvine	1	0.5%	
Cal Polytechnic State University	1	0.5%	
Cuesta Community College	1	0.5%	
California State University - Hayward	1	0.5%	
University of California - Santa Barbara	1	0.5%	
Butte Community College	1	0.5%	
College of the Desert, Coachella	1	0.5%	
California State Univeristy - San Marcos	1	0.5%	
San Diego University	1	0.5%	
University of Colorado at Colorado Sprin	1	0.5%	
Florida International University	1	0.5%	
University of Georgia	1	0.5%	
University of Hawaii at Manoa	1	0.5%	
Southern Illinois University at Carconda	1	0.5%	
Purdue University - Calumet	1	0.5%	
Eastern Oregon University	1	0.5%	
Middle Tennessee State University	1	0.5%	
University of Utah	1	0.5%	
	TOTAL	218	100.00%

Table 19: VVC Transfers

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

Table 20: Victor Valley College Transfers to UC and CSU Destinations

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

Table 21: Victor Valley College Transfers Students to CSUs by Race/Ethnicity

Race/Ethnicity	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count	Pct.
African American	5	5.5%	17	3.7%	12	11.2%	2	7.7%	10	6.6%
American Indian	2	1.6%	1	1.5%	5	0.7%	2	3.2%	4	2.6%
Asian American	2	2.3%	2	1.5%	0	1.3%	5	0.0%	3	2.0%
Filipino	5	0.8%	2	3.7%	3	1.3%	6	1.9%	4	2.6%
Mexican American	17	9.4%	22	12.5%	19	14.5%	16	12.2%	18	11.8%
Other Latino	6	5.5%	9	4.4%	9	5.9%	9	5.8%	11	7.2%
Pacific Islander	0	0.0%	1	0.0%	0	0.7%	1	0.0%	0	0.0%
White	85	61.7%	78	62.5%	88	51.3%	109	56.4%	81	53.3%
Unknown	13	13.3%	20	9.6%	20	13.2%	22	12.8%	20	13.2%
Resident Alien	1	0.0%	0	0.7%	0	0.0%	1	0.0%	1	0.7%
Total Fall Enrollment	136	100.0%	152	100.0%	156	100.0%	173	100.0%	152	100.0%

Table 22: Victor Valley College Transfers Students to CSUs by Continuation and G.P.A.

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

Figure 22: Nursing Graduates and Pass Rates

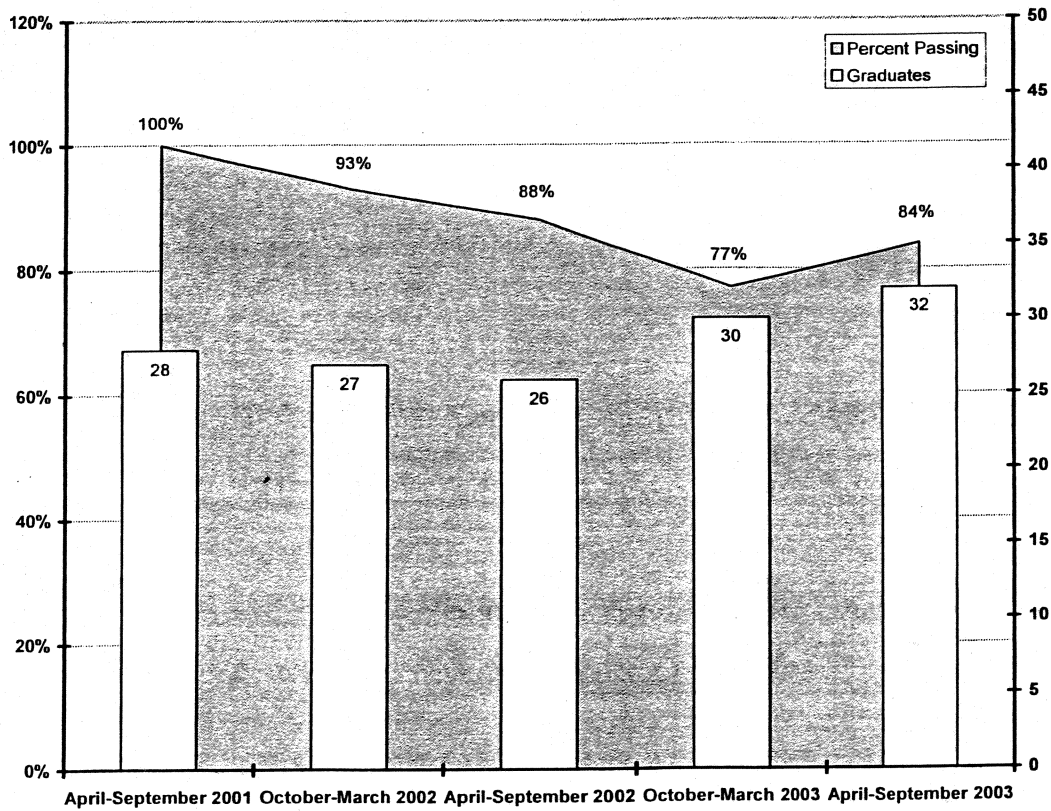
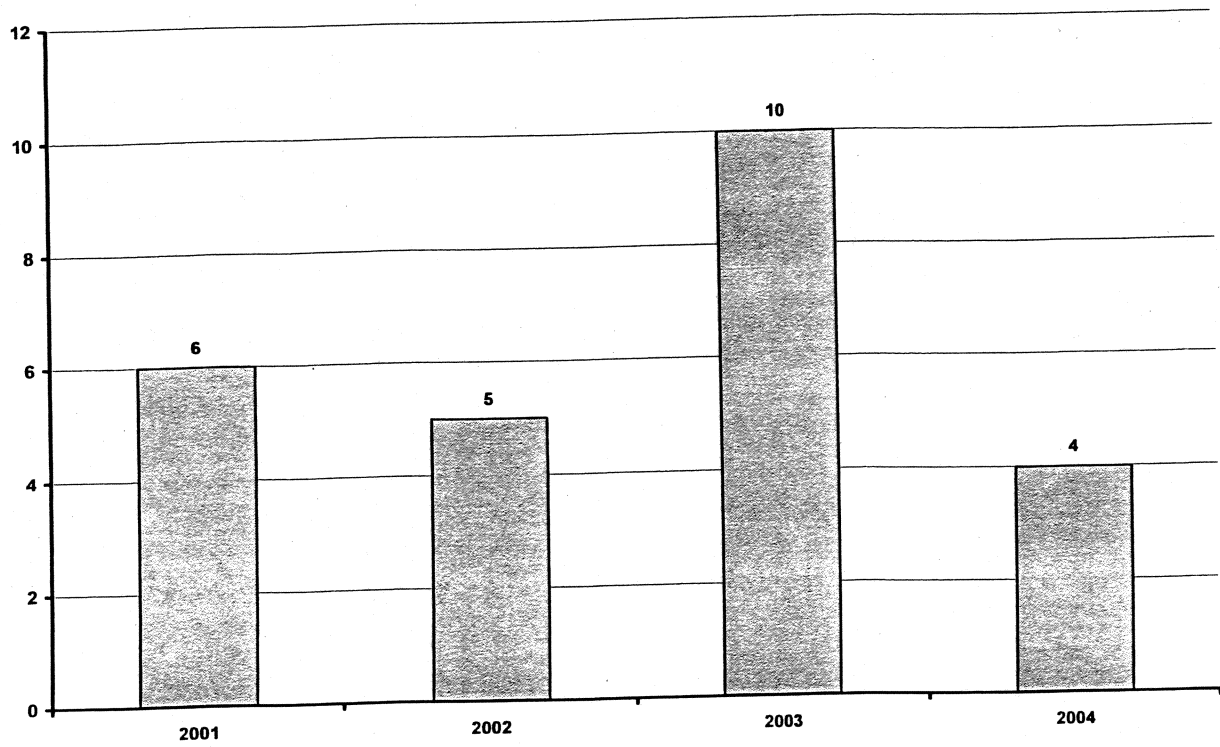


Figure 23: RT Licensures



VICTOR VALLEY COLLEGE RESPONSES TO THE ACCREDITATION RECOMMENDATIONS

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

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

Themes of Accreditation

The six themes of quality that pervade the Accreditation standards are integrated throughout the responses to the Accreditation Recommendations. The recommendations revolved around the major theme of Evaluation, Planning and Improvement. The other themes revolved around the following:

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

RESPONSES TO ACCREDITATION TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

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

Evaluation, Planning, and Improvement

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

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

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

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

General Recommendation 2. The team recommends that the College develop a formal process that fully implements the, as yet, unmet portions of the 1993 recommendation number 4: "That the

College consider ways of bringing all planning efforts together and integrating them into one college strategic plan which is widely disseminated and used as a framework for decision-making." This process should include decision points such as who is involved in the budget planning process with identification of their responsibilities in the process timelines; and a description of the linkages between the College's various planning processes, budget development and program review. (Standard 3.B.1, B.2, B.3)

Evaluation, Planning, and Improvement

The evidence that the College has developed and implemented an integrated evaluation and planning process that is supported by research with linkages to resource allocation focuses on the following: Continuous improvement has been a focus of these efforts. The Superintendent/President's Cabinet provides senior management oversight and assures that integration is complete, that duplication is eliminated, and that the process is within budget allocations.

During 1999, the Institutional Research Office was created to coordinate research activities. The recommendation of bringing planning efforts together led to the formation of the Planning and Resource Development Office in the Fall Semester 2002. These offices, and the Administrative Services Office, the Master Plan Committee, the Program Review Committee, the Student Learning Outcomes Steering Committee, the Facilities Focus Group, and the Budget Advisory Committee provided leadership and dialogue at meetings about the development and the implementation of the evaluation and planning process. In addition, the department chairs, faculty, and

staff provided leadership and supported the process by completing program reviews.

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

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

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

Improving Instructional Programs and Services

The Educational Master Plan Goals provide direction for improving instructional programs and services. For example, under the Goals, Responding to Diverse Populations and Acquiring Dependable

Resources, the College successfully obtained a U.S. Department of Education, Title V Grant, a five year grant, beginning with 2004-05 to strengthen the college's capacity to serve Hispanic and low income students. Under the Goal, Linking Curricula to Needs, the Electronics Department expanded CISCO to meet regional academy status, the Fire Technology Program continues to be recognized as a Regional Fire Academy and prepares students for entry into fire service, the Computer Information Systems Department established certificates that feature emerging software applications, the departments developed delivery modalities in Biotechnology, Forensic, GIS and Paralegal. In addition, the College was enhanced by the presence of four-year colleges on campus (Azusa Pacific, CSU San Bernardino, University of LaVerne).

Beginning with the Fall 2004 Semester, the Instructional Division implemented a faculty and class scheduling model designed to provide administrative accountability and responsibility as well as budget containment measures. These measures, when fully implemented for the Spring 2005 Semester, represent the division's efforts to coordinate efforts between the Administrative Services and Student Services divisions.

The model involves the Chief Instructional Officer establishing a budget allocation and an FTES goal to each Instructional division. The allocation is a budget with an FTEF goal. The dean's task is to utilize the allocation in achieving the FTES goal. The model provides the opportunity to closely monitor the use of the Hourly (1300) budget account; to establish a means of reviewing and revising proposed schedules of faculty and of classes; and to integrate the budgetary and other working relationships between the Instructional, Administrative

Services, and Student Services divisions of the College

Improving Student Services

The goals of the Educational Master Plan 1999 provide direction for improving student services and programs. For example, under the Goal "Integrating Technology," the College rapidly developed and implemented web-based admissions, registration, and fee payment. Because this was viewed as meeting the goal, adequate resources were allocated to support this effort. Under the Goal, "Linking Curricula and Services to Needs," an expanding community interest in soccer led to the start of an intercollegiate men's soccer program to complement an already successful women's program. Resources were allocated to meet this community need. Under the Goal, "Exploring the Delivery of Instruction and Services, the needs of a commuter student population resulted in the expansion of service hours into the evening to accommodate these students. Resources (new positions) were allocated to meet this need. Under the Goal, "Upgrading and Renovating for Quality," student services offices and programs were relocated to more efficiently serve students through a "one stop" service concept. Resources were allocated to facilitate the building renovations. Under the Goal, "Responding to Diverse Populations," the needs of limited English proficient students were addressed through creating a number of bilingual positions in key service areas. Resources were allocated to create new, bilingual (Spanish) positions.

Improving Campus Units and Administrative Services

The goals of the Educational Master Plan 1999 provide direction for improving

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

Institutional Commitment and Dialogue Results - New Mission Statement

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

Matriculation Plan. The vision statement process has been developed and the vision statement will be revised.

Goal Setting to Support Student Learning - Revised Master Plan Goals

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

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

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

Improving Program Review

Program review is a form of evaluation and planning that includes goal setting at the department or unit level. The Program Review Guide was revised and includes

goal setting in Part V. Planning Agenda of the Program Review Guide.

Integration of Evaluation, Planning and Resource Allocation

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

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

Evaluation, Planning, and Improvement

The College has taken several steps at various levels to achieve the broad-based and integrated process of research, evaluation, and planning to assess the institution and use the results for institutional improvement. The College has implemented a Research Office within Management Information Systems under the

aegis of the Vice President, Student Services. This office has contributed to the college's self-assessment process in providing valuable information in the annual FactBook and the Institutional Research website regarding student and course characteristics, enrollment trends, and environmental scanning data. Much of this information is now available due to the Decision Support System that allows for access to course and student data through a web interface.

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

Research data supports many of the college plans that focus on institutional improvement, such as, the Educational Master Plan 1999, the Matriculation Plan, the Educational Space Quantification and Facilities Master Plan, and the Student Equity Plan. For example, the Matriculation Plan includes research data for assessment, course and program validation, and student completion rates. The Research Office provided the five-year enrollment trends for student demographics and course information in the Educational Space Quantification and Facilities Master Plan (i.e, Key Cities for Student enrollment p. 3-3). Additionally, the Research Office was actively involved in the revision of the "Establishing Prerequisites and

Corequisites: A Guide For Departments" that continues to validate course and program prerequisites as well as the assessment instrument (e.g. Accuplacer).

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

RECOMMENDATIONS BY FORMER ACCJC STANDARDS

Standard Three: Institutional Effectiveness

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

Evaluation, Planning, and Improvement

Victor Valley College continues the improvement of the college's systematic and integrated planning and evaluation process by engaging in educational, financial, physical, technical and human resource planning. For example, the Faculty Hiring Process Committee improved the full-time faculty hiring process (Full time Faculty Hiring Procedures Agreement March, 2003).

The College is using the Instructional Skills workshop model for writing more measureable objectives. In 2004, Ed Heaberlin, a faculty member, and the Institutional Research coordinator used the Instructional Skills Workshop Model to conduct a presentation about writing measureable objectives at the Superintendent/President's Cabinet. The Matriculation Plan includes progress on meeting the goals and objectives.

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

2. The team recommends that the College incorporate institutional research in its planning process, particularly to guide outcome measures. It is also recommended that the College fully implement the program review process, including a component of measurable outcome criteria, which will make the program reviews more useful in planning, budget development, and decision-making. (Standard 3.A) (See recommendations 2 and 3 of this report, Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

The systematic and integrated planning process discussed in General Recommendation 2 and General Recommendation 3 incorporates

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

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

Case Example Program Review – Department of Speech Communication

A. Speech Communication Department Description

The Department of Speech Communication at Victor Valley College appeals to a wide variety of the general student population, community constituencies, and transfer-seeking individuals. As one of the original 18 departments of the College, it has grown proportionally with the institution for the past 43 years, expanding the curriculum from one course to 10 courses, from one faculty member to six full-time members and eight associate members. The Department is seen as offering essential courses for transfer students as well as Associate Degree students, for career-

change students, for career-improvement students, and for the community of the High Desert as a whole. Enrollment growth in Speech Communication has matched or outpaced that of the institution for the last five years. The Department's retention and success rates are in excess of the institution's as well as the combined community colleges of California. The class fill rates for the Department lately have been over 100% as the class load is becoming maximized for the Department. The FTES has grown over 30% in the past five years with the addition of only one full-time faculty member and the current vacancy of one full-time position.

B. Speech Communication Department Self-Evaluation

In spite of the challenges the Department faces, it is functioning fairly well. Faculty are well-versed in their discipline and offer a variety of courses in Speech Communication each semester. The members of the Department are pleased that department morale and cooperation are some of the best on campus. But the ratio of full-time to associate faculty is imbalanced, a ratio of approximately 30% full-time to 70% associate. However, the associate faculty is exemplary having, collectively, decades of experience in the field and in the classroom. The Department teaches its classes in rooms all over the campus, some of which are not conducive to Speech instruction. A Speech addition to the Performing Arts Center is planned which would give the Department the classrooms and the speech/theatre laboratory that are needed for expansion and development of curriculum. Surveys of the Department's students reveal that they are satisfied with the courses and the instruction, and, in fact, desire more courses in the field. The one complaint from students is the availability of classes in high-

demand time periods, a situation that is not unique to this department but is a campus-wide problem.

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

Overall, the Department, the institution, and the community are experiencing a gradual shift in ethnic composition. This could, in part, account for the success of our Intercultural Communication course (SPCH 105) that in just four years has grown from one to three sections per semester.

C. Speech Communication Planning Agenda

The Department of Speech Communication is on the brink of some significant changes,

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

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

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

Response to the Major Recommendations from the 1993 Accreditation Evaluation.)

Evaluation, Planning, and Improvement

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

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

Efforts in Student Services have complemented those in Instruction. Support to online students is provided in the areas of a web-based admissions application, registration, and fee payment, academic advisement through email, online financial aid application (FASFA), and student onsite and online purchase of books and supplies.

The Disabled Student Programs and Services, the Extended Opportunity Program and Services and the Cooperative Agencies Resources for Education offer comprehensive information about their respective programs and services through the Victor Valley College website.

For Fall Semester, 2001, over 3000 admissions applications were filed, and for Fall Semester, 2004, 7,900 admissions applications were filed online. In addition, Victor Valley College offers a self-assessment through which students can assess their skills and aptitudes before enrolling or continuing in an online course (VVC Online Student Self-Assessment). Frequently Asked Questions are also addressed, enabling students to prepare to benefit fully from enrolling in online classes.

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

In April 2004, the College submitted a Substantive Change request to the ACCJC. The report detailed the College's history, current status, and goals related to a Distance Education Program. In July 2004, the College responded to questions presented by the Commission through a telephone conference call. The College continues to work on this report and plans to resubmit to the Accrediting Commission.

4. The team recommends that the College examine closely the recommendations

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

Evaluation, Planning, and Improvement

As indicated in General Recommendation 2, the collaboration with the many departments and units has helped to develop and implement the integrated planning and evaluation process. The more global accreditation recommendations (e.g. Technology) and the self-study planning agendas became department goals and are integrated in with the goals and objectives of departments, program review and the college plans, where appropriate. Some examples are as follows:

- The Master Plan Goal includes the Technology Goal to provide training for faculty and staff needs in support of the use of new technologies, Accreditation Recommendation Standard 7.1 (1999).
- The Matriculation Plan integrates the Matriculation Site Review Team recommendations and the accreditation planning agendas, such as, revising the plan. The Matriculation Advisory Committee was re-established and assisted with revising the Matriculation Plan. Some of the improvement activities include the following:
relocated core student service functions into Student Services Building 1 and Student Services Building 2 for central

matriculation-related activities, developed web-based admissions application, revised the Student Notification Section in class schedule regarding student conduct.

- The Student Equity Plan includes the Master Plan Goal, Diverse Populations, to increase educational opportunities and access for diverse populations.

Program Review Case Examples

- The Institutional Research Program Review includes the completion of accreditation recommendations and the planning agendas that focused on research supporting the integrated evaluation and planning process.
- The Electronics Program Review includes a model that integrates industry standards in the program review, implements CompTIA A+ certification and Microsoft Certified Professional that provides students with the knowledge and skills needed for employment in the electronic industry.
- The Fiscal Services Program Review includes the goal completion of General Accreditation Recommendation 1 regarding retaining the services of an independent financial advisory firm. In addition, the program review includes the goal completion of General Accreditation Recommendation 2 that the integrated planning process should include decision points such as who is involved in the budget planning process, the process timelines, a description of the linkages between the College's planning process, budget development, and program review.
- The Library Program Review includes the goal completion of Accreditation

Recommendation Standard 6.1 to conduct a program review to assess the effectiveness of the Learning Resources Department and to ensure the responsiveness of the department to faculty and curricular needs. Pre and post assessment tests based on the objectives of the English 101 library workbook were also developed and administered to a number of class sections. The results of the assessment tests were used to measure information competency outcomes that will be incorporated into institutional student learning outcomes.

Standard Four: Educational Programs

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

Evaluation, Planning, and Improvement

The systematic evaluation and planning process that is discussed in General Recommendation 2 and 3 incorporates program review. The Program Review Committee was reactivated in November 2001 to assist the Planning and Resource Development Office with the improvement of the program review process for consistency in use of standards and data.

The Program Review Committee is chaired by a faculty member and consists of representation from the faculty, staff, and the management group.

The Program Review Committee shared information and obtained input for the integrated program review process at the Program Review Open Forum on December 14, 2001. Program review workshops were conducted on November 19, 2003, February 26, 2003, May 7, 2002, and February 27, 2002. Program Review presentations were conducted on September 24, 2003, April 30, 2003, March 26, 2003, January 29, 2003, November 6, 2002, August 28, 2002, November 14, 2001, March 14, 2001, December 13, 2000, November 17, 1999, September 8, 1999, May 12, 1999 and at the Flex Day Programs on January 2002, January 10, 2003. In addition, program review presentations to the Board of Trustees were conducted on October 26, 2004, October 28, 2003, June 24, 2003, March 25, 2003, October 22, 2002, and April 9, 2002.

Dialogue

As a result of meetings of dialogue and collaborative efforts, the Program Review Committee revised and implemented a comprehensive program review process that is described in the Program Review Guide, an instructional handbook to assist departments in the completion of program reviews. The Program Review Guide was approved by the Faculty Senate on February 6, 2003, presented to College Assembly on May 6, 2003, September 16, 2003, and will be presented to College Assembly at a future date. The Program Review Guide includes the departmental goals and objectives in support of student learning, the accreditation recommendations and the self-study planning agendas in Part V, Department

Planning Agenda. The Program Review Planning Agenda is then integrated into the planning documents, e.g., the Master Plan, and the Technology Plan, thereby, focusing on department and institutional improvement.

During the Spring Semester 2004, the Faculty Senate Program Development and Discontinuance Policy and Procedure Committee developed guidelines for program development, merger/dissolution and discontinuance (Victor Valley College, Guidelines for Program Development, Merger/Dissolution and Discontinuance). The Faculty Senate Committee met with the Chief Instruction Officer and with other interested individuals and groups throughout development of the document.

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

Evaluation, Planning, and Improvement

As indicated in General Recommendation 3, and Recommendations of Standard 3 and Standard 4, the College has implemented an Office of Research within Management Information Systems and under the aegis of the Vice President, Student Services. This office has made available outcome data to the campus community via a variety of reports and studies (e.g., longitudinal follow-up study of local high school graduates that attend VVC, a comprehensive college FactBook, online student

performance compared to traditional student performance, etc.) The College's Institutional Research Coordinator developed an innovative system for making outcome data available to the campus community through the "Decision Support System" (DSS). This unique system is housed on the campus' network, is web-based, and is available to all staff engaged in research, evaluation, and program review. Virtually all program reviews rely heavily on this system for student performance outcome data. The Institutional Research Coordinator has provided hours of training to staff in the use of the system, particularly to faculty engaged in program reviews. The DSS provided current and historical data going back several years.

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

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

The Curriculum Committee has adopted a set of standards and has implemented a process for the separate and required

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

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

Standard Five: Student Support and Development

1. The team urges the development of a research agenda to meet planning and mandated reporting needs. (See

**recommendation 3 of this report,
Response to the Major Recommendations
from the 1993 Accreditation Evaluation.)**

Evaluation, Planning and Improvement

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

The new accreditation standards require colleges to establish processes to identify and assess student learning outcomes. The College is engaged in a dialogue and developing a plan for student learning and institutional outcomes. Out of this process a number of outcomes will be established that will serve to drive a research agenda, not just for student support and development, but for the entire institution. The Institutional Self- Study for Reaffirmation of Accreditation for 2005 and the planning

agendas will drive future change at Victor Valley College. Growth of web-based instruction and student services require new approaches to assessing course and program effectiveness. Finally, the purpose of research efforts (agenda) is to provide evidence and outcomes in support of integrated planning, decision-making, and institutional improvement.

Standard Six: Information and Learning Resources

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

Evaluation, Planning and Improvement

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

Case Example

During the 2002-2003 academic year, the library completed a thorough self-evaluation in the program review process, which included comparing our collection and services with the Association of College and Research Library (ACRL) standards and other community colleges of similar size. The program review provided the opportunity to evaluate the performance of the department and also proved to be useful

in completing the 2005 Accreditation Self Study. Faculty and student surveys were developed and distributed to assist in measuring the effectiveness of the Learning Resources Department and to further identify user needs. Pre and post assessment tests based on the objectives of the English 101 library workbook were also developed and administered to a number of class sections. The results of the assessment tests were used to measure information competency outcomes that will be incorporated into future institutional student learning outcomes. The program review process further addressed that department procedures be developed, revised, and followed by all staff. The procedures manuals for each area in the library were reviewed and updated and have proven useful in training new staff and for cross training between departmental service areas to ensure quality control.

Standard Seven: Faculty and Staff

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

Victor Valley College has responded to this recommendation in three areas. First, the Staff Development Office expanded its offering of technology-focused workshops and courses, employing quality instruction geared toward the technology integration process at Victor Valley College. Courses and workshops are continually customized and updated to remain relevant to the daily tasks of staff, and objectives specific to our learning community. Staff Development is developing plans for offering a diverse menu in online format, supported by the College's Blackboard server and online program staff.

Second, the College approved the creation of the position of the Faculty Technology Facilitator in April, 2003. This position was created to meet the challenge of developing a comprehensive plan for the acquisition, use, and maintenance of technology at Victor Valley College. The Technology Plan Facilitator assists with planning the design of the technology infrastructure so that information resources are continually available to the College. Technology training to ensure the successful support of both instructional and non-instructional services is also addressed in the draft of the Technology Plan.

Case Example

In 2000-01, a Teaching-Learning Center was established through funding from the Chancellor's Office and the College, and through consortium coordination, instructional technology curriculum development, course offerings, and faculty training by the Department of Education and Educational Technology. Although about 40% of the five-year Teacher and Reading Development Program funding was terminated due to state budget cuts, the Department of Education and Educational Technology assumed responsibility for and currently maintains high levels of support through its Teaching-Learning Center.

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

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

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

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

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

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

Standard Nine: Financial Resources

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

Evaluation, Planning and Improvement

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

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

As indicated in General Recommendation 2 and 3, the written budget preparation policies are detailed in Board Policies 6200, 6250, and 6300. The budget calendar, the budget augmentation process, the tentative and final budget reflect the linkage between budget planning and educational master planning. Administrative Services began the implementation of a new budget development process in 2001-2002 budget. This process needs to constantly change and be updated to meet the needs of the college and its various constituencies. The educational and facilities master plans were used as a basis for the development process. The budget augmentation process is the primary method used at Victor Valley College to ensure that budget planning supports institutional goals and linkage to other institutional planning efforts. Budget assumptions are reflected in the final budget report and the budget calendar is board approved. Budget projections include long-term goals and commitments. Board approval is required for Interfund fund transfers and for use of contingency funds. Internal controls are reviewed, and budget transfers are made on a timely basis. Monthly financial reports are made to the board for approval.

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

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

During 2003-04, the Budget Advisory Committee was established. The primary purpose of the Budget Advisory Committee is to make recommendations to Cabinet regarding 2004-05 budget preparation in accordance with Board policies, guidelines, and processes outlined in Board Policy 6200 as follows. The Budget Advisory Committee consisted of faculty, classified, students, administrators, and management representatives. In addition, resource persons were added to the committee, which included the fiscal service director, human resource director, and official minutes taken by administrative assistant. The Budget Advisory Committee decision-making process is based on consensus. Guiding values were developed and consistently used in the decision-making processes. Official meeting agenda and minutes were prepared as evidence of the decision-making processes.

Board Policy 6200 Budget Preparation

Each year, the Superintendent-President shall present to the board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals

shall comply with state law and regulations, and provide adequate time for board study.

Budget development shall meet the following criteria:

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

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

2. Assumptions upon which the budget is based are presented to the board for review. **See 2004-05 Tentative General Fund Budget, including Key Budget Development Assumptions below**
3. A schedule is provided to the board by January 31 of each year that includes dates for presentation of the tentative budget, required public hearing(s), board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the board regarding the proposed budget or any item in the proposed budget. **See 2004-05 Budget Development Calendar below**
4. Unrestricted general reserves shall be no less than 5%

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

5. Changes in the assumptions upon which the budget was based shall be reported to the board in a timely manner
6. Budget projections address long-term goals and commitments

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

Maintaining Financial Stability:

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

fund ending balance during fiscal year
2003-04

Proposed Budget Reductions for 2004-05:

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

- Brief explanation of new or increased expenditures:
 - Contingency reserve will address unfunded liabilities such as legal claims and also prepare the district to make budget cuts during the year
 - Step, column, and longevity represent salary costs increases based on the salary schedule for all employees
 - Health and benefits is the projected increase in costs by medical providers
 - Public Employee Retirement System (PERS) is the increase in costs to the employer from 10% to 12.2%
 - The college has entered into agreement with the State Chancellor's Office to replay apportionment revenue received during fiscal year 2000-2001 related to the High Desert Community Partners program
 - The college receives scheduled maintenance revenue each year from the Chancellor's Office that must be matched by the college. The \$98,000 represents the district's match
 - There is an increase in the number of retirees receiving health and welfare benefits up to age 65. \$76,000 is the estimated cost for the additional retirees
 - The settlement with CSEA will cause an increase in the base, steps, and column for selective employees. \$70,000 is the estimated cost

- for steps, column, and longevity
- The initial budget proposal by the Governor in January 2004 did not include COLA. In order to correct the error, at least 25% of the dollars need to include COLA in the budget will come from apportionment. \$115,000 is an estimate of the reductions to apportionment
- Three percent (3%) growth is included in the Governor's January proposal. However, in order to achieve the intended growth, additional instructional costs must be incurred. The estimated costs to achieve the growth is \$132,000
- The college has not established a budget for the cost of vacation payoff for retiring employees. The \$105,000 represents 10% of the unfunded college liability for accrued vacation liability
- The proposed budgets reductions to address the new and increased expenditures includes:
 1. Savings from establishing hiring priorities and holds \$1,480,000
 2. Hold on health benefit cost to the college 600,000
 3. 10% reduction in non-salary operating budgets 277,000
 4. Revenue enhancements and additional cost savings 315,000

Total: \$2,672,000

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

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

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

Student Learning Outcomes

The Student Learning Outcomes Steering Committee, a campus-wide committee, provides leadership to promote collaboration across the institution, and serves as an aid to building shared knowledge and responsibility for student learning outcomes. The Student Learning Outcomes Steering Committee is working with the Counseling Department and the Academic Senate to obtain input regarding the core student learning outcomes at the degree level. The goal of the Student Learning Outcome Steering Committee is to increase the institutional capacity to develop and implement student learning outcomes that are evaluated for effectiveness.

As part of the college's planning process, the Student Learning Outcomes Steering Committee will work with the Faculty Senate, other groups and units to develop the Student Learning Outcomes Component for the Master Plan. The campus-wide approach includes the roles and involvement of the Board of trustees, classified staff, faculty, management, and students. The Student Learning Outcomes Component of the Master Plan calls for, but is not limited to, the following:

The Student Learning Outcomes Committee will obtain input to identify the roles and responsibilities that different college units, committees, and groups play in directly or indirectly supporting student learning. In addition, the Committee will identify the tasks, resources (staff, organizational structure), and timelines for the following objectives and activities.

- Assess the campus culture, develop, and increase the institutional capacity for dialogue.

- Ensure that the mission statement supports institutional outcomes.
- Identify Core Competencies for planned Student Learning Outcomes for the associate degree.
- Develop venues for college-wide training regarding student learning outcomes.
- Integration Stages- reorientation of college processes to support student learning, such as the evaluation, planning process, research, and resource allocation process, decision-making processes.
- Extend accomplishments in using student learning outcomes to all courses, programs, and degrees.
- Develop research and analysis capacities that are meaningful, measure learning, and are understood by the campus community.
- Develop strategies for disseminating and presenting the data about student learning outcomes so that individuals can understand the results of the institutional efforts and use these results for institutional improvement.
- Develop a culture of assessment and a culture that supports institutional learning.
- Evaluation of process

Abstract

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

Institutional Commitments

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

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

The Program Review Guide was revised with some of the following improvements: Alignment of Accreditation Recommendations and Planning Agendas in with Part V, Planning Agendas, using

terminology of accreditation, and the inclusion of student learning outcomes in Section C, Curriculum Content, Design and Delivery. Discussions are ongoing regarding incorporating more information about student learning outcomes into the program review process. In addition, based on department input from the Program Review Evaluation Form, some of the recommendations included the following improvements: placed exemplary program reviews on the website, conducted meetings with department chair, units about the program review process, presentations to the Program Review Committee, lengthened timeframe of program review, created electronic Program Review Evaluation Form, and provided revisions that improved the Program Review Guide for clarity and readability.

Evaluation, Planning and Improvement

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

- During 1999, hired the Research Analyst that was changed to the Institutional Research Coordinator in 2003. The Institutional Research Coordinator coordinates research activities with the integrated planning and evaluation process. During 2000, developed the first Fact Book.
- On December 14, 2001, the Program Review Committee conducted a Program

Review Open Forum. The dialogue and suggestions from the participants focused on improving the guidelines for the integrated planning and program review process that resulted in a revised Program Review Guide.

- During Fall Semester 2002, reorganized to create the Planning and Resource Development Office to coordinate the evaluation and planning process. This office works with the Institutional Research Coordinator in developing, implementing and evaluating the evaluation and planning process.
- The Program Review Committee and the Master Plan Committee were reactivated in 2001-2002 (Program Review Committee, Fall Semester 2001, Master Plan Committee, Spring Semester 2002) to assist the Planning and Resource Development Office with training and to provide input for the evaluation, planning, research, and resource allocation process.
- In Spring 2003, reactivated the Budget Advisory Committee to make recommendations to the Superintendent/President Cabinet.
- In Spring 2003, initially formed the Student Learning Outcomes Committee to increase the dialogue regarding student learning outcomes.
- During September 2003, conducted dialogue sessions about the self study.
- On November 11, 2003, the Board of Trustees approved the new Mission Statement. The Mission Statement
- On April 28, 2004, the Accreditation Self Study Open Forum provided a forum for dialogue and broad-based input for

institutional planning that leads to institutional effectiveness. Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop about the accreditation standards, themes and the use of the standards to support student learning. The forum provided the opportunity for participants to learn about the accreditation process and to provide input for the Self Study. At the Second Self Study Open Forum on November 8, 2004, additional input was obtained and included in the Institutional Self Study for Reaffirmation.

- On April 29, 2004, the Faculty Learning Assessment Committee conducted a workshop to assist faculty in developing, writing and analyzing student learning outcomes for effectiveness.
- On May 11, 2004, the Superintendent/President discussed at a Town Hall Meeting the integrated planning process by sharing information about the major goals and accomplishments of the College, and how to use the mission statement to drive planning. The vice presidents, and the director of human resources discussed enrollment planning strategies, facilities planning, Access VVC implementation, revenue sources, budget, and Accreditation Standard III relating to human resources.
- The Superintendent/President and the Board of Trustees developed and integrated the Board of Trustee Goals into the Master Plan Goals on April 22-23, 2004, and on August, 24, 2004.

At the planning sessions on December 5, 2003, January 16, 2004 and at the Open Forum on Goal Setting on January 29, 2004,

had dialogue regarding goal setting, accreditation standards, accreditation themes infusion. An effort was made to align the Master Plan Goals with the Accreditation themes. This effort resulted in the revised Master Plan Goals.

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

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

Program review presentations to the Board of Trustees were conducted on October 26, 2004, October 28, 2003, June 24, 2003, March 25, 2003, October 22, 2002, and April 9, 2002.

Student Learning Outcomes

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

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

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

“Coffee and Pizza Klatches” have promoted dialogue around campus especially to those not directly involved in the classroom. The highlights of these sessions are posted on the Planning and Resource Development webpage.

To maintain the integrity of departments and programs, the college uses Program Review in a six-year cycle. The reviews are written by the departments, and presented to administrators, the Program Review Committee, and presentations were made to the Board of Trustees on.

Based on a recommendation from the last self-study, the college made a more formal commitment to Distance Education. The college uses a commercial platform that the faculty chose. Courses submitted for online teaching are approved through the Curriculum Committee with a separate form to ensure among other considerations adequate teacher student contact and appropriate distance moderated assignments.

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

Standard IIC is comprised of the Library and the following Student Support Services: Supplemental Instruction and Tutoring, the Computer Lab, the Language Lab, the Basic Skills Program, and the Writing Center. In 2003 the library fulfilled an external recommendation of the 1999 Accreditation Self Study by completing a Program Review and a thorough evaluation of the collection and services. As part of the Program Review process, a pre-test and post-test was designed to assess the effectiveness of the library’s information competency program.

The test results, along with direct input from students and faculty, are being used in the transition from teaching specific information competencies to establishing campus-wide student learning outcomes. The library is also planning to expand access for distance learning students by developing an online component for the English 101 workbook and enhancing the library’s web site to include additional resources and services.

All of the areas included under Student Support Services have begun evaluating their programs in terms of student learning outcomes and are undergoing changes to improve the quality of their services. The Supplemental Instruction/ Tutoring Program and the Computer Lab are preparing to complete a program review in 2005. Other labs or centers will be evaluated during the program reviews for either the English, Foreign Languages, and ESL departments. Computer technology continues to be a shared area of emphasis for improving support service to students and faculty. The Language Lab has received a \$95,000 grant to create a computer classroom to assist ESL classes. Additionally, all areas identified the need for actively promoting and expanding their services by utilizing online access more effectively.

Resources to Support Student Learning Outcomes

The Math and ESL departments identified a goal to establish a mathematics multimedia instructional laboratory and an ESL Lab in the Educational Master Plan. In order to fulfill this goal, the College applied and received a U.S. Department of Education, Title V, Developing Hispanic-Serving Institutions beginning 2004-05. The Title V grant focuses on increasing the College’s capacity to serve Hispanic and low-income students through the improvement of Math

and ESL instruction and student learning outcomes. In addition, the Title V grant will provide faculty and staff development training for culturally-sensitive teaching and learning, instructional technology learning, student learning outcomes, and grant proposal development.

Institutional Integrity and Organization

The Victor Valley College Board of Trustees insures the quality and integrity of the College. The Board of Trustees provides global direction for the College in consultation with the Superintendent/President. The Board of Trustee regulations, procedures, and policies are stated in the Board Policy accessible on the website. A short-term office worker has been employed to perform research and to assist in updating the Board policies and procedures. The role of all segments of the College in the governance process is stated in the Victor Valley College Governance Document, currently in process. This document has been approved by the Academic Senate and represents all campus constituent groups and supports the Board Policy with regard to faculty. The Board of Trustees adopted this policy of shared governance regarding faculty in Spring 2003. The policy was developed by the Academic Senate, approved by the Interim Superintendent/President, Dr. Richard Jones, and represents Title V guidelines.

Victor Valley College has been in a situation of transition over the last eighteen months. The Superintendent/President arrived on campus eighteen months ago and the new Deputy Superintendent/ Vice President of Instruction and Dean of Humanities, Arts, and Social Sciences arrived in January 2004. In addition, the College now has a new Dean of Vocational Education, a new Director of Human Resources, and a new Vice President

of Administration who begins in January 2005. This transition has produced challenges and concerns across the campus. The campus is still in this process of transition as the new leadership has worked with the Board of Trustees to develop and begins to implement the Master Plan Goals and begins to build a community of teaching excellence and student success. The Master Plan Goals that are areas that the College recognizes hold challenge and promise in this period of a new leadership. The Academic Senate and Classified Staff have worked diligently to ensure the process of transition reflect the Title V guidelines with regard to shared governance. Although most college committees are represented by all constituent groups, it is recognized that there is a concern with implementation of committee recommendations and utilization of recommendations.

The Accreditation Opinion Survey indicated the campus climate needs improvement and development in the communication and utilization of recommendations categories. Additionally the survey illuminates concern about the shortage of full time faculty and staff specifically with regard to successfully serving immediate and expected growth and the approved college mission. The College has continued to develop a technological infrastructure to broaden the methods by which students and the community can be served and connected to the campus, as well as new facilities to provide students with the best possible learning environment. The college has also added a new winter session. Hiring staff and full time faculty to successfully implement these additions is recognized as an immediate need.

Based upon interviews with leadership representatives, one of the strengths of the College Assembly is the broad representation and the interaction of the five

major constituent groups, faculty, staff, students, management, and administrators. However, both Faculty and Classified Staff leadership have concerns over changes in areas that were proven successes. Additionally, a concern over implementation of recommendations, utilization of recommendations and empowerment, was again an issue. The Budget Advisory Committee function is an extreme concern with both the Faculty and Classified staff leadership. The concerns have been addressed but are unresolved as of this publication. While unresolved it is recognized that no input from constituencies is being obtained with regard to global budget issues. Processes used previously are not being employed as a substitute thus furthering the lack of communication and needs thoughtful consideration and implementation.

The Planning Agenda focuses on the following: implementing a budget committee and developing procedures which do not interfere with negotiations (CSEA, CCA and AFT) and Academic senate roles, processes by which hiring of retired full time faculty and classified staff are replaced on a regular and consistent basis, leadership training for administrators specific to utilizing contributions, empowerment and recognition of constituency groups, conducting 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, implementing the Educational Master Plan, conducting board presentations on program review, encourage more faculty and staff attendance at board meetings, revising the Board Policies utilizing recommendations from constituency groups, developing further access to board policies through e-mail,

conducting the faculty and staff satisfaction surveys and student surveys, determining if allocated resources are meeting goals by utilizing constituency recommendations, revising the evaluation process for administrators relying primarily on the Academic Senate, continuing to encourage participation in shared governance, adopting procedures and opportunities for consulting collegially specifically utilization of recommendations provided by Classified Staff and Faculty, revising the governance document with Academic Senate being relied upon primarily, and providing pertinent information necessary for updating committees utilizing technology.

Dialogue and Student Learning Outcomes

The Student Learning Outcomes Steering Committee, a campus-wide committee, provides leadership to promote collaboration across the institution, and serves as an aid to building shared knowledge and responsibility for student learning outcomes. The goal of the Student Learning Outcome Steering Committee is to increase the institutional capacity to develop and implement student learning outcomes campus-wide to better serve students. The evidence of the dialogue about student learning outcomes has taken place at meetings, coffee and pizza klatches, forums, and workshops as follows:

- Accreditation Steering Committee
- Accreditation Standard IIB – Student Support Services
- College Assembly
- Counseling Meetings
- Department Chair Meetings
- Student Learning Outcomes Steering Committee
- Faculty Senate Meeting

- Faculty Senate Learning Assessment Committee
- Town Hall Meeting – Learning Organization
- Open Forums on January 29, 2004, April 28, 2004, November 8, 2004.

The Student Learning Outcomes Steering Committee is working with the Counseling Department and the Academic Senate to obtain input regarding the core student learning outcomes at the degree level. As part of the college's planning process, the Student Learning Outcomes Steering Committee is working with the Faculty Senate and other groups to develop the Student Learning Outcomes Component for the Master Plan. The campus-wide approach includes the roles and involvement of the Board of trustees, classified staff, faculty, management, and students. The Student Learning Outcomes Component of the Master Plan calls for, but is not limited to, the following:

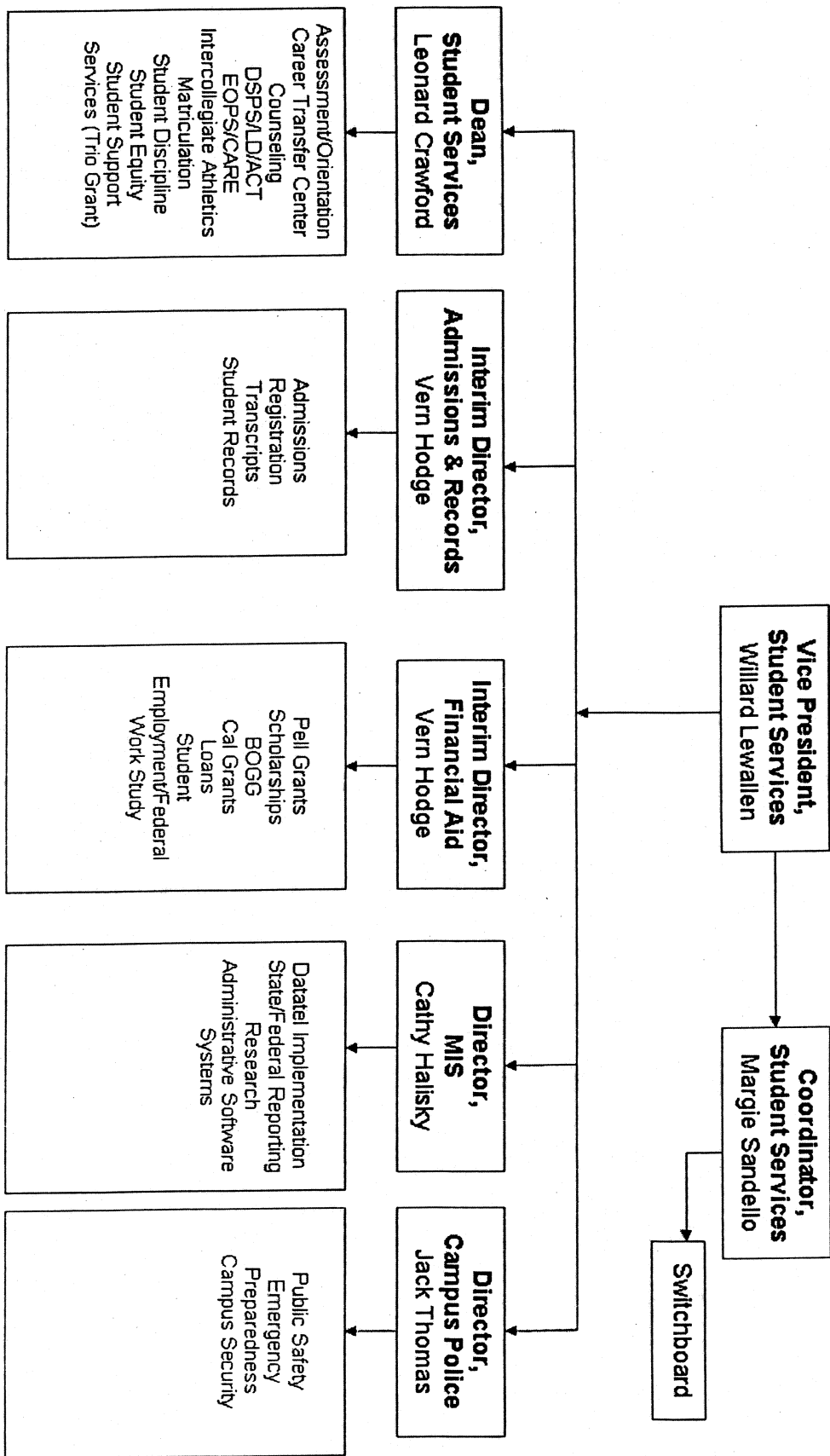
Identification of the roles and responsibilities that different college units, committees, and groups play in directly or indirectly supporting student learning. In addition, the Committee is in process of identifying the tasks, resources (staff, organizational structure), and timelines for the following objectives and activities.

- Assess the campus culture, develop, gather evidence, and increase the institutional capacity for dialogue.
- Use the mission statement as overarching guide to support student learning outcomes.
- Identify Core Competencies for planned Student Learning Outcomes for the associate degree.

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

VICTOR VALLEY COLLEGE Student Services Organizational Chart

November 23, 2004



VICTOR VALLEY COLLEGE

Administrative Services - Organizational Chart

December 2004

Vice President Administrative Services In Recruitment

Administrative Assistant
Lael Willingham

VACANT
Coordinator
Administrative Services

Director
Fiscal Services
Mary Pringle

VACANT
Coordinator
Purchasing

Director
Facilities Maint & Operations
Steve Garcia

ELIMINATED
Internal Auditor

Risk Management
SWACC Representation
Report Preparation
Property/Casualty/Liability
Student Insurance
Accident Reports
Claims Reporting & Investigation
Risk Evaluation
Certificates of Insur
ADA Barrier Removal
Campus Safety Programs
Ergonomics

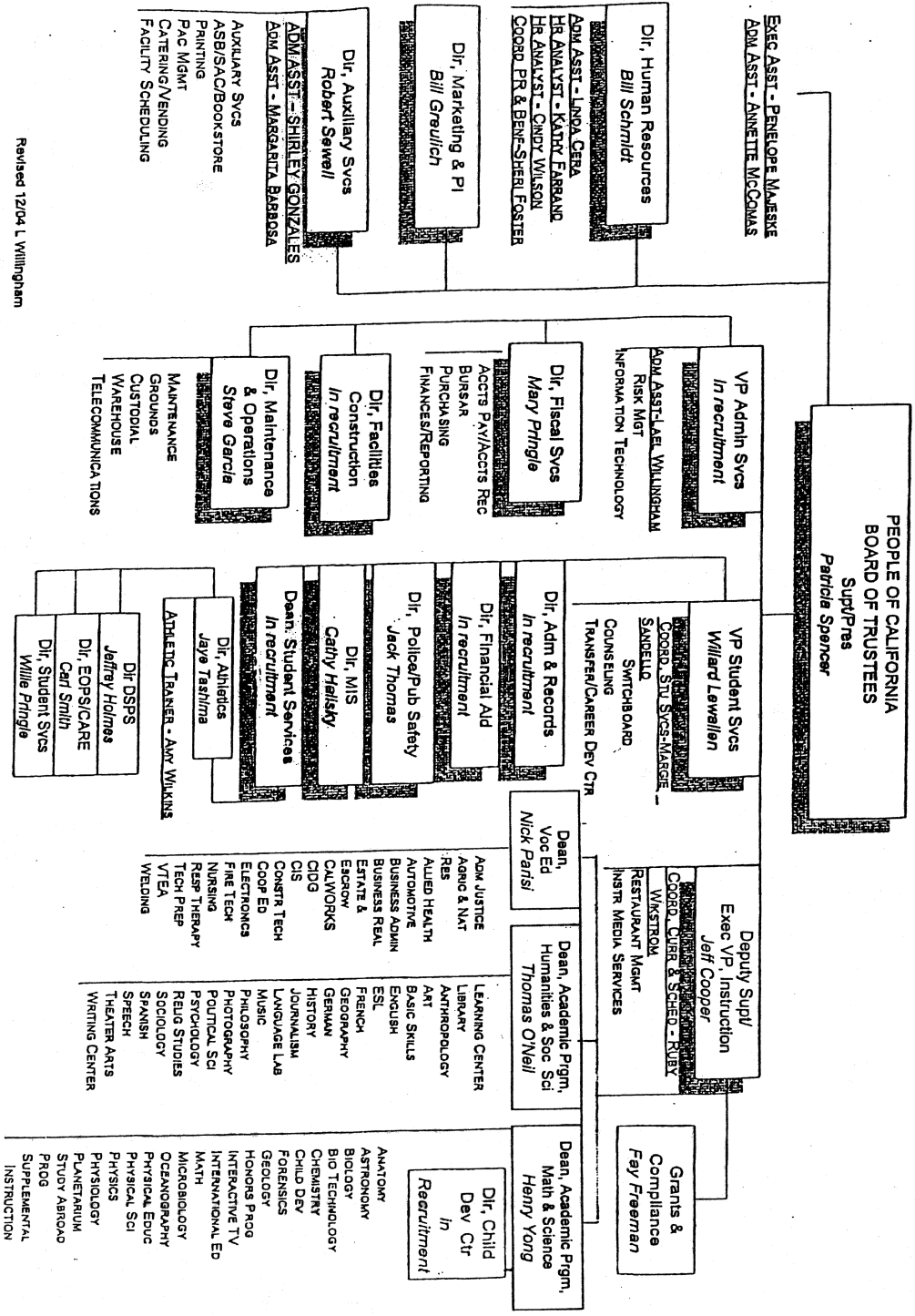
Coordinate Admin Svcs
Communications/ Correspondence
Administrative Support
Board Actions,
Certifications
Master Calendar
Meetings/Minutes
Contracts/Leases

Accounting
Payables/Receivables
Revenue
Bank Reconciliations
Budget
Monitoring
Development
State/Federal Financial Reporting
Long Term Debt Management
Cash Flow Mgmt
Collections
Bursar's Office
Reconciliations
Collections
Purchasing
Furniture/Equipment
Requisitions/PO's
Inventory

Maintenance
Grounds
Custodial
Telecommunications
Transportation
Utility Management
Reconstruction & Remodeling
Hazardous Materials
Emergency Response
Energy Conservation
Warehouse
Delivery/Receiving
Mail Distribution
Permanent Record Storage
Inventory

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

December 2004



Revised 12/04 L Willingham

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. AUTHORITY

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

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

2. MISSION

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

The mission statement was revised and adopted by the Board of Trustees on November 11, 2003 and is included in the Victor Valley College Catalog for 2004-2005 as well as posted on the College's website. The mission statement provides an institutional commitment to student learning.

3. GOVERNING BOARD

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

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Victor Valley College has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that

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

4. CHIEF EXECUTIVE OFFICER

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

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

5. ADMINISTRATIVE CAPACITY

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

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

6. OPERATIONAL STATUS

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

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

7. DEGREES

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

Victor Valley College offers educational programs that are congruent with the mission, that lead to degrees in which a significant portion of students are enrolled (College Catalog).

8. EDUCATIONAL PROGRAMS

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

Victor Valley College's principal degree programs are congruent with its mission, are based on recognized higher

education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. The educational programs are included in the College Catalog.

9. ACADEMIC CREDIT

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

Victor Valley College awards academic credits based on Title 5 of the California Code of Regulations.

10. STUDENT LEARNING AND ACHIEVEMENT

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

Victor Valley College defines and publishes the programs of study leading to an associate degree, certificate, and programs of study leading to transfer in the catalog. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

11. GENERAL EDUCATION

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

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

12. ACADEMIC FREEDOM

The institution's faculty and students are free to examine and test all

knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

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

13. FACULTY

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

Victor Valley College has a core of qualified faculty with full-time responsibility to the institution. The core of qualified faculty supports the institution's educational programs. The Academic Senate of Victor Valley Colleges recognizes that the number of faculty meets the full time faculty proposed by the Chancellor's Office but is insufficient for meeting the goals and mission of the College. The faculty is involved in the development and review of curriculum as well as assessment of

learning. The faculty provides leadership and is driving the process for student learning outcomes.

14. STUDENT SERVICES

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

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

15. ADMISSIONS

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

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

16. INFORMATION AND LEARNING RESOURCES

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

Victor Valley College provides, through ownership or contractual agreement, specific long-term access to sufficient information, learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered. The services for information and learning resources, i.e., Library and the Learning Resource Center, are offered to students. The Learning Resource Center has identified and made available a significant number of online electronic databases to facilitate distance learning. The College offers online access to full-text periodicals through subscription databases that can be accessed locally and remotely as well. Members of the Library and the Learning Resource Center are available in person or by phone to respond to students and to assist with research.

17. FINANCIAL RESOURCES

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

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

effectiveness, and to assure financial stability.

18. FINANCIAL ACCOUNTABILITY

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

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

fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits are certified and any exceptions explained.

19. INSTITUTIONAL PLANNING AND EVALUATION

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

Victor Valley College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals and student learning.

The College has developed and implemented an ongoing process of evaluation and planning that focuses on continuous improvement. Improvement is achieved through the evaluation and planning process that includes the following components: evaluation, planning, support of research,

development of mission statement, use of mission statement to guide institutional action, goal setting, integration of accreditation themes, accreditation, recommendations and planning agendas, integration of program review that includes student learning outcomes, decision making for improvement, resource distribution to implement the goals, evaluation and reevaluation.

20. PUBLIC INFORMATION

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

Victor Valley College publishes in its catalog, class schedule, and other publications information concerning the College's purposes and objectives; admission requirements and procedures; rules and regulations affecting students, programs, and courses; degrees offered and degree requirements; cost and refund policies; grievances procedures; academic credentials of faculty and administrators; and other items relative to attending and withdrawing from the College.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The

institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

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

Self Study Co-Chairs

Carol Golliver, Professor,
English
Paul Tanning, Instructor,
Computer Information
Technology

Accreditation Self-Study Steering Committee

John Akins, Librarian
Ed Burg, Instructor,
Computer Information
Technology
Dr. Kevin Burne,
Associate Faculty
Vickie Cabriales,
Community Member
Mark Clair, Research
Coordinator
Jeff Cooper, Executive
Vice President/Deputy
Superintendent,
Instruction
Dr. Leonard Crawford,
Dean, Student Services
Dr. Fay Freeman,
Accreditation Liaison
Officer
Andie Glebe, Self-Study
Editor, Instructor, English
Dave Hollomon,
Department Chair,
Business Administration
Patti Jennings, Instructor,
Psychology
Inge Kendall Marante,
University of LaVerne
Gary Menser, Department
Chair, Welding
Odell Moon, Faculty,
Business Administration
Nick Parisi, Dean,
Vocational Education

Pamela Penland,
Administrative Secretary
Khalid Rubayi, Instructor,
Electronics
Dr. John Rude, Instructor,
Speech
Margaret Kagy, C.A.R.E.
Specialist
Dr. Tom O'Neil, Dean,
Academic Programs,
Humanities & Social
Science
Dr. Louis Zellers, Interim
Vice President,
Administrative Services

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

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

A. Mission

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

Victor Valley College Mission Statement

The mission of Victor Valley College is three-fold:

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

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

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

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

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

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

The character and purpose of Victor Valley College are outlined in the mission statement and provide the foundation for student learning programs and services, which in turn are responsive to the student population served by the College. As displayed in the VVC FactBook (Ref: I.A-1), credit student headcount was 8,516 in Fall 1998 and by Fall semester 2002 it was 11,003, representing a 29% increase (Ref: I.A-1). The racial, cultural, linguistic, socioeconomic, and national-origin diversity of the College's student population body reflects the rapidly changing demographic composition of the communities it serves. In 1993, underrepresented minorities comprised 30% of the student population. For 2002, that percentage was 38% (Ref: I.A.-1).

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

Extended Opportunity Programs and Services – programs and services to support educationally and economically disadvantaged students.

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

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

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

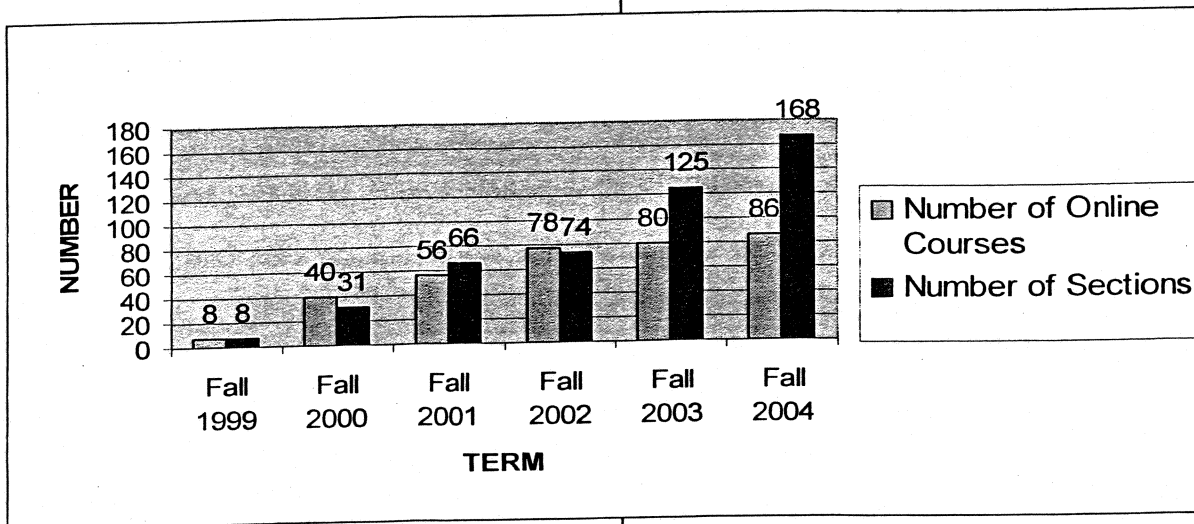
Student Support Services (Title 4, TRIO Grant) - provides academic support and educational services for students who are low-income and / or first-generation college students.

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

Self-Evaluation

The College's course offerings and support programs have grown tremendously during the past six years, both in variety and number, in response to the increases in student enrollment, student needs, demographic changes, and technological advances. The College has a long history of establishing learning programs and services that are directly aligned with its stated mission and goals, as outlined above. For example, the development and availability of online courses has experienced tremendous growth since 1999. Beginning with 8 courses in 1999, there are now over 80 courses available in an online format and 168 class sections were offered in Fall semester 2004 (Figure 1). Since the inception of online classes in Fall 1999, more than 10,000 students have participated in online classes (Figure 2).

Figure 1 – Growth in Online/Distance Learning Opportunities



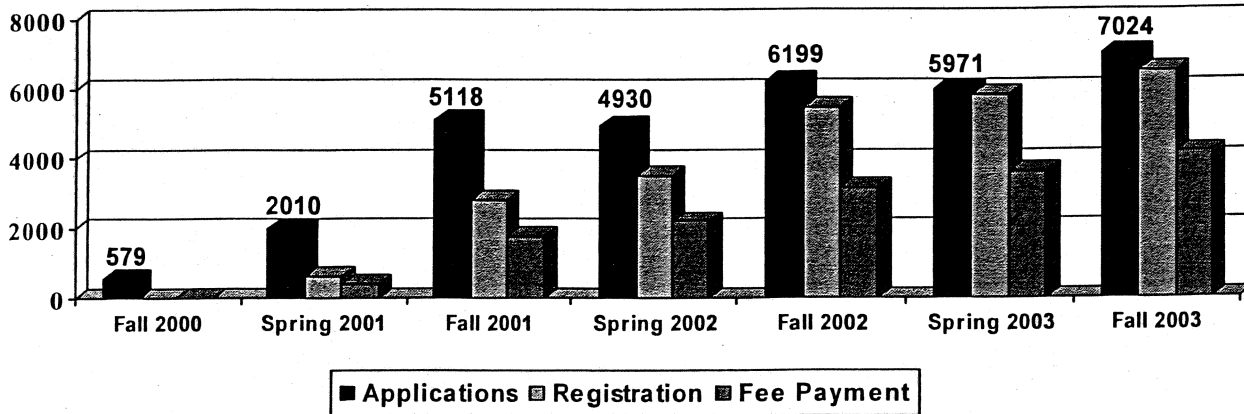
An ongoing, longitudinal study of the characteristics and performance outcomes of distance learners has provided information for assessing the effectiveness of online/distance learning. Information to date is encouraging and demonstrates that online/distance learners perform similarly to

learners in traditional format classes.

Additionally, the outcomes also demonstrate that the profile of online/distance learners is similar to traditional learners with two exceptions. Online/distance learners are more likely to be female and are more likely to be in the 26-50 year-old age group when compared to traditional learners.

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

Figure 2 – Student Transactions Utilizing Web-based Student Services



Although the proportionate representation of Hispanic participants has continued to climb, a gap still exists between Hispanic representation in the community and Hispanic enrollment at the college (Table 1). This participation “gap” is being addressed with strategies developed and implemented through: (a) an updated Student Equity Plan (Ref: I.A.-3) and (b) the Board Financial Assistance Program – Student Financial Aid Administration (BFAP – SFAA) Plan (Ref: I.A.-4) which targets underserved and un-served student populations.

Table 1 Race / Ethnicity Representation

	Victor Valley College	Adelanto	Apple Valley	Hesperia	Victorville	Victor Valley	S. B. County
Ethnicity	Fall 2002	2000	2000	2000	2000	2000 Estimate	2000
African American	9.1%	12.7%	7.6%	3.8%	11.6%	8.9%	8.8%
Pacific Islander	1.5%	0.8%	0.8%	0.9%	0.8%	0.8%	0.8%
Asian	3.1%	1.5%	2.2%	1.0%	3.3%	2.0%	4.6%
Hispanic	23.5%	45.8%	18.6%	29.4%	33.5%	31.8%	39.2%
White	61.2%	36.5%	67.7%	62.4%	47.5%	53.5%	44.0%
Other	1.6%	2.7%	3.1%	2.5%	3.4%	2.9%	2.6%

One of the ways in which the College aligns its programs and services with the student population is through surveys that provide a mechanism to assess institutional strengths and areas needing improvement. A student satisfaction survey was conducted in 2003 that covered a broad array of institutional programs, services, and functions (Ref: I.A.-5). The results from this survey are being used to assess institutional effectiveness and the outcomes will be used for developing strategies for institutional improvement. See Standard II for analysis of specific survey results and recommendations.

Planning Agenda

The College will implement strategies from the Student Equity Plan and the BFAP-SFAA Plan to increase the participation and success of Hispanic students.

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

Descriptive Summary

At the regular meeting of the Board of Trustees on October 14, 2003, the revised mission statement received a first reading, and at the regular meeting of the Board of Trustees on November 11, 2003, the revised mission statement was adopted unanimously (Ref: I.A.-6).

Self-Evaluation

The mission statement is published on the college web site, in the college catalog, and in the schedule of classes. Efforts are underway to have the mission statement more widely circulated and publicized. For example, through a donation, picture-framed versions of the mission statement are being placed in all classrooms so that there are

constant reminders of the college's mission and purposes.

Planning Agenda

Include the college's mission statement, where appropriate, in publications, documents, reports, to ensure that it continues to be at the forefront of all planning and decision-making activities.

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

Descriptive Summary

Institutional dialogue centering on reviewing and revising the college's mission statement began in October 2002. Because of the mission statement's relevance to integrated planning, a subcommittee of the Master Plan Committee (charged with developing a revised Education Master Plan) was formed that also included members of the current and past Accreditation Standard 1 Committee. The Mission Statement Subcommittee met throughout the 2002-03 academic year (Ref: I.A.-7). In Spring Semester 2003, the initial draft of the mission statement was presented to the Master Plan Committee, the Academic Senate, the Department Chairs, Managers and Administrators, and the Superintendent's/President's Cabinet for review and discussion. Community members were included at one of the meetings of the Master Plan Committee for input and discussion. The draft of the revised mission statement was distributed campus-wide in April 2003 with a request to provide feedback, suggestions, and comments. In May 2003, following campus-wide input, the revised mission

statement was presented to College Assembly, the College's shared governance body (Ref: I.A.-8). The revised mission statement underwent a second reading in September 2003, and the College Assembly recommended forwarding the mission statement to the Board of Trustees (Ref: I.A.-8). At the regular meeting of the Board of Trustees on October 14, 2003, the revised mission statement received a first reading, and at the regular meeting of the Board of Trustees on November 11, 2003, the revised mission statement was adopted unanimously (Ref: I.A.-6).

Self-Evaluation

The process for revising the mission statement was organized and systematic. The institutional dialog was broad, inclusive, and utilized the college's governance and decision-making processes. As part of the integrated evaluation and planning process, the mission statement calls for a review within a three-year cycle as indicated in the highlights of the Master Plan meetings.

Planning Agenda

None

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

Descriptive Summary

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

development, implementation of new service programs, or policy/procedure development. The statement reflects the college's commitment to educational excellence, to a collegial campus environment, and to programs/services that meet the many needs of a diverse community and student population. The item of how actions and decisions affect students is at the forefront of discussions when establishing programs and services.

When developing new programs and courses, the college uses the procedures established through the Curriculum Committee. These procedures are found in the Curriculum Committee Handbook (Ref: I.A.-9). The handbook describes the process for new course approval, course revision and updates, guidelines for community education, certificate and degree program development, and other curriculum regulations and procedures. Additionally, the activity and outcomes (meetings, forms, minutes,) of the Curriculum Committee are accessible through the college's web site (Ref: I.A.-10).

Self-Evaluation

The institution is developing a new Master Plan that focuses on the integration of evaluation, budget, and planning. One of the first outcomes of this effort has been the development and adoption of a new mission statement. This needed to be accomplished because the mission statement contains the central and overarching purposes which must guide all institutional planning and decision-making.

If the mission statement is to be central to institutional planning and decision-making, it must be widely understood, embraced and utilized at all levels of the institution. A staff opinion survey was completed in the

Spring semester 2004 asking staff to rate a variety of items related to institutional mission (Ref: I.A.-11). Because the accreditation standards are statements of good practice, the purpose of the survey was to assess staff members' opinions about whether the college is meeting these standards. The results are displayed in Table I.A.2. Results indicate that 91% are familiar with the college mission statement, 85% agree that the institution establishes courses and programs aligned with student needs, and 67% believe that the mission is central to planning and decision-making. From the survey results, it appears that the college has succeeded in making the mission widely understood among staff members

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

Planning Agenda

None.

Table 2 Spring semester 2004 Staff Opinion Survey: Institutional Mission and Effectiveness

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

STANDARD IB: IMPROVING INSTITUTIONAL EFFECTIVENESS

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

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

Descriptive Summary

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

increase the dialogue about student learning outcomes.

Dr. Steve McDevitt, a Speech faculty member, was instrumental in the initial development of the Student Learning Outcomes Steering Committee, a campus-wide committee that was formed in February, 2003. The Student Learning Outcomes Steering Committee provides leadership, and serves as an aid to building shared knowledge and responsibility for student learning outcomes campus-wide. The Student Learning Outcomes Steering Committee has created a website to provide information about student learning outcomes including the placement of outcome measures. The Student Learning Outcomes Steering Committee and the Faculty Senate Learning Assessment Committee are developing the Student Learning Outcomes Component of the Master Plan. Furthermore, the Student Learning Outcomes Steering Committee's "Coffee and Pizza Klatches" have promoted more dialogue around campus especially to those not directly involved in the classroom. These monthly sessions provide an informal setting for people to share their ideas regarding how they contribute to institutional outcomes and effectiveness. Highlights of the klatches are posted on the

Planning and Resource Development website. The Student Learning Outcomes Component of the Master Plan includes an element to assess the college and develop the institutional capacity for dialogue.

The Faculty Senate has also taken a lead role in student learning outcomes by assembling a Faculty Senate Learning Assessment Committee. The Faculty Senate Learning Assessment Committee meets regularly and provided a workshop on April 29, 2004, for implementing student learning outcomes into the curriculum

The dialogue about improving student learning and institutional processes has also been evident throughout the campus. And more importantly, the college has engaged in activities and actions that support this effort. Training sessions on the topic of institutional outcomes have been held at the campus (e.g. "Learning Centered College" by Julie Slark). On January 29, 2004, a college-wide open forum was held to discuss the centering of the Master Plan Goals around the six accreditation themes that includes student learning outcomes, and a presentation on striving to become a learning centered college was provided by Dr. Pat Spencer, the Superintendent/President.

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

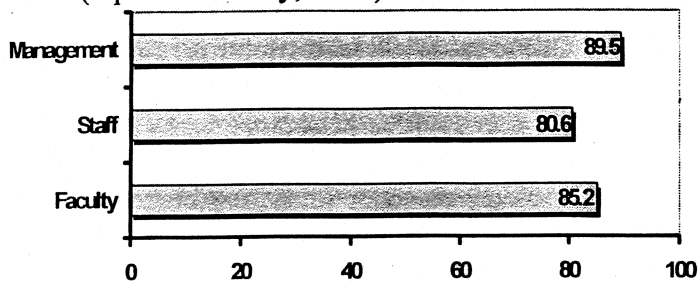
Self Evaluation

Evidence of the dialogue about student learning outcomes can be viewed in many forms. For instance, the course syllabi for Math 50, Philosophy 109, and Biology 52 now include the identification and assessment of student learning outcomes.

The Student Learning Outcomes Steering Committee reviews ideas for student learning outcomes campus-wide and then places these ideas on a web page for easy viewing. There have been regular Coffee Klatches to help familiarize the entire campus with what is meant by an outcome and how can it be assessed.

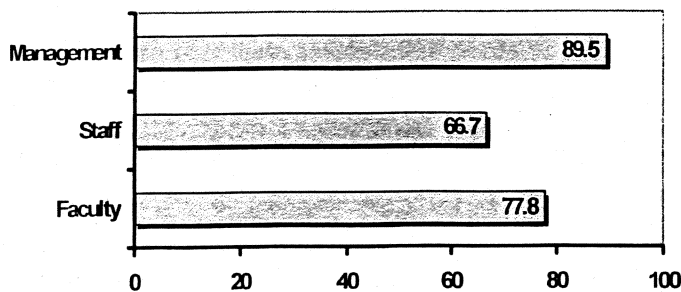
In Spring semester 2004, the Institutional Research Office, in collaboration with the Accreditation Steering Committee, developed and implemented an opinion survey to support the College's Self-Study for accreditation. Items used in the instrument were based upon the new accreditation standards adopted by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). These standards are considered "statements of good practice" and so provide a benchmark by which colleges can be evaluated. Results from this survey represented 17.3% of the employees. The "Staff" category included all classified employees, while the "Faculty" category included full and part-time faculty and the "Management" category included academic administrators and classified management. Information gained from this instrument was used to identify institutional strengths, identify areas for improvement, and aid in performing the self-evaluations needed for accreditation.

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



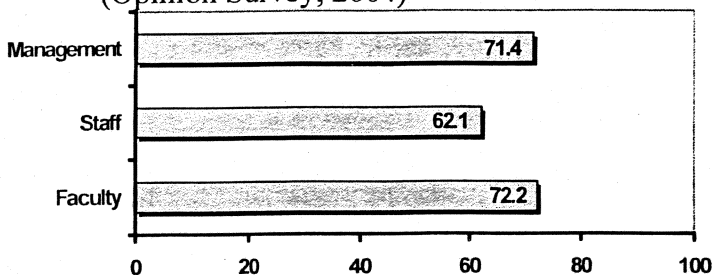
In all three cohorts, over 80% of those surveyed agreed that new courses and programs are aligned with the student need in our community.

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



Nearly 80% of faculty and nearly 90% of management agreed with this statement. However, the lower rating may be due to fewer staff working in the instruction area and therefore not able to respond.

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



Nearly three-quarters of management and faculty agreed that student learning outcomes are being identified. This response is good considering that the increasing of the dialogue for student learning outcomes started the last couple of years. It is not surprising that the staff rating is lower because student learning outcomes are being created primarily at the institution level and the course level. This rating will increase as the SLO Steering Committee continues its efforts in increasing the dialogue and the representative membership campus-wide.

Planning Agenda

The Institutional Research Office will assess the organizational culture and the campus-wide knowledge of and understanding of Student Learning Outcomes.

The Institutional Research Office will disseminate and analyze a student climate and staff satisfaction survey on an annual basis.

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

Descriptive Summary

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

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

Victor Valley College is committed to a process whereby the departmental program reviews include a section devoted to the alignment of departmental goals and

objectives to the Master Plan Goals and the college mission.

The revised Master Plan Goals (formerly called the Education Master Plan Goals) are as follows:

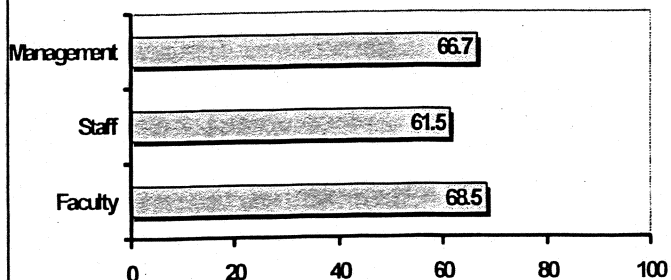
Revised Master Plan Goals 2004

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

Self Evaluation

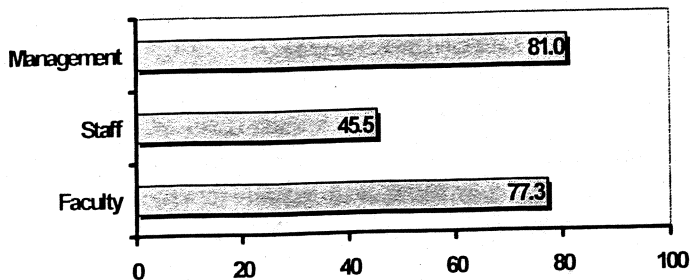
The District was able to gauge the progress made in notifying the campus community regarding the college's goals and mission via the "Opinion Survey" disseminated to all staff in Spring Semester 2004.

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



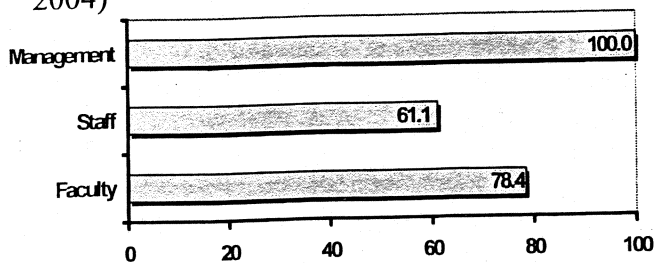
On average, only nearly two-thirds of those sampled agreed with this statement. Increased dialogue and communication between the cohorts regarding the mission statement should be addressed.

Survey Item: The president effectively leads an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. (Opinion Survey, 2004)



While the majority of management and faculty agreed, fewer than 50% of the staff agreed with this statement. A challenge for the administration is to better explain the administrative structure and limitations on staffing.

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



Again the disparity between faculty/administration and the staff is apparent. Increased communication should be addressed yet also the staff may not have understood "Institutional practices" and therefore replied unfavorably.

According to an interview with the Superintendent/President, Dr. Pat Spencer, the vice presidents share campus-wide issues at the Superintendent's/President's Cabinet. Although institutional effectiveness factors are not a separate agenda item, these issues contribute to improving programs and

long-term planning. Dr. Spencer also mentioned that in addition to the Master Plan goals, each cabinet member has his/her own division goals (e.g. student learning) and progress towards these goals is presented weekly.

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

Planning Agenda

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

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

Descriptive Summary

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

During 2003-2004, the Master Plan Faculty Facilitator and the Technology Plan Faculty Facilitator worked in collaboration with the Planning and Resource Development Office and the Master Plan Committee to revise the Master Plan and the Technology Plan. The revised Master Plan will continue to serve as the principal planning document for the College. The integrated planning and evaluation process also provides for review and integration by senior management at the President's Cabinet level. The President's

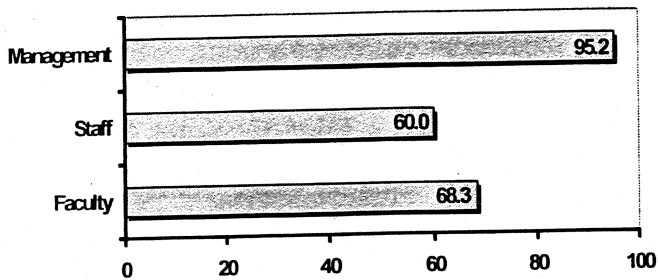
Cabinet has used the Master Plan as the framework for decision-making.

Self Evaluation

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

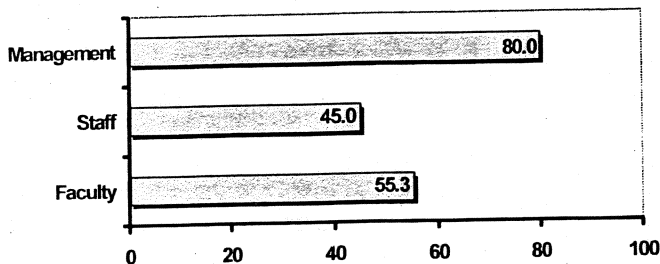
In support of integrated planning, the Institutional Research Office provides readily available institutional data to all constituents via the Instructional research Query Builder, annual FactBook, and the IR website. Efforts to evaluate the effectiveness of this material identified by the evaluation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

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



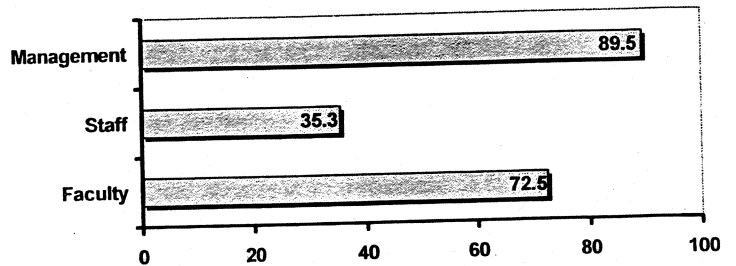
Nearly all of the administrators sampled (95.2%) are aware of the program review process as depicted in the chart above. However, staff and faculty ratings are much lower. This result is probably due to the fact that not all departments have been through the program review cycle as of Spring semester 2004.

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



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

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



Again the percentage of staff who agreed with this statement was low possibly due to the fact that many departments under Student Support Services have not undergone program review as of Spring semester 2004.

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

The College received an infusion of dollars through PFE, a statewide initiative, to initiate, augment, and expand programs, activities, and services to meet identified goals (transfer, degrees and certificates, course completion, workforce development, basic skills). A plan was developed, resources were allocated, strategies were implemented, and progress toward achieving the goals was evaluated. The plan included several clearly defined, measurable outcomes across the goal categories. In other words, there was a systematic approach to assessing and evaluating the

improvement of institutional effectiveness in terms of the PFE initiative. In 2002, a report on progress toward the PFE goals was submitted to the Chancellor's Office (Ref: <doc>). Through the cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, it was determined that the College had achieved or exceeded the outcomes for several goals.

Planning Agenda

The Institutional Research Office will continue to develop new strategies for aiding non-instructional programs in quantifying effectiveness indicators.

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

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

Descriptive Summary

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

Superintendent/President's Cabinet

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

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

The identification of the linkages between the College's various planning processes, budget development, and program review was an Accreditation Recommendation in 1999. The budget augmentation process is the primary method used to ensure that budget planning supports institutional planning goals, and program review. The budget calendar, the budget augmentation process, and the tentative and final budget reflect linkages between budget planning, the master planning, and program review. During Spring Semester 2002, the Budget

Augmentation Form was revised and asked departments to provide a rationale for the need or the duties of requested positions, items/need activities and how this would fulfill the mission of Victor Valley College, its link to the Educational Master Plan, Program Review and/or Accreditation Requirements.

Evidence of cabinet level decision-making that serves to facilitate and support the allocation of resources to fulfill the goals and objectives of planning efforts are as follows: For 2001-2002, funded seven new faculty positions: Mathematics (2), English Composition, Dance, Speech, Biology, Mathematics, Art (Graphic Design), Student Services..... funded the Institutional Research Coordinator position; funded faculty facilitator positions during 2002-04; funded faculty hiring replacement positions in Biology, History, and Fire Technology, funded short-term programmer position to assist with accreditation activities, evaluation and planning activities; implemented web based admission, registration, and fee payment.

Planning and Resource Development Office, and Institutional Research Office

Since the last accreditation site visit of March 23-25, 1999, the College has formed the Planning and Resource Development Office and the Institutional Research Office. These offices work together with the Administrative Services Office in coordinating the evaluation and planning process. In Fall Semester 2002, the Instruction area was reorganized and the Planning and Resource Development Office was created. The Planning and Resource Development Office consists of a full time director, a secretary and a short-term programmer who assists in web page development and maintenance, document

preparation and online document processing. The Director and the chair of the Program Review Committee meet with representatives from departments and units to provide assistance and answer items regarding the evaluation, planning, the program review process, and the Program Review Guide.

The Institutional Research Office was created under the Vice President, Student Services. The Institutional Research Office developed the Instructional Research Query Builder as a decision support system to obtain research data for planning, program reviews and institutional effectiveness, e.g. cohort tracking of student achievement, and retention. There is one full-time classified researcher.

The integrated process of evaluation, planning, research and resource allocation serves to facilitate institutional planning through unit or department planning, and institutional effectiveness. For example, at the institutional level, the Board of Trustees' goals are integrated into the Master Plan goals. The accreditation recommendations are integrated into the Master Plan Goals and other college planning, for example, the Technology Plan. At the department or unit level, the department goals, which may include accreditation recommendations and planning agendas, are integrated into the program review and into the Master Plan Goals, where appropriate.

The planning process was designed to integrate and improve planning for human resources, physical, technology, and financial resources. During 2003, for example, through the leadership of the Faculty Hiring Process Committee, the faculty hiring process was improved through the Full-time Faculty Hiring Procedures Agreement that includes the following

elements and procedures: philosophy, equal opportunity procedures, hiring procedures timelines, position identification procedures, search procedures, selection committee procedures, welcoming and mentoring newly hired faculty, and review and revision.

Dialogue through Committees, Departments and Services

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

The Accreditation Self Study provides for evaluation and planning at the institutional level and is facilitated by the Accreditation Steering Committee. The Accreditation Steering Committee has been in place since 1985, serves as the oversight committee, and facilitates the self-study process. The Accreditation Steering Committee consists of representation from the campus constituent groups and a board member.

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

Planning and Resource Development website.

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

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

Dialogue through Open Forums, Planning Sessions, and Workshops

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

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

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

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

Accreditation Self Study Open Forum - On April 28, 2004, the Accreditation Self Study Open Forum provided a forum for broad-based input for institutional planning that leads to institutional effectiveness. Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop on April 28, 2004, about the accreditation standards, themes and the use of the standards to support student learning. The forum provided the opportunity for participants to learn about the accreditation process and to provide input for the Self Study. At the Second Self Study Open Forum on November 8, 2004, additional input was included for the self study.

Student Learning Outcomes Coffee Klatch and Workshops - On Flex Day, August 9, 2002, the Institutional Research Coordinator conducted a workshop about research and student learning outcomes. The Student Learning Outcomes Steering Committee conducted a series of monthly Coffee Klatches to increase the dialogue about student learning outcomes on April 23,

2004, May 14, 2004, June 17, 2004, July 15, 2004, August 19, 2004, September 30, 2004, October 21, 2004, and December 1, 2004.

Goal development that supports student learning outcomes was a primary focal point for the participants. For example, the Supplemental Instruction and Tutoring Program staff contributed dialogue that focused on the development of the goal for tutoring that supports student learning outcomes that leads to institutional effectiveness at the Coffee Klatch on June 17, 2004.

The Faculty Learning Assessment Committee conducted a workshop on April 29, 2004 to assist faculty in developing, writing and analyzing student learning outcomes for effectiveness.

New Mission Statement

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

Revised Master Plan Goals 2004

As part of the College's ongoing evaluation and planning process, the Master Plan Goal Survey was conducted online in Fall Semester, 2003. Survey participants were asked to keep, delete or rewrite the current Master Plan goals. Results were summarized and presented to the Master Plan Committee in preparation for the Open Forum. As a result of the dialog from the

Open Forum, the Master Plan Goals were developed to support student learning as follows:

Organizational Excellence
Institutional Commitment to Student Learning and Student Success Through Educational Excellence
Economic and Community Development
Diverse Populations
Technology
Learning Centered Resource Management

The input from the plans was obtained from interviews, meetings, surveys and email. In addition, input for the Master Plan and Technology Plan was obtained from the Open Forum on January 29, 2004.

The integrated evaluation, planning, research and reallocation process calls for the departments and programs to conduct a program review. Program review provides an opportunity for the departments to review and improve the quality and scope of the department, program, or service by identifying planning goals for areas needing improvement. The Program Review Guide was revised with a focus on the following improvements:

Alignment of Accreditation
Recommendations and Planning Agendas in with Program Review in Part V, Planning Agendas, using terminology of accreditation and inclusion of student learning outcomes in Section C, Curriculum Content, Design and Delivery. Discussions are ongoing regarding incorporating more information about student learning outcomes into the program review.

Resources to Support Student Learning Outcomes

In the Educational Master Plan, the math department identified a goal to establish a mathematics multimedia instructional laboratory. In order to fulfill this goal, the Math Department and the ESL departments applied and received a U.S. Department of Education, Title V, Developing Hispanic-Serving Institutions 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.

The Student Support Services Grant (Title IV) provides academic support and educational services for those who are low-income and / or first-generation college students. In the Student Support Services Program, the Math 50 Lab, a course complementing Math 50, students will develop a better understanding of signed number arithmetic square roots, order of operations, algebraic expressions, solving equations, factoring graphics of linear equations and solving systems of equation by attending workshops, tutoring and computer-assisted tutoring.

Self Evaluation




The Online Master Plan Goals Survey provided broad-based feedback for development of the goals for the Master Plan. The majority of the survey respondents indicated a favorable response in keeping the current goals of the Master Plan. The priority ranking of the goals were

very close with a range from 6.7 to 8.1 to continue the goal as a Master Plan goal. For example, the Online Master Plan Goals

Survey indicated 89.7% of the respondents were in favor in keeping the current goal on linking curricula and services to needs.

Master Plan Goal - Linking Curricula and Services to Needs

The College will promote and support revisions and refinements in the curricula, programs, and majors of the institution—and their delivery—in order to better serve the changing skills, employment and traditional knowledge needs of students, area citizens and society.

Keep	 89.7%	(192)
Delete	 2.8%	(6)
Rewrite	 7.5%	(16)

The dialogue from the sixty-eight participants at the Open Forum on Goal Setting for the Integrated Master Plan on January 29, 2004 resulted in a draft of the Master Plan Goals. In reviewing the draft goals, it was noted that further revisions resulted in subsequent improved goals of the Master Plan. This resulted in culmination of the final Master Plan Goals.

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

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

Based upon an interview with the Director, Instructional Compliance, there is a need to shift from a manual process to an online integrated planning, evaluation, research and resource allocation process to support a climate of evidence. In addition, grants development and compliance now requires more student data, more accountability for student outcomes and stronger evaluation, such as the Student Support Services Trio Program and the Title V, Developing Hispanic-Serving Institutions Program, Higher Education Act. Addressing the data accountability requirements will help the institution compete more successfully and comply with grant requirements. Therefore a position is needed to work in the Planning

and Resource Development Office with extensive training in data acquisition, data manipulation, and strong technological skills, such as a web assistant or programmer is necessary for the expansion, management, and future development of the online planning, evaluation, research and resource allocation process. In addition, there is only one full time institutional research coordinator in the Research Office.

Planning Agenda

The College will develop and implement an online evaluation, planning, research and resource allocation process to support student learning and decision making processes.

The College will identify funding to hire additional staff for the Institutional Research Office to support student learning. The Institutional Research Office will continue to create and implement new methods for evaluating institutional effectiveness.

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

Descriptive Summary

Data are extracted from a Hewlett Packard (HP) server running an Image 3000 database. Management Information Systems (MIS) staff access this server and produce reports using HP's QUERY/V language. Requests may include ad hoc reporting of the student system, student's use of phone and web registration system, troubleshooting end user problems, running of scheduled jobs, and interaction with county and federal agencies for reporting purposes and updating of system. Data integrity is the

responsibility of MIS, whereas maintenance of the hardware and security of the system are functions of the San Bernardino County Superintendent of Schools. A new student system was implemented. This system utilizes an HP 9000 L-Class UNIX operating system running a Unidata database. End users interact with Datatel Colleague software, which also provides students with phone and web registration capabilities. MIS handles security and data responsibilities whereas Hewlett Packard maintains the hardware.

In 1999, in response to Partnership for Excellence, a new server was developed for research purposes. This Hewlett Packard server runs a Sybase relational database and is currently maintained and updated by the institutional research coordinator. Using ISQL, static data is extracted from this system for various reports including the FactBook, high school graduate report, program reviews, and the Educational Master Plan. The capability of this system was greatly enhanced in the Spring Semester 2002, when a decision support system (DSS) was created called the "Instructional Research Query Builder". The DSS allows faculty, administration, and classified to obtain course and student information using a web interface.

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

Self Evaluation

Public feedback is greatly encouraged on all research and evaluation reports. For instance, an evaluation form is included in the FactBook for public comments and on a regular basis, various constituents, such as Foundation members, will comment on data presented by the Institutional Research Office indicating that the statistical information is being appropriately disseminated and examined.

Planning Agenda

Through community involvement, the Institutional Research Office will further develop measures of institutional effectiveness to evaluate how the College is meeting the needs of our community.

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

Descriptive Summary

The College's integrated evaluation and planning process includes a review and modification of the cycle. The Planning and Resource Development Office, the Institutional Research Office, the Administrative Services Office, the Program Review Committee, and the Master Plan Committee have worked together to build the evaluation accountability into the integrated evaluation and planning process. The College utilizes the P.I.E. cycle (planning, implementation, and evaluation) to ensure effectiveness of the ongoing planning and resource allocation cycle. The

Program Review Committee and the Master Plan Committee discusses and makes recommendations on improving the integrated evaluation, planning, research, and resource allocation process at meetings throughout the year. The development and evaluation of the mission statement, the vision statement, and the Master Plan goals and objectives are discussed at the planning meetings. In addition, individual departments meet during the year to discuss the progress made in completing the goals and objectives. The integrated planning process includes a means of identifying the performance measures based on the goals and objectives.

The description of the ongoing planning, evaluation, research and resource allocation process is addressed in the Chapter, Evaluation, in the Master Plan Draft. In addition, the consistent involvement of the Director of Instructional Compliance in several related committees afford dialogue and feedback on the effectiveness of the integrated evaluation and planning process.

The program review process is a part of the integrated evaluation and planning cycle, and has a built-in evaluation component. The program review calendar was developed and schedules the reviews on a six-year cycle. The departments complete a Program Review Evaluation Report. The departments are asked to offer suggestions for improving the program review process in the following areas: the Program Review Guide, the program improvement, the assistance from Advisory Committee, the Master Schedule, the Program Review training, the research data, the administrative feedback, and the program review presentation to the Board of Trustees.

During Fall Semester, 2004, the program review process was evaluated through the

Program Review Online Evaluation Survey to gain further input for improving the program review process, an example of improving departmental and institutional effectiveness.

Self Evaluation

Based on an analysis of the meeting highlights of the Master Plan Committee and the Program Review Committee, suggestions were made to improve the overall integrated evaluation, planning, research, and resource allocation process. The dialogue focused on improving the linkages between planning, program review, and resource allocation, improving the year cycle, and utilizing the P.I.E. Cycle.

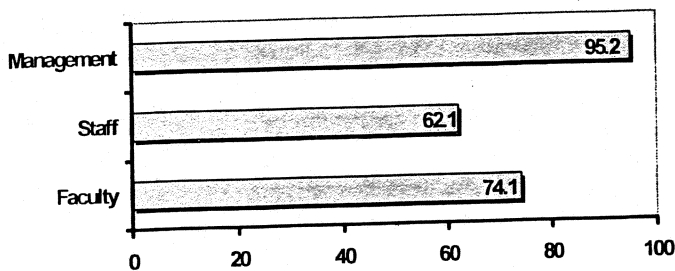
In an analysis of meeting highlights, it was evident that the Master Plan Committee discussed the review of the mission statement, vision statement, the goal-setting component of the Master Plan process, and the review of the evaluation and planning process through dialogue at meetings during the year (Master Plan Committee highlights of meetings).

In addition, based on department input from the Program Review Evaluation Form, some of the recommendations included the following improvements: placed exemplary program reviews on the website, conducted department meetings about the program review process, lengthened timeframe of program review, created electronic Program Review Evaluation Form, and provided revisions that improved the Program Review Guide for clarity and readability.

In an interview conducted in Spring semester 2004, the VP of Administrative Services, Dr. James Williams, expanded upon the topic of integrated planning through the formation of the Budget

Advisory Committee, stating that the committee was created to strengthen the linkages with planning, evaluation and resource allocation. Through shared governance and the creation of values (i.e. minimize impact on students, minimize impact on current employees, and improve the efficiency of resource management), this committee aided in balancing the current budget in 03-04 and 04-05 consistent with its guiding principles.

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



95% management, 62.1% staff, and 74.1% faculty agreed with this statement.

Planning Agenda

None

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

Descriptive Summary

Early in Fall semester 2001, the Instruction area was reorganized to create an Office of Planning and Resource Development to implement the integrated planning, research, program review, and resource allocation process. The Planning and Resource

Development Office works collaboratively with the Program Review Committee, faculty, staff and management to develop close linkages college-wide. The Planning and Resource Development in collaboration with the Program Review Committee refined the program review process for consistency in use of standards and data. The recommendations regarding the effectiveness of programs will be incorporated into the integrated planning process. (Standard 4 Recommendation 1 - Standard 4.D.1, Accreditation Evaluation, 1999).

The Program Review Committee membership included representatives from management and classified staff as well as faculty recommended by the Faculty Senate President. meetings. In March 2002, Khalid Rubayi assumed committee leadership after being appointed Faculty Facilitator for Program Review.

The task of the newly created Program Review Committee was to review and revise the existing, but inactive, program review process at VVC and to oversee the consistent implementation of this revised process. At a campus-wide open forum on December 14, 2001, to which all members of the Victor Valley College community were invited, principles and components of program review were presented by members of the committee. The participants were encouraged to give their comments and suggestions for improvement of the *Program Review Guide*. The Committee members then prepared the *Program Review Guide*, an instructional handbook for departments that was approved and adopted by the Faculty Senate on February 6, 2003. The *Program Review Guide* was presented to the College Assembly on May 6, 2003 for first reading and a second reading on September 16, 2003. The revised program

review process was launched with training sessions for departments on February 27, 2002. The Program Review Committee also conducted training at the Leadership Team Meeting on May 7, 2002, and at the Department Chair meeting on February 27, 2003. Ongoing training is provided to departments for future program reviews.

The Program Review Committee continues to meet regularly, under the supervision of the Director of Instructional Compliance, in order to review, evaluate, and improve the Program Review process. The Program Review Committee members are available to advise and assist individual departments as they complete their own program reviews.

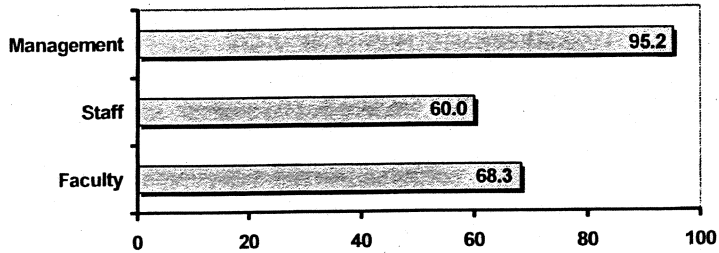
Based on a 1999 accreditation recommendation (Standard 3 Recommendation 2 - Standard 3.A.A1, Accreditation Evaluation, 1999), institutional research has an increasingly important role in the planning process. For instance, the acquisition and reporting of quantitative data for program review and program forecasting reports are aided by the use of the Instructional research Query Builder. This tool allows faculty easy access to five years of program data via a web interface.

The program review process, as well as many other evaluative tools, is supported by constituency feedback. For instance, instructional and non-instructional departments receive feedback via student and staff satisfaction surveys and some departments, such as Nursing, request the evaluation of each course. In addition, those undergoing program review are encouraged to respond to the program review evaluation survey that assesses the effectiveness of the process. Finally, campus wide student and

staff satisfaction surveys will be disseminated in the fall of 2003.

Self Evaluation

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



On average, 75% sampled agreed with this statement revealing that most employees are aware of the program review process.

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