
STANDARD II:

STUDENT LEARNING PROGRAMS AND SERVICES

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

A. Instructional Programs

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

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

Regardless of the location or means of delivery, all programs and courses offered by Victor Valley College have gone through the curriculum process to ensure that they meet various requirements, including the mission of the institution. In December 2004, the Curriculum Committee submitted an updated curriculum form to the Faculty Senate that includes a space for new courses, courses being revised under Title V, and student learning outcomes for each course.

- a. **The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research**

and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

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

Victor Valley College recognizes and welcomes diversity in the community and is committed to meeting the wide array of educational needs of its increasingly diverse constituents (SEE Student Equity Plan). However, due to limited resources and continuing budgetary cutbacks, the College may not be able to address all the

educational needs of the fast-growing community. In October 2004, the college was notified that it was awarded a three-year, \$2.5-million Hispanic Serving Institution grant, which is currently being implemented.

Students may enroll in general education requirements, transfer oriented programs, and/or vocational and employment-oriented programs. Many courses of studies culminate in graduation, a degree, or a certificate of achievement. Educational programs are offered in conjunction with the community college and the Victor Valley College mission and in response to identified community needs.

The College, in responding to community needs in recent years has expanded the following programs: Agriculture and Natural Resources; Automotive Technology; Chemistry; Construction Technology; English; Fire Technology; Heating and Air Conditioning; Life Sciences; Math; and Nursing

In addition, the following new programs were established: Biotechnology; Commercial Photography; Digital Media Arts; Forensics; GIS; Graphics Design; Honors; and Teacher Education;

- b. **The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

Victor Valley College offers classes both on campus and off campus at various community sites. The instructional delivery format may be the traditional lecture; lecture and lab; online via the Internet; hybrid (combination of online and traditional modalities); or through Interactive Televised Video. All classes offered in online or hybrid online format are of the same quality and rigor as those offered in the traditional classroom. All courses offered have defined objectives, and have gone through the curriculum approval process. Victor Valley College has a strong Counseling staff to assist students in selecting courses that are appropriate to their educational and employment goals.

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

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

Standard II A 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.^{1,2}

a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Through the Curriculum Committee and in accordance with Title 5 regulations, faculty members identify and design learning outcomes for courses and programs. The Curriculum Committee, a standing committee of the Academic Senate, has an established process by which it makes recommendations on all matters related to credit curriculum at Victor Valley College. The Curriculum Committee must approve all proposals for new courses and/or programs and approve all updates or revisions of established courses and programs. To propose a new course or program or to propose an update to an existing one, a faculty member must complete a Course Outline form, gain approval from the department chair and area dean, and verify with the library that the College has or can obtain appropriate support materials. The Curriculum

Committee then reviews the proposal and makes recommendations for any changes that may be required. When the final version of the Course Outline has been approved by the Curriculum Committee, the course is added to the College Catalog and may be scheduled. A copy of the Course Outline is kept on file in the Office of Instruction and is forwarded to the Chancellor's Office of the California Community Colleges.

Non-credit instruction at Victor Valley College is offered through two different programs. To identify, design learning outcomes for, and approve new or revised curriculum for Adult Continuing Education, the College follows a pattern parallel to that established for credit courses. Proposals are submitted by faculty members to the department chair and area dean for approval, and then to the Curriculum Committee for critique and approval. When the Curriculum Committee has approved a new or revised course outline, the college must then submit it to the Chancellor's Office of the California Community Colleges for final approval. Adult Continuing Education courses are state-apportionment-funded. With approval from the state, the course is added to the College Catalogue and may be offered to students.

The other program of non-credit offerings, Community Service, consists classes that are not-for-credit and are self-supporting through user fees. Faculty members design these and write the curriculum for these courses. The courses are reviewed and approved by the appropriate dean. In the case that any not-for-credit class relates to a credit class, the area department dean consults with the appropriate department chairperson regarding course content in order to avoid duplication or conflict with credit courses.

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The chief instructional officer and area dean are responsible for the administration of courses and programs. They work with department chairs, who establish, with department members and in accordance with statewide regulations and transfer agreements where applicable, two year, semester by semester schedules for the delivery of courses and programs. Faculty members deliver courses and programs according to Curriculum Committee and statewide guidelines.

Faculty members evaluate courses and programs periodically by measuring them against established Course Outline guidelines and by updating the Course Outlines according to Curriculum Committee standards. In addition, faculty members evaluate courses and programs as a part of the Victor Valley College Program Review policy and procedures. A detailed Program Review is conducted by departments and program every six years or more frequently (as required by outside accrediting and/or regulatory agencies), and a shorter program update is required annually. This Program Review process requires that each department or program evaluation includes the following according to the needs of the institution, the student body, and the local community: its course offerings; degree or certificate requirements; articulation agreements; methods of delivery; competency levels; measurable student outcomes; instructional support materials; and integration with other departments or programs. A required component of the Program Review process is that department and program leaders identify, research, and predict what changes may be necessary for improvement and describe the resources and methods that

would be required to implement the changes. The information provided in the Program Review may then be used as a measure for evaluation during the subsequent six-year cycle.

Faculty members are fully engaged in the design, approval, delivery, and evaluation of courses and programs through channels established by the Curriculum Committee and Program Review guidelines.

Self-Evaluation

Planning Agenda

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The current practice at Victor Valley College is for department faculty to submit a comprehensive list of learning objectives for each course. The course outline is reviewed by the Curriculum Committee when submitted to it for initial approval. Course outlines, including course objectives, are also reviewed by the advisory committees of some vocational programs (e.g., Child Development, Biotechnology, and Fire Science). Beginning with the Fall 2004 semester all proposals for new and revised curriculum were required to include not only general course objectives but also specific student learning outcomes developed from those course objectives.

Instructors of individual course sections, following departmental practices and policies, conduct direct assessments of student learning at the course level, and records of each student's achievement are submitted along with course grades. In addition, institutional research data on course completion are an indirect indicator of student learning on the course level. The *Victor Valley College FactBook 2004* reports the following student success rates:

- For the Fall 2003 term, the success rate ranged from 17.7% for Basic Skills to 92.3% for Respiratory Therapy. The institutional average for this term was 60.4%, while the statewide average for the same term was 67.2%.
- During the period of Fall 1997 through Spring 2004, annual successful course completion rates declined from 63.8% to 59.0%. (These figures do not include work cooperation)
- Vocational and Technical Education Act Core Indicator Information (2004-2005) demonstrate that Victor Valley College vocational students are significantly higher than the "State Negotiated Level" for completions (+ 24.9%) but below the "State Negotiated Level" for achievement (-3.5%).

Student success data for each discipline is available through Victor Valley College's Instructional Research Query Builder and the California Community College Chancellor's Office Datamart. The review and description of this information is a required part of each instructional department's program review.

There is considerable variation among Victor Valley College departments with regard to the identification of student learning outcomes for programs and certificates. Since September 2001 the *Program and Course Approval Handbook* issued by the Chancellor's Office of the

California Community Colleges has mandated that new occupational programs requiring eighteen or more units of coursework develop and submit program goals and objectives as part of the application for approval. All new vocational programs at Victor Valley College since 1999 have required fewer than eighteen units, and thus it has not been necessary to identify program-level learning outcomes for submission to the Chancellor's office. The Curriculum Committee at Victor Valley College reviews and approves required courses for each certificate, but this process does not involve the identification, review, or approval of program-level learning outcomes. Victor Valley College faculty have not identified program-level learning outcomes for the established non-vocational majors in Liberal Arts, Fine Arts, and Math/Science.

In March of 2003, all departments that offer certificate programs at Victor Valley College were contacted and asked to provide information about the identification and assessment of program learning outcomes. The following is a summary of information received from the five responding departments.

- There are no identified program outcomes for Fire Technology and Business Administration.
- Program outcomes for the Respiratory Therapy program are published in the Respiratory Therapy Student Handbook and are reviewed regularly by the Program Director, Clinical Director, and accrediting agency. Achievement of Respiratory Therapy program objectives is measured by surveys of clinical affiliates, graduate employers, and students as well as by review of licensure exam and registry exam

- results and the employment record of recent graduates.
- Program outcomes are identified and reported by the Victor Valley College Nursing Program in Self-Study Report for Continued Approval Submitted to: State of California Department of Consumer Affairs Board of Registered Nursing (December 2001). Student achievement of Nursing program outcomes is measured by National Council Licensure Examination pass rates and by survey responses from alumni and their employers.
 - Three general goals are published in the brochure for the Victor Valley College Biotechnology program. Discipline faculty and the program Advisory Committee review them annually. Student achievement of program outcomes is measured by the placement/employment of graduates.
 - The program objectives for each Child Development certificate consist of completion of the required courses. Achievement of learning objectives for this program is measured by the success rates in individual courses and the number of Child Development certificates and degrees earned.

Indirect measures of program-level student learning such as program completion, graduation, and transfer rates are reported in the Victor Valley College FactBook.

The Victor Valley College Philosophy of General Education (Board Policy 4025) is taken from Title 5, Section 55805 of California Code of Regulations and includes the following general education objectives for the associate degree.

- The ability to think and to communicate clearly and effectively both orally and in writing;
- To use mathematics;
- To understand the modes of inquiry of the major disciplines;
- To be aware of other cultures and times;
- To achieve insights gained through experience in thinking about ethical problems;
- To develop the capacity for self-understanding.
- Possession of sufficient depth in some field of knowledge to contribute to lifetime interest.
- Possession of certain basic principles, concepts and methodologies both unique to and shared by the various disciplines.
- Ability to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which one lives.

There is no separate assessment at Victor Valley College of general education objectives as such. However, student achievement of certain of these objectives (e.g., “to use mathematics,” “to be aware of other cultures and times”) is measured by assessments conducted within individual courses. Moreover, the success of Victor Valley College graduates indirectly measures student achievement of general education outcomes. Vocational and Technical Education Act reports show that Victor Valley College vocational students are below the “State Negotiated Level” for employment (-8.7%) and employment retention (-1.8%). As reported in the Victor Valley College FactBook 2004, three hundred and twenty-three Victor Valley College students transferred in 2002-2003 to either a CSU or UC school. The average number of California State University transfer students from 1998-2002 who re-enrolled one year after transfer was 85%.

The average university grade point average for the same group of students during this time period was 3.06.

Self-Evaluation

Current curriculum approval procedures at Victor Valley College guarantee that appropriate members of the faculty identify course objectives for all courses. In addition, chairs of some vocational departments report that advisory committees regularly assist in the identification of course objectives. Curriculum approval procedures do not, however, include a formal documentation of the participation of advisory committees.

The meaning of "course objective" at Victor Valley College is similar to the meaning of "measurable student learning outcome" in the Accrediting Commission for Community and Junior Colleges Accreditation Standards. However, some differences are apparent in a sample of eleven course outlines-- including credit, noncredit, vocational, and academic courses—that were approved by the Victor Valley College Curriculum Committee during the period November 2002 through September 2003. Objectives written for these course outlines tend to be concise, collective, and general, and thus they do not convey the scope or specificity of the individual learning outcomes that are intended to be achieved in the courses. Moreover, stated course objectives sometimes include non-operational terms ("know," "understand"), over-emphasize elementary levels of learning ("recognize," "describe"), and give insufficient attention to performance where the mastery of observable skills is the primary objective. Finally, stated course objectives generally do not consistently indicate a standard for demonstrating

achievement of the objectives. It will be important for all faculty, advisory committee members, and others involved in the development and revision of curriculum to work toward a clearer and commonly shared understanding of the nature of and relationships between "course objectives" and "measurable student learning outcomes."

As noted in the summary above, there are no identified learning outcomes for some vocational certificates and for non-vocational majors. Moreover, some department chairs and other faculty confuse measures of student learning such as test scores and course completion with learning outcomes. In certain vocational programs (e.g., Nursing, Respiratory Therapy, and Welding) program-level outcomes exist in the form of established professional and industry standards. Because there is no formal process at Victor Valley College for the reporting, reviewing, and approving of learning outcomes for certificates, however, there is no incentive for faculty to identify these outcomes or to document their existence systematically. The development of such a process, along with faculty training in the subject of program-level outcomes, is needed in order to make progress toward meeting accreditation expectations. It will also be important for faculty to begin discussion of whether and how program-level learning outcomes should be developed for non-vocational majors.

Discussion of a philosophy of general education and of general education course requirements began in Spring 2003 during meetings of the Faculty Senate Graduation Requirements Committee. The approach of this committee has centered on aligning Victor Valley College practice with the philosophy, unit, and distribution requirements identified for the Associate

Degree in Title 5 of the California Code of Regulations. In the future there should be must broader discussion among members of the faculty of the meaning and purposes of “general education,” leading to agreement on a comprehensive set of learning outcomes for general education. In addition, a process must be established to review the identified learning outcomes for individual courses prior to assignment of these courses to general education categories for the Associate Degree.

Traditional evaluation and grading procedures are widely used by faculty to measure student achievement of identified course objectives. Once specific learning outcomes are identified for each course, faculty members of each department will be expected to give special attention to the selection and implementation of direct and reliable methods for assessing student learning. For many vocational certificate programs and non-vocational majors, students complete units or designated courses without the formal attention to the assessment of program-level learning outcomes. For each program, a process is needed by which achievement of program-level outcomes, once identified, is systematically assessed. Presumably, informal assessments of general education outcomes, as stated in the Victor Valley College Philosophy of General Education (summarized above), occur within general education courses. Victor Valley College, however, lacks a process for ensuring that student achievement of associate degree objectives is systematically and directly assessed in these courses.

Planning Agenda

1. Competent training aiming at a shared understanding of the main components of learning outcomes assessment should be

provided in such a way as to elicit the active participation of all faculty.

2. Measurable student learning outcomes must be identified, reported, reviewed, and approved for all courses, including certificates, non-vocational majors, and general education requirements.
3. A formal procedure must be created to document, where appropriate, advisory committee review and approval of student learning outcomes for courses and certificates.
4. Curriculum Committee procedures will be amended to include a separate review of each course proposed to meet one or more general education requirements. This review will include a comparison of identified learning outcomes for the course with the identified learning outcomes for the general education requirement that the course is proposed to satisfy.
5. The institution must create a formal procedure for documenting the regular assessment of student progress toward achieving course, program, and general education learning outcomes.

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The quality of instruction is the main gauge of the institution’s success. The depth, breadth and vigor with which a college teaches demonstrate what an institution of higher education truly is. Victor Valley College has several methods of ensuring high quality education. The first is through the Curriculum Committee, which oversees all matters of teaching content. The Curriculum Committee works continuously to expand the breadth of the college’s teaching. This committee forms the

faculty's primary resource for innovation and input on college wide content. The majority of the committee is faculty, and only faculty members have voting rights. The Curriculum Committee ensures that standards established in the College mission statement are met in the curricula.

At the individual class level, it is the faculty member who ensures standards of quality and alignment with the College mission statement. Faculty draws their expectations first from the College mission statement and, in turn, from the Curriculum Committee. The faculty draws their classroom expectations from their knowledge of the topics and skills that students will need while in and after leaving the class.

The point these students need to reach by the end of class is governed by the College's place in the educational system. Some classes are entities unto themselves. Other classes are part of sequences necessary for transfer to and eventual graduation from the university. The UC and CSU systems determine standards and expectations for sequencing of classes such as freshman level math and English. Students passing these classes have reached at least minimum competency for junior level status at universities that articulate their curriculum with Victor Valley College.

The college uses each of these mechanisms to advance student outcomes, which is the central goal of the institution. The Curriculum Committee forms the locus of most discussion about standards, while many of the topics that come before the committee germinate in passing dialogue between instructors. Questions arise from specific instructional issues and successes. Faculty mulls these over with colleagues, and, in the natural process of discussion,

issues that start in the classroom are discussed further and come to policy in the Curriculum Committee. Faculty are a vital part of the process through their participation at the committee level, their maintenance of standards with the classroom context, and their ongoing attention to the needs of transfer institutions.

Self-Evaluation

Planning Agenda

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students

Descriptive Summary

Presently Victor Valley College has no institution-wide method by which to assess various learning styles of students or to advise faculty about integrating learning needs and outcomes through pedagogical approaches. Counselors occasionally offer optional flex-day workshops for faculty and staff to address this issue; however, presently the institution does not offer flex day activities. The counseling staff also teaches guidance classes for students in which students may participate in learning style assessments.

Victor Valley College continues to develop and diversify delivery modes and teaching methodologies to reflect the diverse needs of its students. Recently, the institution has made considerable progress with integrating the use of computer technology to work toward accomplishing this goal.

In November 2000 the institution received a grant from the Chancellor's Office of the California Community Colleges to create the Teacher Learning Center, enabling faculty to

demonstrate the effective integration of technology into classrooms and curriculum to students who plan to make a career in education. Students design and present their own projects modeled after instructor demonstrations.

The Learning Resource Center provides opportunities to use traditional research methods and to research online using both databases and the World Wide Web. Librarians offer lectures, demonstrations and assistance to individual students and classes that are learning various research skills.

Increasing numbers of faculty have incorporated various audio-visual materials and software programs into their lecture/discussion formats and/or have made familiarity with Internet sources an element of out-of-class assignments. Lecture, demonstration, and hands-on activities in workshops or labs are appropriate to the natural sciences and occupational programs such as Nursing, Automotive and restaurant management. Audio-visual programs and/or computer-based instruction may also enhance these activities.

The institution has developed a number of designated facilities that are used for both faculty-led coursework and individual student work assisted by aides and/or tutors. Students also use these settings to engage in collaborative learning. These facilities include the Writing Center; the Language Lab; a Business Administration and Computer Sciences/Business Technology computer center; and laboratories for the Allied Health, Art and Design and Basic Skills programs.

Victor Valley College has created eighteen Smart Classrooms furnished with all or some of the following equipment: data projector; wall interface box; smart lectern,

PC with network and internet connections; DVD, VCR, document camera, and speaker system interfaced with all equipment; and microphones. Some of this equipment can be made available to other classrooms by means of five smart carts and four semi-smart carts. Trained faculty may make use of this equipment to vary methods of presentation. The Humanities Center also has one computer classroom used for English as a Second Language, Journalism, English, and Business classes.

In addition, the college has one fully equipped compressed video classroom with live, interactive capabilities to network with remote classrooms in delivering instruction simultaneously to the main campus and to remote sites.

Over the past few years, Victor Valley College has developed approximately ninety online courses in the following disciplines: Allied Health; Art; Business Administration; Business Education Technologies; Business Real Estate; Chemistry; Child Development; Computer Information Systems; Education; Education Technology; English; Geography; Guidance; History; Philosophy; Physical Education; Political Science; Math; Psychology; Religious Studies; Sociology; and Speech.

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The basic skills program for math and English has been developed to include a combination of lecture and discussion, tutorial, and computer-assisted and collaborative learning formats. Students may enroll at various specified times during the semester in this modified open entry/open exit self-paced program.

Students with disabilities receive support through the Disabled Students Programs and

Services and the Adaptive Computer Technology/High Technology Center. Students may also be provided with note-takers, sign language signers, separate and isolated testing, recorded readings, and mobility aids. Due to recent statewide budget cuts, some of these services have recently been limited or discontinued.

The Curriculum Committee has adopted "Good Practices Standards" for technology-mediated instruction.

Self-Evaluation

Planning Agenda

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Program Review at Victor Valley College serves as the primary procedure for documenting the evaluation of courses and programs for instructional departments. The revised Program Review process, implemented in Spring 2002 and outlined in the Program Review Guide, assigns each instructional and non-instructional department to a particular year within a five-year cycle.

The three main components of each department's Program Review Report are description, evaluation, and planning. For the first of these components, each instructional department addresses the issues

of program relevance and appropriateness through describing its role within the Victor Valley Community College District. The following are included in the description.

- The department's mission, including its specific contribution to the mission of VVC
- Academic Discipline(s) or Administrative/Support/Service Area(s)
- Courses Offered or Services Provided
- Degrees and/or Certificates Offered
- Customer Categories

The descriptive section of each Program Review Report must also include a summary of data in a number of specific categories that are relevant to course and program evaluation. In order to assist instructional departments with this research component of program review, the Victor Valley College Research Office and Information Technology Department have created the Instructional Research Query Builder, a research tool that provides data for each discipline beginning with Fall 1997. The following grouping and sub-grouping variables are available: age; age group; course; closed status; days; ethnicity; gender; grade; instruction method; outcome; payment; retention; section; time of day; transferability; and weeks. Requirements for each Program Review Report include a summary and analysis of student enrollment and success data in nine categories, of which the following relate most directly to the achievement of learning outcomes.

- Comparative Overall Course Success Rate per Semester (5 years): Department/Discipline, Institution, California Community College system.
- Total Program Completions (Degree, Certificate) per Semester (5 years).

- Total Successful Program Placements (transfers, employment) per Semester, if available (5 years).
- Vocational departments' Vocational and Technical Education Act Core Indicators Data (achievement, Completion, Employment) as reported by the California Community College Chancellor's Office.

The Victor Valley College Research Office also assists departments in the collection of data regarding student satisfaction with class scheduling, curriculum, and instructional methods and effectiveness. On request, the Institutional Research Coordinator selects the class sections to be surveyed, provides survey forms that can be scanned, and returns an analysis of the survey results to the Department Chair. Student responses to the following survey items are particularly useful for course and program evaluation:

- Courses in this department meet my learning needs.
- Assignments in this course call for critical thinking about the subject matter.
- The methods of instruction used in this department's/discipline's courses are appropriate for the subject matter.
- Assignments in this course were beneficial in meeting the learning objectives.
- Grades awarded in this department's/discipline's courses reflect students' achievement of course objectives.

Faculty satisfaction surveys are also available from the Research Office. The following survey items for faculty are most relevant to course and program evaluation:

- I am satisfied with the quality of educational planning in this department/discipline.

- The department's courses conform in content, textbooks, and instructional methods to current disciplinary standards.
- Faculty in this department both assess and base grades and course credit on student achievement of learning outcomes.

The Victor Valley College Program Review Guide includes uniform standards for self-evaluation that guide each instructional department's program review and are addressed in its Program Review Report. Of these standards, the following entail a review of the relevance, appropriateness, currency, and achievement of learning outcomes of the department's courses and programs.

- Curriculum is reviewed regularly by members of the department and its advisory committee, and all course outlines have been updated at least once since the last Program Review. (currency, relevance, appropriateness)
- The department's *academic* courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the comprehensive objectives of general education. (currency, relevance, appropriateness)
- The department identifies competency levels and measurable student learning outcomes for each course and degree or certificate program and assures that official learning objectives are included with the syllabus distributed in each class section. (identification of student learning outcomes)
- The department assures that student achievement of learning outcomes is systematically assessed and used as the basis for course credit, grades, certificates, degrees, and curriculum

revision. (achievement of learning outcomes)

- The department systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve learning outcome achievement, and reports the results to the appropriate constituencies. (achievement of learning outcomes)

The Victor Valley College Curriculum Committee recommends that course outlines be reviewed and updated at least every six years. This recommendation provides additional incentive for departments to monitor curriculum relevance, appropriateness, and currency.

Through the program review process, each department systematically evaluates future needs and plans for courses and programs. The following planning components are to be included in the "Planning Agenda" section of each department's Program Review Report.

- Current Department Goals and Progress made toward achieving them.
- Trends relevant to departmental goals that are occurring in the discipline, student population, social service sector, institution, state public higher education, and state or federal law.
- Overall Department Goals.
- Specific Goals, Short Term (1 year), and Long Term (5 years) Objectives.

Each Program Review Report concludes with lists of specific Short Term (1 year) and Long Term (5 year) Resource Needs in the following categories: Full-time Faculty; Associate Faculty; Permanent Classified Positions; Part-time Temporary Employees; Supplies/Mileage/Contracts; Technology/Equipment/Furniture;

Remodeling of Facilities; Overtime; Software; and Other.

Program Review Reports are produced by and for departmental faculty with the active participation of their area dean. These Reports are presented for review and feedback, as requested, to the Superintendent/President and Chief Instructional Officer and intended thereby to become resources for institutional planning, decision-making, and resource allocation. It is expected that department goals identified through the program review process will contribute to the Victor Valley College District goals, the development of which began during the spring of 2004. Goals as well as resource needs for each department will be included in the revised and updated Victor Valley College Master Plan.

Self-Evaluation

Following submission of the 2002 Program Review Reports, nine department chairs and heads, representing both instructional and non-instructional departments, completed a survey evaluating the program review process. On a scale from 1 to 5 (1 = "Agree" and 5 = "Disagree"), the mean response was 1.78 to the item, "The Program Review process helped maintain and/or improve this department's effectiveness"

The Instructional Research Query Builder is a very valuable tool for accessing and reviewing student enrollment and success data. Moreover, faculty clearly benefit from the assistance of the Research Office in the systematic collection of satisfaction data. It is notable that access to both of these types of data was created for the purposes of program review and that this effort to make research data directly available to instructional departments is unprecedented

in the history of Victor Valley College. Although it is important for instructional departments to regularly gather student and faculty satisfaction information, it is unlikely that the Research Office, given its current level of staffing, could assist a large number of departments in doing so annually. It is necessary to find ways to ensure that complete and current satisfaction data are regularly available to instructional departments.

A program review evaluation survey was completed by department chairs or heads (both instructional and non-instructional) following submission of their 2002 Program Review reports. The survey suggests questions regarding the participation of supervising administrators in the program review process. The scale for this survey was 1 through 5 (1 = "Agree" and 5 = "Disagree"). The following are the relevant survey items and the results.

- "Following submission of the final Program Review Report, the department received prompt and useful feedback from the supervising Vice-President." N = 8; Mean = 3.25
- "Following the submission of the final Program Review Report, the department received prompt and useful feedback from the Superintendent/President." N = 5; Mean = 3.40
- "The immediate supervisor of the department head was an active participant in the department's Program Review." N = 9; Mean = 3.00

For instructional departments, it is important to make improvements in the degree to which supervising deans constructively and actively share in the work of Program Review. The intended contribution of the dean is not supervision, critique, or approval of the department's work for Program

Review but rather full partnership in and shared responsibility for completing that work.

Planning Agenda

1. Revise the Program Review Guide with clear instructions that will assist the units in developing a better understanding of what is needed for completeness and detail.
2. The Research Office will be given the resources necessary to assist each instructional department in the collection and analysis of student and faculty satisfaction data at least once during each academic year.
3. The Program Review Committee will incorporate into the Program Review Guide explicit instructions regarding documentation of each department's compliance with the requirements of Accreditation Standard II for the review of learning outcome achievement. This documentation may include indirect evidence (e.g., program and course completion rates), but it must also include direct evidence (e.g., exams, performances, projects, papers) of student learning.
4. A procedure will be developed for insuring that area deans are active and informed participants in their departments' Program Reviews and that the deans' participation is actively solicited by department chairs. This procedure will also ensure that supervising senior administrators are thoroughly acquainted with departments' program review reports and able to demonstrate their effective reliance on the program reviews to guide institutional decision-making.

f. The Institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs

including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

At Victor Valley College systematic evaluation and planning occur through the Program Review process, which assures the currency and measurement of stated student learning outcomes (in the form of course objectives listed on each course outline) through the following standards that are addressed in each instructional department's Program Review:

- Curriculum is reviewed regularly by members of the discipline/department and its advisory committee, as appropriate, and all course outlines have been updated at least once since the last Program Review. (currency; relevance; appropriateness)
- The department's/discipline's *academic* courses conform in content, instructional materials (including textbooks), and instructional methods to current disciplinary standards and are designed to meet the comprehensive objective of general education. (currency; relevance; appropriateness)
- The department's/discipline's *vocational* certificate/degree programs include a component of general education and require students to demonstrate competencies that meet current standards for employment, licensure, and/or certification. (currency; relevance; appropriateness; achievement of student learning outcomes)
- The department/discipline assures that student achievement of learning outcomes is systematically assessed and used as the basis for course credit,

grades, certificates, degrees, and curriculum revision. (achievement of learning outcomes)

The achievement of stated objectives or student learning outcomes for a course is measured through the evaluation tools used by the instructor of each section of that course. Some department chairs report that they monitor the degree to which the assignments, methods of instruction, and methods of evaluation for course sections are consistent with course objectives. Apart from the Program Reviews and the requirements of accrediting and licensure agencies for vocational programs such as Respiratory Therapy, Nursing, and Fire Science, there is no established institutional mechanism for systematically reviewing, directly measuring, and improving the achievement of student learning outcomes for courses and programs.

The Victor Valley College Office of Institutional Research and Planning publishes student data in an annual *Victor Valley College FactBook* that is distributed in printed form throughout the institution and to the community, as well as being available electronically from the Victor Valley College Institutional Research Webpage. The following student data categories that provide indirect evidence of student learning were published in the *FactBook 2004*:

- Student Retention and Success by Discipline for the Fall 2003 semester.
- Average and annual Victor Valley College Retention and Success rates for 1999-2003.
- Completion and retention rates by course type (Basic Skills, Vocational Education, Academic, and Overall), gender, race/ethnicity, and age from Fall 1999 through Fall 2003.

- Victor Valley College Aggregate VTEA Core Indicator Information (Achievement; Completions; Employment; Employment Retention; Nontraditional Participation; Nontraditional Completion) for 2004-2005.
- The total number of A.A. and A.S. degrees and certificates awarded for Fall, Spring, and Summer 1993-2003.
- Degrees and certificates by gender and race (1999 – 2003).
- The receiving institutions, race/ethnicity, continuation rate, and GPA of students transferring from Victor Valley College to a CSU from 1998-2002.
- Using the National Student Clearinghouse, counts for students transferring to a public or private university in 2001, 2002, 2003.

Design and development of an integrated planning process at Victor Valley College began during the Fall 2002 term. Although the process has not yet reached its final form or been completely implemented, it is anticipated that the following components will be included in each institutional planning cycle:

- Institution-wide Program Review: documented self-study involving research and description, evaluation, and planning goals and needs for all instructional and non-instructional departments and programs.
- Compilation of department goals and needs (as identified in the Program Review) into a prioritized institutional plan organized around such major areas of institutional commitment as remediation, facilities, technology, enrollment management, and assessment.
- Implementation of budget development and resource allocation processes that

are based on learning outcome data and are subordinate to and serve identified integrated planning goals and needs.

- Implementation of a process of assessing and improving institutional progress in achieving integrated planning goals.

During Fall 2003, a Faculty Senate committee named the Student Learning Assessment Committee was formed for the purpose of discussing ways in which Victor Valley College might address the accreditation standards' requirements regarding student learning outcomes. In addition, the Student Learning Outcomes Steering Committee, a campus wide committee, was formed in 2003 to increase the institutional capacity to develop and implement Student Learning Outcomes campus wide. The Student Learning Outcomes Steering Committee is composed of representatives from the faculty, classified staff, management and students.

Self-Evaluation

Although all course outlines and, thus, all course objectives, are on file in the Victor Valley College Office of Instruction, no attempt has been made by this office or by the Curriculum Committee to monitor the currency of these course objectives. Most departments appear, at best, to be in partial compliance with the recommendation of the Victor Valley College Curriculum Committee and *Program Review Guide* that course outlines be updated every six years. Given this present lack of curriculum oversight, detailed and comprehensive information regarding the currency of learning objectives is not available.

There has been no focused or organized discussion among Victor Valley College faculty regarding the nature, assessment, and improvement of student learning. Although

these topics are appropriate subjects for faculty staff development activities, there is currently no institutional budget for staff development, and the Staff Development Committee is largely inactive in this regard.

Apart from the faculty of the instructional programs being subject to external reviews or certification exams, and from annual editions of the *FactBook*, there has been no focused attention given at Victor Valley College to the assessment or improvement of learning outcomes for certificates, degrees, and programs. Initial discussions of learning outcome assessment have begun to take place in meetings of the Student Learning Outcomes Committee and through a workshop presented in Spring 2004 under the auspices of the College president.

Planning Agenda

1. Victor Valley College will devise a method and format for public reporting of each of the following:
 - Identified student learning outcomes for each course, program, degree, and certificate.
 - Assessment standards that define successful achievement for each identified student learning outcome.
 - Assessment tools and learning outcomes achievement rates for each course, program, degree, and certificate.
2. Victor Valley College faculty will participate in informed and focused discussions of learning outcomes assessment and the improvement of learning outcomes. (IIA2)
3. The Student Learning Outcomes Committee will develop a plan for implementing, documenting, and reporting learning outcome assessment and for improving student learning outcome achievement.

4. Victor Valley College administrators, managers, and classified staff members will be asked to participate in informational discussions of student learning outcome assessment and improvement and will develop strategies for supporting implementation of the Student Learning Outcomes Committee outcomes assessment plan.

5. Victor Valley College administrators, managers, and classified staff members will be asked to provide documentation of their effective support of student learning outcomes assessment and improvement. Victor Valley College administrators, managers, and classified staff members will develop means by which they can provide evidence of improvement in their support for student learning outcomes assessment and improvement.

6. The development of the Integrated Planning process at Victor Valley College must be completed, and the process for implementation must be reviewed for effectiveness.

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Requirements for Certificates, including identification of required courses and sequences, are outlined for each program of study that offers a certificate. Rigorous attention is paid to meeting all local, state, and federal rules and regulations. In identified departments certain certification examinations are administered by the faculty in that department.

Grading standards should be uniformly applied by faculty in all departments. When there are multiple sections of one particular

course, this can lead to difficulties. A student who performs at a certain level in one class should receive the same grade as a student who performs at the same level in another section of the same course, whether under the same or a different instructor. One effective means by which this might be assured is if there were to be a common exit examination given to all students in all sections of a particular course. This examination could then be graded by designated faculty within the department or discipline. There has been much talk of this possibility, but the logistics involved in such an effort would be very difficult to resolve, and little movement has been made in this since our last accreditation report. Another effective means by which this might be assured is through 'norming' sessions within a department or discipline, whereby faculty collaboratively evaluate students' work in order to achieve a standardized approach to student learning outcome assessment.

Self-Evaluation

Certificates in Fire Fighting meet all minimum qualifications and competencies, not only as required by the California Education Code Chancellor's Office of the California Community Colleges. They also meet all regulations required by the National Fire Protection Association and California State Fire Marshal's Fire Fighter I certificate program.

Restaurant Management is affiliated with the National Restaurant Association Management Development Program. Ten of this department's courses are nationally certificated management development courses in which the student must complete and pass an examination to receive certification for each course. These examinations are administered by department faculty. Upon completion of all

of the courses, the student receives a diploma, which is nationally recognized, from the National Restaurant Association.

The English department has used a common exit final examination in the past for its pre-transfer English 50 [Writing Fundamentals] to ensure a standard of writing competency. This examination was discontinued due to lack of funding.

Students may receive credit in Spanish courses. They first discuss with a full time Spanish instructor why they think they may be qualified for such credit, and the instructor then evaluates their oral proficiency. They are then required to pass the final examination for the course that they wish to receive credit for. If the student passes both the oral and written parts of the examination, then the requested credit is awarded.

Planning Agenda

There appears to be sufficient interest in academic departments (e.g., English and Mathematics) that might lead to an effort to establish a structure for a common final examination in identified courses. It is hoped that the departments and the Office of Instruction will be able to work together to find a way that such examinations might be administered.

h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The grading policies and the criteria for awarding credit for courses are stated clearly

in the College catalog. Additionally, the Course Outline stands as a permanent record for how credit is awarded for each course.

Prior to, or coincident with the commencement of each class, faculty are required [BY WHOM?] to distribute syllabi to all students, which must define the expectations of the students for each class both in terms of the tasks required to complete the course and the standards required to achieve a grade. Students are made aware of the requirements of each class during at least the first week of the term. The syllabi function as contracts between the faculty and the students for the semester and may be used in addressing and settling student grievances. Adjunct faculty are provided model syllabi by the department chairperson and/or area dean.

Students demonstrate learning outcomes through various methods. Evaluation of individual student performance includes but is not limited to: written examinations; essays; research papers; problem solving activities; lab experiments; and oral presentations.

Victor Valley College has no formal processes to address grading differences or grade distributions within a discipline. Consequently, the discipline faculty is responsible for establishing their own grading criteria. Grade distribution studies are now made readily available to all full-time and adjunct faculty members.

As courses are developed, department chairs and the Office of Instruction work closely together to determine if new courses are degree applicable, either at the AA or BA transfer level, and if they are to transfer as elective or as CSU (general education) or UC (IGETC) transfer. Prior to submission to the Curriculum Committee, all new

courses designed for transfer are submitted to the Victor Valley College Articulation Officer for review and appropriate processing, according to status as transfer elective, CSU, or UC inclusion.

Guidelines for repeatability and minimum standards for successful completion are established through Curriculum Committee processes in accordance with Title 5 and are outlined for each course. Instructors are expected to maintain these standards for all students. All courses leading to degrees, certificates, and/or transfer identify the measurements of student learning outcome assessment in terms of stated course objectives. Grades are permanently recorded and based upon uniform standards.

Self-Evaluation

Grading standards are established by individual instructors. It has been found that, in general, adjunct and non-tenured faculty tend to award higher grades than tenured faculty. This might indicate that students who feel that they deserve a higher grade than that initially awarded by the instructor might have more success in persuading the adjunct or non-tenured, faculty member to change the grade to the student's benefit.

In the 1999 Institutional Self Study for Reaffirmation of Accreditation for Victor Valley College, it was noted that during between 1992 and 1996, grade studies were available to faculty through the Office of Institutional Effectiveness. Within the past couple of years, faculty have been afforded a very effective new tool (Instructional Research Query Builder) by which such information may be gained, and this information may be acquired in much more detail than was possible before.

For instance, Grade studies may be conducted to see how grade distributions relate to the probability of student success upon transfer to the university. Information before Fall 1997 was collected by hand.

- From 1992-1996, successful outcomes (A, B, C, or CR) indicated a success rate of 65.3%.
- For the period of time from 1997-2002, this rate was a slightly lower 63.9%.
- The percentages of A, B and C grades for the period 1992-1996, were 29.1%, 20.1% and 12.8% respectively, while for the period 1997-2002, those percentages had dropped to 28.1%, 18.5%, and 12.4%. To some extent, the slightly lower success rate for the period 1997-2002 might be due to more rigorous standards adopted by instructors during this time, as evidenced by the lower percentage of A, B, and C grades awarded.

Grade inflation has been of great concern to many departments, and statistics such as these tend to suggest that some tangible results are being achieved in curbing overzealous generosity in the awarding of grades.

Planning Agenda

The raising of the bar for grading standards that the institution has witnessed over the past five years is a positive trend that will, hopefully, continue. With ready access to retention, grading, and student outcomes statistics, especially via the Instructional Research Query Builder, the faculty should find themselves better able to realistically evaluate student performance. Perhaps this will lead to a better understanding by the students of what they have accomplished and the goals they have set for themselves

upon transfer to the university might be attainable.

(IIA2)

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Awarding degrees and certificates based on student achievement of stated learning outcomes is a concern that this institution shares with every other community college. An institution must match its outcomes to its goals. At this time, there is no standard measure of student success against stated learning outcomes. The College offers an Associate in Arts degree and an Associate in Science degree, each of which matches the stated learning outcomes in terms of qualifying the student to enter the university in junior status. However, assurance that the courses taken match the quality expected of a student at that level is left to the instructor-student relationship. The Curriculum Committee oversees instructional topics and materials; it does not guarantee that the materials and topics match the learning expectations as formally stated in the Course Outline.

The institution will soon establish a committee to more closely oversee the maintenance of stated standards. It will probably be a college wide committee composed of faculty from a variety of disciplines. This committee will be a locus for discussion which has already started informally among instructors and administrators. It will move toward bringing the institution's focus in line with the changing parameters of California higher education.

Victor Valley College awards the Associate in Arts and Associate in Science degrees as well as certificates in subjects from Business to Education Technology. Each course of study has specific requirements, including the number of classes that must be taken and the number of class hours required. Each department establishes student learning outcomes. Learning outcomes are first explained in course syllabi. For each course, there are expected skills a student must obtain to pass the course; each instructor forms the first level of reinforcement of those stated standards.

A copy of each syllabi goes to the department, and another copy goes to the dean. So the standards established by the teacher are reinforced or altered, as the need may be, by the administration. Thus, the institution ensures that standards and stated learning outcomes conform to those set forth in the college mission statement.

Enforcement of the student learning outcomes comes first from the teacher. If there are discrepancies between the student outcomes and the performance and the instructor cannot meet the stated outcomes, the department chair stands in. (If the department chair cannot solve the problem, it goes to the appropriate dean. From the dean, the appeal goes to the president of the college. Thus there are built-in checks and balances going upward from the teacher-student relationship to that of the administration.

Self-Evaluation

Planning Agenda

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

Descriptive Summary

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

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

General education courses function as the students' introduction to comprehending the modern world, promoting the understanding

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

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

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

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

Self-Evaluation

Although students have several sources of information about the general education requirements for the Associate's degree, no recent survey has been taken to determine whether students find the information understandable or helpful. While information about general education requirements is available in Spanish, not all material has been translated, although the college has made progress in this regard by translating enrollment information and English as a Second Language course descriptions.

Board of Trustees Policy 4025 clearly delineates a general education policy. There is no policy or written criteria for the selection of courses to be included in the Associate degree pattern of general education. The College relies on the professional judgment of the Curriculum Committee.

Planning

Students will be surveyed to assess whether the information in the catalog, its supplements, and in any other related publications is sufficient to understand the general education pattern and requirements for the Associate degree.

The Academic Senate, through the Curriculum Committee, will delineate a coherent policy for the courses to be selected for the general education pattern for the Associate degree.

Include Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education in the catalog.

Standard II:A.3.a

Descriptive Summary

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

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

Self-Evaluation

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

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

Planning

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

Standard II:3:A:b

Descriptive Summary

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

Self-Evaluation

Victor Valley College requires students who complete its general education curriculum to be capable of productive lives and lifelong learning by completing coursework in Language & Rationality and Mathematics. Victor Valley College does not directly address the issue of computer literacy but offers computer access to students in a variety of settings. An increasing number of courses offer technology-based assignments ranging from in-class work to computer-assisted learning exercises such as research and preparation of assignments. In addition, the college continues to offer a range of online courses through which students gain appropriate levels of knowledge as well as increased skills in the use of computers and related technologies. The criterion of

"acquiring knowledge through a variety of means" is accomplished in every general education course via course content.

Planning

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

Standard II:3:A:c

Descriptive Summary

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

Self-Evaluation

Although humanities and fine arts, social and behavioral science, and communication categories include ethics, history, politics, aesthetic appreciation, and cultural diversity, the general education requirements, as stated in the catalog do not ensure exposure in any systematic way to this important educational goal. A student could easily miss many of these aspects during the course of study towards an Associate degree or certificate.

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

relevant to the content of courses used to satisfy the general education curriculum for social and behavioral sciences, humanities and fine arts, the English language, and communication.

Planning

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

While the Program Review reports are submitted to and reviewed by the Chief Instructional Officer and other administrators, it is not clear how program reviews influence institutional support and decision-making. Thus, the value of the program review process will be enhanced by supplementing it with a procedure designed to ensure and document that supervising administrators are appropriately involved in the process and are, therefore, fully informed of each department's contributions, self-assessment, plans, and resource needs throughout the program review process itself.

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

Descriptive Summary

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

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

Victor Valley College Associate Degrees (in alphabetical order):

- Administration of Justice, A.S.
- Agriculture and Natural Resources, A.S.
- Automotive Technology, A.S.
- Business, A.S.
- Business Administration, A.S.
- Business Education Technologies, A.S.
- Business Real Estate and Escrow, A.S.
- Child Development, A.S.
- Computer Information Systems, A.S.
- Computer Integrated Design and Graphics, A.S.
- Construction and Manufacturing Technology, A.S.

- Electronics and Computer Technology, A.S.
- Electronics Engineering Technology, A.S.
- Fine Arts, A.A.
- Fire Technology, A.S.
- Liberal Arts, A.A.
- Math/Science, A.S.
- Media Arts, A.S.
- Medical Assistant, A.S.
- Nursing, A.S.
- Paramedic, A.S.
- Respiratory Therapy, A.S.
- Restaurant Management, A.S.
- Welding, A.S.

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

Almost all of Victor Valley College's vocational programs include an Associate in Science degree option. The majority of programs consist of 18 units in the major; three units each from Natural Science, Social and Behavioral Science, Humanities and Analytical Thinking/Math; and 6 units from English. Also included is a one-course physical education requirement and remaining electives to reach the 60-unit degree minimum. Students normally take

additional classes in their major to fill elective units. Programs with this option include:

- Administration of Justice
- Environmental Horticulture
- Automotive Technology
- Business Administration
- Business Education Technology
- Business Real Estate and Escrow
- Computer Information Systems
- Computer Integrated Design and Graphics
- Construction Technology
- Electronics and Computer Technology
- Fire Technology
- Restaurant Management
- Welding

Other vocational programs with Associate in Science degree options include more than 18 units in the major in addition to all other graduation requirements.

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

Self-Evaluation

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

Planning Agenda

1. As its enrollment increases, Victor Valley College will continue to hire additional Counselors so that advisement, guidance, and counseling services would be more readily available to students.
2. Victor Valley College will periodically review degree and certificate courses and programs to ensure their accuracy, currency, and relevancy.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

B. Student Support Services

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

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

Descriptive Summary

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

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

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

The Matriculation Advisory Committee reviews the board approved plan and annually reports student outcomes by identifying effective processes that enhance student access to Victor Valley College. Overall, the Matriculation Advisory

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

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

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

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

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

Overall, since the last accreditation site visit, the College has experienced extreme growth in enrollment. For example, the College enrollment grew 14.5% in 2000 and 6.8% in 2001. In response to the enrollment growth, student service areas have made significant changes in the way Victor Valley College students access enrollment services. The Vice President of Student Services designed and created a one-stop transition center which houses Admissions and Records, Financial Aid, Bursar, and Assessment all in the same building. The College also expanded services into the evening hours providing enrollment services until 7:00 PM Monday through Thursday. During peak registration dates limited registration services are available on Saturday. In addition, counseling faculty developed drop-in and same-day counseling services during peak registration dates to help meet the increased demands for academic advising. The Assessment Center has converted to online computerized testing that is offered on a no appointment drop-in basis. The majority of the student service publications are available on the college website

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

According to the student satisfaction survey conducted Fall Semester of 2003 students rated their overall satisfaction with campus support services (0.07%) higher than the seven comparison California community colleges used for the survey results. In general, satisfaction score ratings for the Noel Levitz student satisfaction inventory indicate a level of student satisfaction compared to how well Victor Valley College has met their expectations.

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

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

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

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

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

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

Descriptive Summary

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

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

1. Educational purposes, as defined in the college mission;
2. Degrees, certificate programs, curricular offerings, course offerings, educational resources;
3. Student fees and other financial obligations, student financial aid, and fee refund policies;
4. Requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and
5. The names and degrees of administrators, faculty, and governing board.

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

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

The majority of the students are introduced to Victor Valley College through the catalog, schedule of classes, combined with the newly adopted "Notice to Students" section, Student Handbook, Matriculation "Steps to Enrollment" form, Admissions and Records office, New Student Orientation, Assessment Advisement and the Counseling Department. Overall, these resources provide comprehensive information that is updated annually, through educational planning, registration services, student support services, special programs and staff training activities. Students also receive information through the Strategic Enrollment Management direct mail campaign to local high school juniors and seniors, the VVC Rambassador student outreach organization, the World Wide

Web, individual program brochures, web cards, and other promotional materials.

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

The schedule of classes that is published each semester provides information regarding admissions, registration policies and procedures, matriculation information and refund policies. The schedule of classes is available on the college website. Notice of availability is mailed widely to residents of the Victor Valley indicating when and where the catalog is available on campus and on the college website. The registration process is detailed and outlined in the schedule of classes as "Steps to Enrollment." Students may register for courses on the Ram-Talk phone registration system, the VVC Web Advisor registration

system, or in person through the office of Admissions and Records. Each year the Office of Student Learning provides each faculty and staff with a copy of the academic calendar. The calendar is included in the catalog, Student Handbook, and schedule of classes.

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

Self-Evaluation

According to the student satisfaction survey results, student satisfaction with the College's program requirements being "clear and reasonable," was noted to be 0.19% below comparison colleges in the survey results. In addition, both faculty and staff have identified several incidents in the past where timeliness of the catalog availability was a challenge. Overall, the staff makes every effort to ensure that the College is represented with precise, accurate, and current information in its publications, especially the college catalog. The College has a solid working committee with faculty representatives that preview the creation and development of the catalog in the draft stage each year. Appropriate departments and programs are also included in the preview and revisions of outdated college information, however; some edits have not been acknowledged and continue to go unchanged from year to year.

With the advent of Access VVC (DATATEL) the College has taken the opportunity to change the course numbering for 90% of their courses. For example courses numbered 1 - 49 are considered non-degree applicable and non-transferable; courses numbered 50 – 99 are considered degree applicable and non-transferable; courses numbered 100 – 199 are degree applicable and transferable (mostly no prerequisites); and 200 – 299 are degree applicable and transferable (with prerequisites). The process of implementing a new catalog each year with new course numbers has contributed to an increase in mistakes and the need for corrections.

Planning Agenda

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

The Office of Instruction will:

- ensure that the catalog and class schedule will be available to all students over the internet prior to the Fall semester.
- improve coordination with the Curriculum Committee, Articulation, and the Counseling Department to produce a timely catalog and class schedule by meeting on a regular basis.
- meet with the Curriculum Committee and Counseling Department on a regular basis to review catalog updates and revisions.
- schedule regular meeting four times a semester for the Catalog Committee.

- monitor the efficiency of the new course numbering system to create a two-year calendar of class offerings, and assist with educational plan development and enrollment management.
- increase the number of staff dedicated to the creation and development of the college catalog on an annual basis.

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

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

Descriptive Summary

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

Self-Evaluation

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

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

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

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

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

Descriptive Summary

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

direction for selected activities. In addition, the College supports 14 athletic varsity teams that compete in the Foothill Athletic Conference.

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

Self-Evaluation

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

Campus Climate. This component of the survey assesses the extent to which your college provides experiences that promote a sense of campus pride and feelings of belonging. This scale assesses the effectiveness of your institution's channels of communication for students.

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

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

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

Descriptive Summary

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

The Counseling Department offers a variety of services for students ranging from educational planning and advisement, preliminary mental health screening with appropriate referrals to qualified mental health providers, analysis of transfer, degree, and certificate completion standards, and university general education certification. In addition, Counseling Faculty provide referrals to: Student Employment; Career Center; Veterans; Transfer Center; ASB Student Activities; Title IV Student Support Services; Financial Aid; DSPS; EOP&S; Care; and Cal WORKS on a regular basis.

Only Counseling Faculty provides academic advisement to Victor Valley College students. Students are often referred to

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

Self-Evaluation

At this time, the primary method used at Victor Valley College to evaluate counseling and/or academic advising is the evaluation process. This process is initiated annually by the Dean of Student Services each October. Counselors and academic advisors select peer reviewers with the agreement of the administrator. Students complete counselor evaluation forms after each counseling session. These student evaluations, as well as a counselor self-evaluation are then reviewed with both the faculty peer and the Dean. The Dean will then write a summary based on meeting discussions, peers, self and student evaluations. After the counselor has reviewed the summary, it is signed by the counselor and the Dean, then placed in a personnel file with the self and student evaluations. This process is completed by March 1 and all tenured full-time members will be reviewed once every three years.

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

The student evaluation focuses on the effectiveness of the counselor in terms of student success by asking questions that affirm that the student did receive the information or services (e.g., information on majors, certificates, transfer programs, career guidance, personal assistance, referrals to other programs and services) he or she had come for. The student evaluations collected in the Fall semester of 2003 rated student satisfaction with individual counselors and services provided as part of the tenure evaluation for five counseling faculty. Some 325 student returned evaluation forms for five counselors to provide comprehensive evaluation information. According to the results 98% of the students surveyed reported that the counselor was helpful and professional. The evaluation results also reported 99% of the students received the information and services they came for. In addition, 98% of the student evaluations indicated that they would seek services from the same counselor again. In general, the overall evaluations score ratings show how satisfied students are with Victor Valley College counseling services and their expectations are being met in a satisfactory manner.

Student Support Services has grown within the last two years. DSPS has hired two new counselors, EOP&S has hired two new counselors and VVC now has nine generalist counselors. This growth may provide evidence of counselor effectiveness by

demonstrating that a greater number of students are seeking academic advisement and learning outcomes. In addition, it is possible to determine assessment numbers that show evidence of people matriculating, the number of graduating students with Ed Plans compared to those without Ed Plans and the number of returning students with Ed Plans. It would also be possible to determine if students with Ed Plans take a shorter amount of time to obtain degrees than students without Ed Plans.

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

In the past, counselors attend 24 hours of flex activities each year which provide

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

Planning Agenda

The Vice President, Student Services and the Dean, Student Services will make significant efforts to improve transfer activities and increase staffing dedicated to improve the number of transfer ready students at Victor Valley College. For example additional staff will be identified that are student oriented and knowledgeable about the world of transfer to supplement transfer activities. Mailings will go out to identified transfer students advertising the Transfer Center services and functions. The Transfer Center activities will be publicized including: university visitations, application workshops, transfer workshops and the annual college fair.

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

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

Descriptive Summary

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

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

Victor Valley College Master Plan Goal 4 - Diverse Populations

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

In addition, Gender Equity is a goal pursued at Victor Valley College as noted by the current staffing populations. In 1997, administration supported program efforts by adding coordinators: a female counselor and

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

Self-Evaluation

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

Responsiveness to Diverse Populations

This component of the survey assesses the College’s commitment to specific groups of students enrolled at the College, e.g., underrepresented populations, students with

disabilities, commuters, part-time students and older, returning learners.

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

The College has been working to improve student access and success through various program activities. Many of Victor Valley College activities related to access are directly related with the implementation of state required matriculation standards, Financial Aid Outreach efforts, EOP&S, DSPS and the Title IV Student Support Services grant. The development of the 2004 Student Equity Plan reinforces the existing philosophy and program activities. The Student Equity Plan is written with the intent of making a real impact college wide, and the activities are designed to be “achievable.” The Student Equity Plan has been blended with the College mission statement, Matriculation Plan and the Master Plan Goals. In addition, the Student Equity Plan and development process was evaluated along with other college activities associated with student access and success. In general, the matriculation evaluation standards require the review of campus functions and their impact on student access and success.

Outreach efforts including school visits and college tours were conducted for area middle and high school students. New technologies are being expanded and utilized to increase enrollment options for new and continuing students. For example, college online services, phone-in and in-person registration is available. In addition, assessment is offered on a drop-in basis, with no need for scheduled appointments,

with instant results and on-the-spot advisement. The class schedule includes registration and matriculation information in Spanish. With the passage of the 2003-2004 state budget, the College has received additional BFAP-SFAA funding to increase awareness and participation in student financial aid programs through outreach activities that target potential Hispanic student populations.

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

Planning Agenda

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

Degree & Certificate Completion: The associate degree will be promoted to students who are "close" to obtaining a degree will be identified and provided with information on how they can apply for a degree. Students with more than 40 degree applicable units will be notified and encouraged to meet with an academic counselor to develop an education plan or update an old education plan.

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

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

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

Descriptive Summary

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

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

Self-Evaluation

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.

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

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

scores are used only in an advisory manner in recommending ESL course placement.

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

Descriptive Summary

In compliance with the Federal Family Education Rights and Privacy Act of 1974, as implemented by the California Education Code (76200) and Title V (54600), Victor Valley College protects the privacy of student records. A student may prohibit the release of general information for student directories by marking the appropriate box on the application for admission. The College may also release records. Student records primarily include those found in the Admissions and Records Office (admission application, transcripts, petitions...) and the Office of the Dean of Student Services (discipline). The required log of access to these records is kept in the respective offices. Officials and employees may have access to these records if they are operating within the scope of their respective college duties. These access logs are kept for a minimum of five years. Students may have access to their own records with appropriate notice and payment of appropriate cost, and may challenge the content as defined by campus policy. Student may also file a complaint with the U.S. Dept. of Education concerning any alleged failure by Victor Valley College to comply with Section 43 of the General Education Provisions Act.

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

Descriptive Summary

The institution evaluates student support services to assure their adequacy in meeting identified student needs. The program review model has been implemented by the College to incorporate the integrated planning approach with linkages to program forecasting and resource allocation. More specifically, the program review model for student services was developed and implemented for those student services programs and functions that are not already part of a Chancellor's Office mandated review process. For example, Admission and Records department along with the DSPS program have gone through the Program Review process. Additionally, the current research agenda identifies student services outcomes and attempts to incorporate them into the institution's overall systematic and integrated planning approach.

Students have been randomly selected to fill out evaluations following individual counseling appointments and experiences in assessment advising as described in 3c. In addition, EOP&S and DSP&S programs have separately surveyed students regarding quality and satisfaction of support services received in those specific areas to prepare for Chancellor's Office mandated reviews.

Self-Evaluation

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

The Matriculation Advisory Committee is responsible for monitoring the Student Equity Plan outcomes. For the formative evaluation, the Matriculation Advisory Committee receives reports on the activities from special programs through participation in the program review process. The Matriculation Advisory Committee meets at least twice per year to review the progress and answer the following questions:

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

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

According to the student satisfaction survey conducted in the Fall semester of 2003 students rated their satisfaction with campus

services (-0.02%) lower than the seven comparison California community colleges used for the survey results. In general, this satisfaction rating indicates how satisfied students are that Victor Valley College has met their expectation for quality of services.

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

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

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

The College has worked to improve student access and success through various program activities. Many of Victor Valley College's activities related to access rest with the implementation of matriculation standards, Financial Aid Outreach efforts, EOP&S, DSPS, Partnership for Excellence, and the Title IV Student Support Services grant. The development of the Student Equity Plan reinforces the existing college philosophy and program activities. The Student Equity Plan is written with the intent of making a real impact college wide, and the activities are designed to be "achievable." To plan, direct and monitor student equity, the student equity plan was blended with the College Mission Statement, Matriculation Plan and the Master Plan goal #4. Therefore, the Student Equity Plan and process was evaluated along with other college activities associated with student access and success. The matriculation

evaluation standards require the review of campus functions and their impact on student success.

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

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

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

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

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

New technologies are being expanded and utilized to increase enrollment options for new and continuing students. For example, college online services, phone-in as well as in-person registration is available. In addition, assessment is offered on a drop-in basis with no need for scheduled appointments with instant results along with on-the-spot advisement. The class schedule includes registration and matriculation information in Spanish. With the passage of the 2003-2004 state budget the College has received additional BFAP-SFAA funding to increase awareness and participation in student financial aid programs through outreach activities that target potential Hispanic student populations. In the Fall of 2004, the College was awarded a Title V grant under the Developing Hispanic Serving Institutions program to increase the college's capacity to be effective as a Hispanic-Serving institution. The components of the grant proposal focus on the following:

- **Improve Academic Programs:** Transform ESL and Math instruction to include faculty training, state of the art software and computer labs and integrated lab assignments in these gateway courses.

Improve Academic Programs with faculty development and improve student success in courses across the curriculum with Culturally Sensitive teaching and learning, Instructional Technology, and to strengthen the grant proposal writing capabilities.

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

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

A course completion rate of 28% for basic skills courses is significantly less than vocational or transfer courses. In addition, the course completion rates for African-American students, is significantly less than that of the overall Victor Valley College student population. More specifically, Victor Valley College's successful course completion rate for Basic Skills was significantly less than the statewide average for successful completions. Overall, the state average Basic Skills rate for successful completions is reported to be 67.4%. In contrast the Basic Skills completion rate for Fall 2003 was 28% according to Chancellor's Office MIS data.

Degree & Certificate Completion:

Compare the number of degrees and certificates awarded with the numbers of degrees and certificates awarded in prior years.

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

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

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

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

Planning Agenda

Access: Outreach efforts including school visits and tours of the College will be conducted for area middle and high school students.

Degree & Certificate Completion

The associate degree will be promoted to all students who are "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 develop an education plan or update an old education plan.

ESL/Basic Skills Completion

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

Transfers

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

visitations, application workshops, transfer workshops and the annual college fair.

Student Learning Outcomes Related to Student Services

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

Disabled Students Programs and Services (DSPS) Student Learning Outcomes

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

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

- The DSPS students who have the ability to verbally identify and communicate individual special

needs to instructors and effectively negotiate solutions for accommodations.

EOP&S Student Learning Outcomes

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

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

- The EOP&S students who make three or more service contacts with EOP&S will learn about college resources.
- The EOP&S students who attend the EOPS training will increase the knowledge and skills about leadership styles and the difference between management and leadership.

Academic Counseling and Advising Student Learning Outcomes

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

1. Obtain positive experiences with college systems and processes
 - a. Evidence of indirect learning outcome derived from Student Satisfaction Surveys.
2. Develop skills necessary for transfer and/or obtain an AA/AS degree.
 - a. Evidence of indirect learning outcome derived from graduation and Transfer rates.

3. Develop appropriate communication skills both written and verbal to meet general education requirements.
 - a. Evidence of indirect learning outcome derived from graduation and Transfer rates
 4. Matriculating students will develop critical thinking skills and problem solving skills to meet general education requirements.
 - a. Evidence of indirect learning outcome derived from graduation and Transfer rates
- Outcome: Students will define their educational goals and set education goals.
 - Evidence and measurement: 70% of matriculated students will have an educational goal documented on their registration record.
 - Outcome: Students will declare an academic major.
 - Evidence and measurement: 70% of matriculated students will have an academic major declared on their registration record or their education plan by the time they have completed 30 semester units.
 - Outcome: Students will learn how to follow and use course registration procedures.
 - Evidence and measurement: 80% of matriculated students will complete all appropriate registration forms for their second and subsequent semesters without need of advising appointments.

Assessment and Testing

- Outcome: Students will know their skill levels in math, English, and reading and make appropriate enrollment decisions based upon their placement scores.
 - Evidence and measurement: 80% of matriculated students who completed the college assessment, a comparable assessment at another college, or have college transcripts showing coursework in math, English, and reading will enroll in appropriate level courses.

Career Counseling and Guidance courses

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

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

Guidance Course Objectives	Guidance Course Learning Outcomes
1. Define the elements of the career and life planning process.	<ul style="list-style-type: none"> • Use career assessments to identify and appreciate personal interests, needs, personality, values, abilities and skills. • Conduct extensive career research utilizing varied resources and media. • Use labor market trends to plan career goals. • Establish and utilize a career networking system. • Analyze and personally evaluate information gathered. • Determine viable career options.
2. Develop personal career and life goals.	<ul style="list-style-type: none"> • Develop appropriate career path. • Set appropriate short and long term life goals.
3. Develop job attainment skills.	<ul style="list-style-type: none"> • Create a professional resume • Practice employee/employer interviewing techniques • Devise an action plan to reach stated goals
4. Acquire awareness of campus resources	<ul style="list-style-type: none"> • Locate support services • Contact service professionals • Follow through with recommended support activities

Financial Aid and Veteran's Benefits Counseling

- Outcome: Students will learn how to follow and use financial aid and veteran's benefits procedures.
 - Measure: 80% of students will successfully complete the required application processes after meeting with the Financial Aid staff and/or Veteran's Benefits Counselor.

New Student Orientation

- Outcome: Students will learn how to successfully navigate and use the student support systems, policies, and procedures.
 - Measure: 50% of applicable matriculated students will successfully enroll in next semester classes without advisement or staff assistance.

Student Achievement Outcomes

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

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

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

student education contract, i.e., vocational certificate, AA/AS degree (graduation), or transfer to 4-year colleges.

- The number of DSPS students who utilize classroom accommodations and successfully complete courses with a "C" grade or better with four or more service contacts with DSP&S.

The following are student achievement outcomes associated with EOPS:

- The number of EOP&S students who achieve their educational goal as stated on their education plans, i.e., vocational certificate, AA/AS degree (graduation), or transfer to four-year colleges.
- The number of EOP&S students who successfully complete courses listed on their education plans with a "C" grade or better.
- The number of EOP&S students who persist from Fall semester to Spring semester.

**Standard II B Student Support Services
Committee Members**

Chair: Dr. Leonard Crawford

*Co-Chairs: Jeffrey Holmes, Sandra Moreno,
Dr. Shirley Peterson (1999-04), Sherri
Pierce*

Patricia Barnett
Theresa Bazurto
Kelley Beach
Cynthia Bourdy
Renay Butler
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Diane Chapman
Julie Christiansen
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Tammy Dance
Judi Dorval
Karen Erdmann
Dr. Fran Ferrance
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Manuel Gaytan
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Ray Navarro
Claude Oliver
Adrienne Reynoso
Beth Roberts
David Rodriguez
Jean Rothschild
Shirley Stanford
Susan Tillman
Jaclyn Trost
Martha Vila
Bonnie Weathersby
Ahn Weis
Audrey Williams

STANDARD II:

STUDENT LEARNING PROGRAMS AND SERVICES

C. Library and Learning Support Services

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

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

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

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

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

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

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

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

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

Descriptive Summary - Library

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

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

In accordance with the library’s collection development policyⁱⁱ, the library supports the college’s instructional programs by providing a quality collection of books,

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

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

Self Evaluation – Library

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

ACRL recommendation of a minimum 11 items/student FTE. Based on data from "California Library Statistics 2002,"^v a comparison with California community colleges of similar student population also shows VVC's collection is somewhat smaller than comparable institutions (see the library's program review^{vi}, p. 22).

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

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

Equipment: An imperative issue affecting equipment and technology in the library is the need to upgrade the Sirsi automation system client and server. The system server has not been replaced since it was first installed in 1996 and the client software was last updated in 2002. The library received

new computers for student access to online databases and Internet sources last year. The computer situation in the library is currently adequate; however, an effective program depends on the institution for stable funding for contracted services and equipment replacement. Although VVC's Educational Master Plan^{vii} calls for established guidelines for the "acquisition, support, maintenance, and replacement of equipment and software," it is unclear if guidelines that address routine maintenance and replacement of equipment exist.

Planning Agenda - Library

- Request augmentation of book budget to \$100,000.
- Secure general fund budget for online database subscriptions if current categorical TTIP funding is reduced or eliminated.
- Upgrade the server, operating system and client software for Sirsi library automation system.

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

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

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

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

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

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

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

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

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

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

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

- Because the process for the acquisition of hardware is not clearly defined at present, there is a need for established guidelines regarding the replacement of equipment.
- Pay-to-print systems are being explored to recover the costs of paper and toner.

Descriptive Summary – Language Lab

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

provides Internet access for researching language specific web sites and completing online course requirements.

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

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

Self Evaluation – Language Lab

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

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

language programs loaded on each of the 30 student workstations. These programs provide both audio and visual language recognition and pronunciation features including built-in assessment capabilities for immediate feedback and progress assessment.

Planning Agenda – Language Lab

- The Language Lab recently received a \$95,000 grant to upgrade the lab facility through the addition of a computer classroom designed to assist instructors teaching ESL classes.
- The instructional assistants are currently developing a selection of student handouts for AENG, ESL and Spanish classes. This will ensure all students have educational materials readily available to assist them with their lab activities.

Descriptive Summary – Basic Skills

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

Self Evaluation – Basic Skills

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

Planning Agenda – Basic Skills

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

Descriptive Summary – Writing Center

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

Self Evaluation – Writing Center

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

Planning Agenda – Writing Center

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

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

Descriptive Summary - Library

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

...the ability to recognize the need for information and to find, evaluate, use and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy.

Information competency includes consideration of the ethical and legal implications of information use and requires the application of both critical thinking and communication skills.

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

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

and using MLA citation format, are made available in print format and on the library's web page. Librarians have offered staff development workshops to teach faculty and staff about the library's online catalog and electronic databases.

Self Evaluation – Library

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

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

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

competency instruction as on-campus students.

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

Planning Agenda - Library

- Work with faculty senate to propose and adopt a campus-wide definition of information competency. Identify a list of core competencies to assess how research assignments and the library's workbook meet student learning outcomes.
- *In response to faculty requests, expand the English 101 workbook coverage of online information sources and develop an electronic format to meet the needs of distance learning students.*

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

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

tutors and staff concerning recent upgrades and additions of hardware and software in the computer lab.

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

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

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

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

The Supplemental Instructional/Tutoring Program has functioned well to meet students' needs. The study skills sessions and the computer familiarization sessions are not as well attended as they might be. Many students are unaware that these services are available to them, without cost.

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

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

- Identify improved ways to advertise available tutoring services, including utilization of the web page.
- Work with the Student Learning Outcomes Committee to establish measures of improved student performance as a result of interactions with tutors and SI leaders.

II C1b. Descriptive Summary – Language Lab

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

the lab to ensure that they are using the computer systems correctly.

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

Self Evaluation – Language Lab

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

Planning Agenda – Language Lab

- The Language Lab will develop support services for three new ESL computer literacy courses specifically designed to teach basic computer operation to ESL students.
- The instructional assistants will work with the ESL and foreign language departments to ensure that student learning outcomes presently being developed are incorporated into the Language Lab program.

II C1b. Descriptive Summary – Basic Skills

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

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

Self Evaluation – Basic Skills

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

Planning Agenda – Basic Skills

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

II C1b Descriptive Summary – Writing Center

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

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

Self Evaluation – Writing Center

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

Planning Agenda – Writing Center

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

C1c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary - Library

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

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

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

technology is available for students enrolled in Disabled Students Programs and Services.

Self Evaluation - Library

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

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

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

Planning Agenda - Library

- Automate the remote authentication process for accessing online subscription databases.
- Redesign library web site to ensure accessibility.

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

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

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

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

Self-Evaluation – Supplemental Instruction/Tutoring Program and the Computer Lab

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

The hours provided for tutoring are appropriate. Students who need tutoring at

hours before and after the preferred times are accommodated by adjusting schedules.

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

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

- Survey users concerning the need for opening the Computer Lab on Saturdays.
- Develop a plan to utilize the website more effectively and schedule a designated person to meet with the web master regularly with updates.

Descriptive Summary – Language Lab

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

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

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

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

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

Self-Evaluation – Language Lab

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

Planning Agenda – Language Lab

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

Descriptive Summary – Basic Skills

The Basic Skills program is an open-lab setting and coursework must be completed in the lab, which is open Monday through Saturday for 46 hours per week during the fall and spring semesters. Regular hours of operation are: 8:00 a.m. to 5:00 p.m. Monday through Thursday; 8:00 a.m. to 2:00 p.m. Friday; 10:00 a.m. to 2:00 p.m. Saturday. A faculty member from either the math or English departments is available during every hour of operation, and numerous tutors provide assistance during the busiest times. An Instructional Assistant III is present Monday through Friday from 8:30 a.m. to 5:00 p.m.

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

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

Self-Evaluation – Basic Skills

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

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

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

Planning Agenda – Basic Skills

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

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

Descriptive Summary – Writing Center

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

Self-Evaluation – Writing Center

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

Planning Agenda – Writing Center

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

II C1d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary - Library

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

Self Evaluation - Library

In Spring 2000, the space originally occupied by Instructional Media Services (IMS) on the lower floor was appropriated by administration to create additional classroom space. When the library building was originally designed, the lower floor was designated as a quiet study area, away from the open service areas on the main floor. Placing classrooms in the library has resulted in problems related to increased noise, traffic, and food and drink violations, wear on the facility, and maintenance requirements; there has also been an increase in vandalism, graffiti, and nuisance complaints, especially during the evenings when staffing is at a minimum. In 2000-2001, the annual gate count for patrons entering the library was 136,868; two years later, traffic in the library increased 31%, or to a gate count of 179,352 in 2002-2003, due to classes being held in the building.

Planning Agenda - Library

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

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

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

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

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

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

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

an excellent tool to control inappropriate student usage of the computers.

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

- Replace or repair chairs as soon as the budget permits.

Descriptive Summary – Language Lab

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

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

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

Self Evaluation – Language Lab

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

Planning Agenda – Language Lab

No planning agenda.

Descriptive Summary – Basic Skills

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

Self Evaluation – Basic Skills

The lab is clean, safe, and secure.

Planning Agenda – Basic Skills

No planning agenda.

Descriptive Summary – Writing Center

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

Self Evaluation – Writing Center

The staff and faculty for the Writing Center have maintained a safe working environment as well as a safe learning environment for students. The few instances where other students posed any danger resulted in contacting the campus police who responded quickly and appropriately.

Planning Agenda – Writing Center

No planning agenda.

C1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for

and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary - Library

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

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

Self Evaluation - Library

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

six IEALC cards were issued to students last year to enable them to use other libraries.

Planning Agenda - Library

No planning agenda.

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

NOTE: This standard is not applicable to these departments.

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

Descriptive Summary - Library

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

Self Evaluation - Library

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

college, while 43% of faculty respondents rated the library as "extremely important" and 43% of faculty rated the library as "very important" to students' academic success. Survey results were distributed to library staff to help us evaluate our program and provide recommendations for improving the collection and services.

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

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

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

Planning Agenda - Library

- Librarians are members of the newly formed campus-wide and faculty senate committees for student learning outcomes, and are working to establish SLOs for the library that can be assessed and used to improve our instructional program.
- Survey students, faculty, and staff periodically to evaluate the library's collections and services and provide assessment sources for the upcoming 2007 program review.

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

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

The IA-III receives requests from faculty for new or upgraded software installation.

Instructors are encouraged to schedule class visits to the Academic Commons to introduce their students to software required for the course. The instructor and the Academic Commons' staff provide a demonstration of the use of the software and also introduce other services available in the Academic Commons.

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

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

The hiring procedure begins with recommendations from faculty and is followed by thorough interviews with the Coordinator. The Coordinator offers in-

depth training for new tutors each semester that includes topics such as communication skills, learning styles, adult learning characteristics, and group tutoring techniques. Both new and returning tutors attend two meetings each month for ongoing tutor training offering further instruction in a wide range of subjects such as recognizing and working with learning difficulties, workplace safety issues, and dealing with difficult students. Each semester all tutors are required to perform four observations of other tutors followed by discussions about what occurred during the sessions. The Coordinator facilitates the ongoing tutor sessions and reads the observations, offering feedback.

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

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

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

- Maintain a log of class visits including number of students attending.
- Compile tutor usage statistics

The IA-III is very responsive to faculty requests for software, meeting their needs in a timely fashion. The continued requests for support from instructors verifies that the Computer Lab is meeting the needs of faculty and students when these support-learning tools are delivered via the computer.

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

Information needs to be compiled, documented, and reported regarding tutoring support for students taking online courses. Many instructors prefer that tutors do not work with their students online; however, students make appointments with tutors on campus in the Academic Commons for these sessions.

In the past a form was placed in faculty mailboxes requesting recommendations for potential tutors. Few faculty responded, and the Supplemental Instruction/Tutoring Coordinator interviewed candidates recommended by other tutors. More faculty need to be involved in recommending tutor candidates.

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

- With direction from the Dean, design and implement ways of collecting and reporting data that will be useful in assessing and improving support for student learning.
- Complete a Program Review in 2005, including user surveys, to determine the effectiveness of the Computer Lab and Supplemental Instruction/Tutoring Program.
- With the Academic Senate Student Learning Outcome Committee, explore how the Computer Lab and Supplemental Instruction/Tutoring Program support student learning outcomes that are being developed.

Descriptive Summary – Language Lab

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

Self Evaluation – Language Lab

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

Planning Agenda – Language Lab

- Participate in the ESL and foreign language departments' program review processes to evaluate and improve services to students.

Descriptive Summary – Basic Skills

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

Self Evaluation – Basic Skills

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

Planning Agenda – Basic Skills

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

Descriptive Summary – Writing Center

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

Self Evaluation – Writing Center

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

Planning Agenda – Writing Center

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

ⁱ Library's mission statement

ⁱⁱ Library's collection development policy

ⁱⁱⁱ Library's web site: <http://www.vvc.edu/library/>

^{iv} ACRL Standards for Community, Junior and Technical College Learning Resource Programs web site:
<http://www.ala.org/ala/acrl/acrlstandards/standardscommunity.htm>

^v California Library Statistics, 2002

^{vi} Library's Program Review, 2002-2003

^{vii} VVC Educational Master Plan

^{viii} Academic Senate for California Community Colleges, "Information Competency in the California Community Colleges"
http://www.academicsenate.cc.ca.us/Publications/Papers/Info_competency.html

^{ix} Sample library workbook for English 101 course

^x Inland Empire Academic Libraries Cooperative (IEALC) agreement

^{xi} Results from library survey, 2002

^{xii} Institutional Research Department report on "Noel-Levitz Student Satisfaction Inventory: Internal Analysis and Directions for Change"

^{xiii} Learning Center Fall 2000 Report

^{xiv} Learning Center Fall 2003 Report

STANDARD III: RESOURCES

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

A. Human Resources

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

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

Descriptive Summary

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

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

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

Programmatic needs are addressed through the department input. A recruitment brochure based upon minimum qualifications and input from department faculty is developed for each faculty position by the Office of Human Resources. Qualifications to be sought through recruitment and selection processes are outlined in the brochure. Needs analysis occurs through a discussion at the department level. Analysis of classified positions occurs through Cabinet discussions and Budget Advisory Committee review and recommendations. The faculty association

provides the president and deputy superintendent of instruction input regarding hiring priorities. Discussion at this level yields a final list to be forwarded to the Cabinet. The hiring process utilizes input from various departments in developing criteria for screening of applications, as well as interview questions to be asked. This process ensures that candidates will be evaluated by committee members from the department seeking replacement personnel. The evaluation by these committee members, coupled with screening criteria, address the specific needs of the department.

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

Title 5 guidelines are followed, as is the district's hiring policy outlined in the Faculty Staff Diversity Plan. The Faculty Senate developed a hiring policy which was approved by the governing board in 2003. The faculty hiring policy provides specific direction pertaining to the recruitment and selection procedures and timelines.

This policy is being followed, in so far as possible; however, the established timelines in the policy have not been strictly adhered to due to budget decisions made later than the timeline would require, as well as the need to fill positions vacated without sufficient notice to begin the hiring process in the summer as stipulated in the policy.

The Faculty Hiring Policy clearly outlines the manner in which faculty members participate in the selection of new faculty. Applicants' qualifications are assessed through paper screening and scoring of applicants' application materials. Each

committee member participates in the development of criteria to evaluate applications. The interview process includes scoring of applicant answers to questions and, in addition, often includes assessment of a teaching demonstration. Based upon these processes, applicant qualifications are assessed and those determined to be best qualified to be hired by the college are referred for a final interview and selection processes.

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

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

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

Applicants are required to provide US evaluation of foreign transcripts. Several outside agencies provide those services for a fee. If creditable assessment of applicants'

degrees is not provided, the applicant will not be considered.

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

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

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

Descriptive Summary

The classified evaluation process provides for an improvement plan in each assessment area. The faculty evaluation process includes recommendations for performance improvement by the evaluation committee. At the administrative level, goals are set by administrators and level of attainment is assessed by the evaluator and evaluatee.

All evaluation processes measure specific job-related duties, knowledge, and abilities.

The district has contracted for a classification and salary study to ensure that job responsibilities are consistent with job descriptions and that competitive salaries are paid. In addition, the organizational structure or hierarchy of jobs will be appropriately aligned through the study.

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

Descriptive Summary

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

Self Evaluation

d. The institution upholds a written code of professional ethics for all of its personnel.

A code of ethics has been drafted and will be considered and refined through the shared

governance process. When this code of ethics is finally adopted, it will serve as a standard by which employee ethics can be judged.

Self Evaluation

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Utilizing the document entitled Minimum Qualifications for Faculty and Administrators in California Community Colleges, published by the Human Resources Division of the Chancellor's Office, we ensure that all academic applicants meet the minimum education and experience requirements pertinent to their assignment.

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

Planning Agenda

In academic year 05/06, fully implement the Faculty Hiring Policy approved by the governing board in 2003. Expand recruiting techniques to make full use of current advertising media. Implement the recommendations of the classification and salary study beginning in Spring of 2005, as budget permits.

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

surveyed to obtain examples of such instruments.

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

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

Descriptive Summary

The college continues to work toward achievement of the 75/25 ratio of full-time and part-time faculty. The number of full-time faculty is currently 134, which exceeds the Chancellor's Office required minimum of 111 by 23 full-time faculty members. The support staff of 183 employees has increased over the past five years from 135 in 1999. Increased staffing is particularly noteworthy in the areas of information technology, where 5 positions were added to meet the need for support which continued to grow as the demand for computer technology spread throughout the college and as we implement the Datatel Information Management System.

The number of administrative staffing has remained constant, except in areas where budget constraints required the elimination of positions such as Internal Auditor, Coordinator of Purchasing, and Director of Printing. These functions have been accomplished by other administrators assuming additional duties. As administrative positions become vacant and need for administrative support is assessed, dollars are reallocated to address the areas of greatest need. Where possible, new positions are added to support new or expanded programs. An example of the college responding to need is the proposed addition of the position of Dean of

Corporate and Community Education, which will build and expand programs to serve the needs of local businesses for trained personnel. The position will be implemented when and if funding can be obtained through donations from local agencies and corporations.

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

Cabinet periodically assesses the needs of the organization and provides direction for reorganization where it is considered necessary or in the best interests of the college.

Generally, staffing is sufficient to meet the needs of the organization. However, recent budget constraints have not allowed addressing needs for additional staffing. Examples would be the custodial area and the small number of instructional deans.

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

Self Evaluation

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. Human Resources is constantly working to address the need for instructors as the number of sections and new classes expands. For example, in the fall 2004 semester 137 new course sections were added to promote

growth, which required the employment of 27.4 full time equivalent faculty. Added recruitment efforts and expedited hiring and orientation processes fulfilled the increased demand.

Planning Agenda

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

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

Descriptive Summary

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

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

Personnel policies are incorporated in board policy and the faculty and classified collective bargaining agreements. Board policies are available to all employees on the district Website, as are the collective bargaining agreements. Policies pertaining to management personnel are included in the

management handbook, which is distributed to all managers.

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

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

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

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

Self Evaluation

The institution systematically develops personnel policies and procedures that are available for information and review. Using the Community College League of California (CCLC) model, policies are tailored to the needs of the college. We also review sample policies and procedures from other institutions. For example, in August

of 2004, Human Resources Officers were surveyed, via email, regarding Exit Interview procedures. Six (6) responses were received and are being reviewed with the intent of updating the exit process at VVC.

Planning Agenda

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

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

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

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

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

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

Descriptive Summary

VVC is committed to faculty and staff diversity. Our goal is to recruit, hire, and retain qualified individuals who represent the student's ethnic, gender, disability, and veteran composition without sacrificing quality. The Board of Trustees has a diversity plan in place with Board Policy 7100. All personnel selection committees have a Fair Employment Representative (FER) assigned. The FER functions as a non-voting member of the selection committee and acts as a liaison with the Human Resources Office. Responsibilities are to provide technical assistance and to monitor the hiring process for compliance with policies and procedures as defined in the College Fair Employment Plan.

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

The institution fosters appreciation of diversity through workshops and training presentations, some of which include: diversity training by Maggie Sizer in Fall 2001, discrimination/hostile work environment training for Maintenance and Operations in April 2004, sexual harassment/discrimination training by Peter Brown in 2003, verbal judo training by Chico Garza, and a Flex Day Activity on personality differences in September 2002. Also, the "script" used by fair employment representatives encourages diversity awareness in the hiring process. The district also strives to provide diverse representation

on hiring committees by encouraging the various constituents to consider diversity when assigning volunteer members, and by reviewing committee make-up regularly.

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

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

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

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

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

The institution endeavors to provide equity and fairness to all in its employment practices, interactions with employees, distribution of resources and services,

response to complaints, and opportunities for growth, development and advancement.

Self Evaluation

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

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

The district's policies and practices are not totally effective in promoting understanding of equity and diversity issues since the district has received in the past year 4 discrimination complaints and 7 sexual harassment complaints. The number of claims in the past year have increased over the previous year. The district is, therefore,

planning additional training, particularly for maintenance and custodial staff.

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

Planning Agenda

In 2005, the Office of Human Resources will be revising the Faculty and Staff Diversity Plan to conform to new guidelines, which are to be provided by the Chancellors office in late 2004.

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

Descriptive Summary

Personnel have the opportunity and are encouraged to attend conferences, workshops, and seminars. VVC has set up Faculty Travel funds to reimburse those who attend off campus professional development conferences. In addition, on-campus opportunities are frequently available. However, due to budget constraints beginning with the 2003-2004 year, faculty travel funds have been suspended. A full time Staff Development Coordinator was in place until the 2001-2002 year, where it became a part-time position. A Staff Development Committee is active in planning and developing professional growth activities for all faculty and staff.

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

a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission as

published in the college catalog, and the Institutional Self Study of Reaffirmation of Accreditation and the website. Staff is afforded the opportunity to attend conferences, workshops, and seminars in an effort to stay current in their fields. On-campus staff development activities are planned and offered to these segments of the college community. All staff are encouraged to give presentations on areas of their expertise.

Self Evaluation

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

Descriptive Summary

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

Self Evaluation

Given the challenge of not having mandated flex activities, generating and maintaining interest in workshops and seminars has been a challenge to the Staff Development committee. Similarly, generating and maintaining interest in presenting workshops or seminars. The committee has proposed a modest stipend for presenters as a way to encourage increased participation in presenting what the members recognize as an essential component of a college.

Planning Agenda

Provide funding in the human resources budget to permit HR staff members to attend training sessions and workshops in the human resources, benefits, and payroll areas.

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

Conduct survey regarding staff development activities.

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

Descriptive Summary

The president's Cabinet is in the process of assessing the current and future organizational needs of the college and is seeking ways to more effectively deploy personnel to address the changing needs of the institution and to more adequately distribute workload. The Budget Advisory Committee was designed to have campus wide representation so that all constituencies could bring their particular interests to bear in solving financial issues which impact the entire institution. The Budget Advisory Committee is considering the manner in which current reduction in funding will impact the organization and is seeking ways to more efficiently utilize staff so as to bring about a reduction in personnel costs.

The need for full-time and associate faculty members are determined by curricular offering. The need for classified and administrative personnel is based upon requests for identified needs for specific support. Cabinet addresses the overall staffing needs of the college and recommends to the Budget Advisory Committee staffing expenditures. The president, who has global knowledge of college needs, approves all hiring requests prior to their submission to Human Resources. The positions requested through the hiring process are filled and there are few examples where courses could not be offered or services provided, based upon an inability to find a qualified employee.

Since the last Accreditation Report, VVC has implemented the new Position Control

Human Resources system and new Payroll System. CECC's strong point is its support of the Integrated Concept, providing systems developed from a management perspective, with user design input, providing comprehensive and flexible solutions. This works well for the college as CECC works in partnership with the Chancellor's Office to support and ensure software compliance.

Position Control 2000 application allows easily updated employee basic employment information as well as the Reports 2000 Program, which is accessed thru the web. The District implemented the CECC's new payroll system, integrating into the MAGIC (Multiple Access with Global Information Control) system. It provides for future date processing and allows the ability to work on a future payroll, while the current cycle is either open or closed. The system also allows the payroll users the ability to view online past and future cycles for detailed calculations and deductions. It is also integrated for budgeting purposes by way of the SAMS (Salary Analysis Management System) budgeting module.

This new integrated system allows greater flexibility and audit trails for the user and management. In addition, in order to support the faculty information requirements for the Student Learning division, Human Resources and Payroll continue to initiate methods of integration between MAGIC/PC2000 and the newly implemented Datatel student system. This integration allows information to flow across systems for use in faculty assignments/contracts as well as meeting the chancellor's office MIS staff reporting requirements.

Self Evaluation

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. An April 4, 2004, survey reflected the faculty and staff opinions regarding the selection and evaluation processes. A summary of results stated that 76.2% of faculty, 66.7% of classified, and 90.9% of administrators agreed with the statement, "Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated." In addition, 48.1% of faculty, 24.1% of classified, and 50% of administrators agreed with the statement.

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

Planning Agenda

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

STANDARD III: RESOURCES

B. Physical Resources

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

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

Descriptive Summary

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

effectively utilized for asset management purposes should the opportunity arise.

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

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

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

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

the campus. All reported safety concerns are evaluated and addressed within an 8-hour period.

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

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

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

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

The college assures the safety and sufficiency of its equipment through periodic and annual inspections. In addition, continued training of

staff insures the proper usage and continued reliability of all equipment.

Self Evaluation

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

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

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

Planning for the 28,116 square feet Speech/Drama Addition to the Performing Arts Center (PAC) is 35% complete. This facility will provide a permanent "home" for the speech program, which is currently dispersed throughout campus to any available classroom. This building will also provide instructional space to the very active dramatic arts program. The PAC does not currently have adequate support space for a facility in which teaching, learning, and performing occurs. The Speech/Drama Addition will address this deficiency.

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

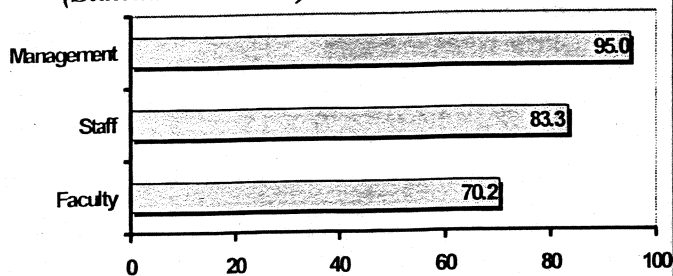
Final Project Proposal to the Chancellor's Office for a replacement project in which the space use will be duplicated.

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

An internal opinion survey conducted in April of 2004 showed that a large percent of management, faculty and staff felt that the College manages its physical resources in a manner to ensure safety and access for the campus community (see graph taken from survey below).

<http://www.vvc.edu/offices/research/IRwebsite04/>

*The institution manages its physical resources in a manner to ensure safety and access for the campus community.
(Standard III B1b)*



The College uses the results of these surveys, self-inspections, and committee discussions

to evaluate the needs of most concerns to be addressed.

The College should continue its efforts in strengthening the quality of its maintenance, custodial and grounds operations. This will be accomplished in part through annual customer satisfaction surveys. The first survey of this kind will be handed out in the winter of 2004. Results will be analyzed and appropriate action will occur given the information provided from the results.

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

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

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

Planning Agenda

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

department to create an annual survey, giving students, faculty, and staff an opportunity to voice their opinions on the areas of strengths and weaknesses of the Maintenance & Operations, Grounds, and Custodial departments of the College.

Once these surveys are collected and the data is analyzed, the department will use this information to improve the institution by creating safer and more efficient physical resources, which will in turn foster improved student learning outcomes.

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

Descriptive Summary

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

The College has identified additional needs created by continuing growth in student population, advances in technology, and demand for expanded instructional programs. These proposed facilities and equipment have been included in the annual Five Year Capital Construction Plan and Annual Space Inventory Report. In order to be included in the plan, a facility must not only be a desired addition to the campus, but it must be supported through efficient utilization of existing spaces, a selection of disciplines to be housed in the facility, the weekly student contact hours (WSCH) generated by both the

selected programs and the college as a whole, and by types of existing spaces being requested, i.e., lecture, lab, office, etc.

The College also utilizes the Educational Space Quantification and Facilities Master Plan (Master Plan), which provides a foundation upon which the instructional and support service facility needs of the district, can be addressed and met over the next eighteen years. The Master Plan provides guidelines for decision-making and action and ties directly into the Annual Space Inventory and Five Year Capital Construction Plan reports.

<http://www.vvc.edu/offices/planningresourcedevelopment/masterplan/emp.htm>

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

Advanced Technology Center

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

Speech/Drama Addition

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

Auxiliary Gymnasium

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

Other projects entering the planning stage are:

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

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

Additionally, the College annually evaluates the condition of existing facilities to create a prioritized list of maintenance projects that require funding during the subsequent five years. The Five Year Scheduled Maintenance Plan is supported through combined state and local funding. The assessment and replacement of equipment is ongoing in order to provide for changing needs in classrooms and work areas to make

the environment safe and ergonomically correct for students and staff. The Maintenance Work Order System is available to all campus staff to electronically report any required repair or upgrade issues directly to the Maintenance and Operations department. These work orders are prioritized and addressed on an ongoing basis.

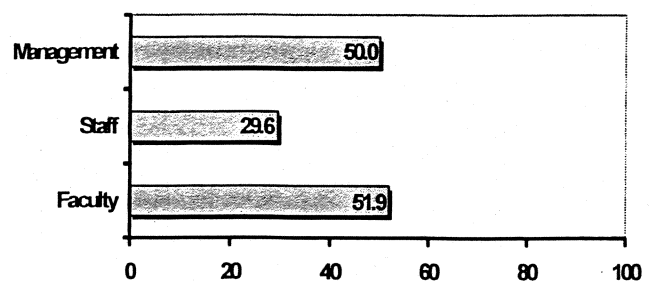
The College annually evaluates the utilization of existing spaces to determine efficiency and needs. The Space Inventory Report is combined with increased enrollment and changing instructional needs to generate a Five Year Construction Plan. Requests for new and renovated facilities are prioritized and state funding is aggressively pursued.

Self Evaluation

The internal opinion survey conducted in April 2004 indicates that about half of the responding constituents felt that the campus' physical resources were effectively managing its physical resources to support its programs and services by effective space utilization. (See graph below).

<http://www.vvc.edu/offices/research/IRwebsite04/>

The institution manages its physical resources, through institutional planning, to ensure effective space utilization necessary to support its programs and services. (Standard III B1a)



The institution demonstrates evidence of planning, building, maintaining, and upgrading its physical resources to assure effective utilization and continued quality necessary to

support its program and services through the following additions and advancements of its facilities.

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

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

In 2003, the telephone system was upgraded utilizing the fiber backbone on the campus. By changing from old copper lines to the modern fiber technologies we have provided more access with extensive upgrades and capabilities. The project allowed us to provide better access and features to all staff, full time and part-time faculty. We were also able to use this new system to install emergency phones in classrooms that previously had no means of communication.

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

With community assistance, two new soccer fields have been constructed and two additional fields will be ready soon. And in 1999, six tennis courts were constructed with a donation from a local business community partner. As part of requests made by the Associated Student Body, the college has created a beautiful new entry at Jacaranda during 2002. The entry enhancements include curb cuts and sidewalks for disabled

students as well as students with children. In 2004, a second project requested by students was improvements to the steep walking path used by students and staff as part of their physical workouts. New paving and safety handrails have been installed.

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

In 2001, a regulation football field was developed/renovated and home games were actually played on campus instead of renting. In 2003, the Victor Valley College Rams advanced, for the first time ever, to the Southern California Section Potato Bowl in Bakersfield. Among many individual sign improvement projects, the upgrade of our directories was completed in 2003.

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

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

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

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

A room-by-room space utilization study of the instructional facilities based upon enrollments in 2002-03 provided significant information for the last Five Year Capital Outlay Construction Plan. Principles from that study, which are still applicable, are outlined as follows:

Lecture:

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

Lab:

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

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

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

The maintenance department uses a system of priority ranking work order requests that are received electronically and by phone. All requests to keep the teaching and study environment working are second only to

safety issues. With the Energy Management System serving nearly all buildings on campus, the computer monitoring of all critical buildings functions ensures a healthful learning and teaching environment.

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

Descriptive Summary

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

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

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

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

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

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

In 2003, the college contracted with 3D/International to assess all campus facilities. The completed report provided a basis for prioritizing maintenance projects. The report indicated that more buildings than

previously anticipated were in need of repair, upgrading, or replacement.

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

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

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

The College is a partner in a California Department of Transportation grant to improve Bear Valley Road, which includes a stoplight and intersection improvements with a proposed Park-N-Ride facility at Fish Hatchery Road. This project, when completed, will provide for

greater safety during entering and exiting of the campus, aid in the reduction of air pollution in the high desert, and provide additional parking for visitors to the campus.

A post-Northridge Earthquake survey by the Department of State Architect found the Auxiliary Gymnasium (one of the original five buildings) to be seismically unsafe. The College has presented a Final Project Proposal to the Chancellor's Office for a replacement project.

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

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

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

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

learning and working environments for students and staff.

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

All new lighting fixtures installed are energy efficient T 8 type fixtures and ballast and most buildings are on a computerized energy management system.

Inventory is the responsibility of Purchasing and Warehousing. Computerized records are kept of all capital equipment. Instructional Technology (IT) handles computer equipment and software separately. Annual random audits of physical inventory are made by Warehousing to confirm location and condition.

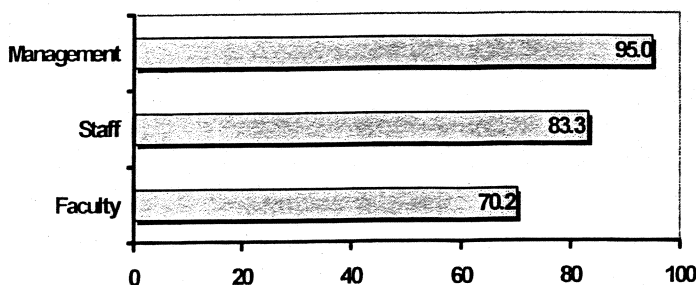
Student classroom furniture is continuously upgraded to ergonomic student computer stations and chairs. Every lab is disabled accessible. Employee work equipment has also been upgraded to ensure work effectiveness and efficiency. Requests for ADA compliant furniture are submitted electronically to the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

Self Evaluation

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

<http://www.vvc.edu/offices/research/IRwebsite04/>

The institution manages its physical resources in a manner to ensure safety and access for the campus community. (Standard III B1b)



The College has been successful in yearly applications for funds for the College Scheduled Maintenance Program receiving, on average, more than \$300,000 in state support. Projects already identified and typical of these ongoing efforts include: stabilization of the steep hillside, erosion control campus wide, replacement of high voltage electrical equipment, Humanities Center sewer system, roof replacements, etc.

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

Planning Agenda

1. To improve the institutions efforts to meet the legal requirements for holding

regular college level safety meetings, the newly formed Safety Committee plans to implement the following nine Cal-OSHA mandated programs through its insurance carrier:

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

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

2. The Director of Maintenance and Operations plans to work with the MIS department to create an annual survey, giving students, faculty, and staff an opportunity to voice their opinions on the areas of strengths and weaknesses of the Maintenance & Operations, Grounds, and Custodial departments of the College.

Once these surveys are collected and the data is analyzed, the department will use this information to improve the institution by creating safer and more efficient physical resources, which will in turn foster student learning outcomes.

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

Descriptive Summary

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

Plans for future facilities are tied in part to Program Review where departmental self-studies are conducted and plans for program evaluation and planning occurs. Through educational planning, budget development, and institutional research, Program Review looks at the needs of physical resources to support the institutions programs and services on a regular basis.

<http://www.vvc.edu/offices/planningresource/development/program-review-committee/index.htm>

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

Physical resources planning must involve all levels of the institution so that new and renovated facilities address instructional needs identified in the Integrated Master Plan and also meet the needs of students, faculty, and staff. When a new capital outlay project is conceived, a special ad hoc committee is formed. This committee includes the college's architect, special consultants as needed, faculty, administrators, maintenance, operations, and instructional technology personnel, security, and other interested staff.

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

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

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

Self Evaluation

Physical resource planning involves all levels of the institution to ensure coordination between infrastructure and the Educational Master Plan and physical resource priorities, planning, and budget allocation are based on the potential contribution to the achievement of student learning outcomes. The College's Mission Statement reflects the importance of planning and evaluating its physical resources when it states, "Victor Valley College is a learning organization committed to instructional and institutional innovation and excellence, systematic self-evaluation and improvement, and learning-centered planning and allocating of resources". <http://www.vvc.edu/offices/planningresource/development/missionstatement.htm>

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

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

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

Academic Commons Renovation – renovations will be necessary when current occupants will be moved to the completed Advanced Technology Center
Vocational Technology Building – to replace 35-year-old automotive-welding-electronics buildings

Allied Health – Phase I – to provide more and newer classrooms for these fast-growing programs

Humanities/Social Sciences – to provide permanent building and remove modular units

Westside Center – Phase I – to take educational services to the west side of the high desert where community growth is occurring

Safety/Security Road – Phase II – to improve circulation and remove traffic hazards

Music Building – to replace a 40-year-old building that has limited ADA accessibility

Fire Technology – to take this program out of 30-year-old modular units and provide relevant training facilities

Central Plant – Phase II – to address the need for additional heating and cooling

Campus Parking and Lighting – to provide more and safer parking areas.

Practice Fields/Tracks

Liberal Arts Building Renovation – this building is one of five original buildings and requires updating to meet new codes

Student Activities Center

Renovation/Addition – with the continued growth in student population, additional activity space and food services will be required

Infrastructure Upgrades – to replace aged and worn underground piping and conduit

A teaching lab for the **Restaurant Management program**

An adaptive physical education facility

Assorted scheduled maintenance projects

A lecture/lab classroom building

A sports complex/stadium

IT upgrades

A classroom communications system

A distance education center on the west side of the I15 freeway

A writing center lab

A new health sciences center

A school of business center

A family care/foster care education /training center

Automotive/AJ/fire-technology/ welding/electronics/vocational center

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

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

Descriptive Summary

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

Capital renewal costs over the next 10 years would be required to maintain the current FCI. The total to keep the FCI stable is approximately \$21.2 million.

The estimated repair cost for all deficiencies is \$10,479,787 based on current industry standards.

The college contracted with 3D/International to perform a facilities assessment in 2002. The overall Facilities Condition Index (FCI) of the facilities at VVC is 9.16% and is typical of what is found for facilities of similar age, type, and function across the nation. This is a "Fair" FCI (as defined by the Association of Higher Education Facilities Officers) and the facilities are generally well maintained. (An FCI of 10% and above is considered poor). The majority of the deferred maintenance requirements are of the type that can be renewed without demolition of the facility i.e. mechanical and electrical systems, wall and floor finishes, and exterior doors and windows. Not all facilities should be renovated; however, renovation can remain an option as the college considers master planning for new buildings.

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

Self-Evaluation

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

The equipment allocation made for most capital outlay projects does not cover the total cost of ownership (TCO) for new equipment. Older equipment with useful life remaining is added to the inventory of the new facility. Few local dollars are allocated to replace these pieces of equipment at the time of occupancy.

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

Descriptive Summary

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

Long range planning in the Facilities Master Plan Focus Group includes:

Faculty, Students, Staff
Management, Administration, Board
representatives

In addition, the specific project design groups include the college architect and specialized facilities consultants, a technology consultant, communications and IT staff, maintenance and operations staff, end users, and other interested staff. Also included in all capital projects are representatives from local utilities such as Southern California Edison, Southwest Gas and others who provide possible substantial rebate dollars when the project is designed with energy savings in mind.

Opportunity is provided for constituents to brief their representative groups and return with suggestions and other responses.

Equipment: purchasing computer furniture

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

Self-Evaluation Review

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

The institution should continue the improvement of its processes by engaging in systematic and integrated educational, financial, physical, technical, and human resource planning, including the implementation of outcomes measures with clear documentation of achievement, and identified priorities for improvement.

The strategic plan, facilities plan and technology plan 1993 recommendation reviewed in 1999 needs to be supported with good institutional assessment and research data. A process of linking the various plan of the college is through the Integrated Master Plan.

In addition to long-range planning established by the college, the Associated Student Body meets annually to develop goals and objectives for the coming year. Some of their goals have included additions and enhancements to physical resources of the college. From the planning retreats of 1999 through 2003, the following list of student requests was presented.

- New campus directories and maps
- Provide building directory signs to associate each building
- Create an alpha/numeric system for buildings on campus
- More campus police
- Display case for science lobby
- Renovation of switchback to include stairwells and handrails
- Campus beautification: wall entrance, benches, trees, outdoor display cases, covered outdoor seating, trees at Humanities Center
- Better CDC facilities
- Additional handicap parking
- Decorative wall along Bear Valley Road
- Emergency phones in campus parking lots to insure safety of students, staff, and guests
- *99 direct dial to security office at all pay phones on campus
- Provide computers for students to process FAFSA forms electronically
- Traffic lights
- Lake maintenance and improved lake vitality
- Remove duck droppings outside
- Clay/grass tournament tennis courts
- Shuttle for disabled students
- Arcade in SAC
- Comfortable lounge area: pinball machines, ping pong table TV
- Improve campus maintenance (clocks, floors)
- Campus radio station
- Purchase and/or update additional adaptive equipment for disabled students
- Upgrade Bear Valley Road marquee that was donated by ASB ten years ago
- Student financed and operated recreation facility
- Exterior covered seating at SAC

- Campus-wide lighting review and improvements
- Increase parking spaces
- Update décor at Student Activities Center
- Replace SAC carpet
- Provide e-mail accounts to students
- Create an art gallery on campus

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

The new Child Development Center was opened in 2002. This facility provided a modern instructional environment for the students and the children they observe.

During 2003, the College installed new and updated campus directories with a numeric system for identifying buildings on campus.

In 2004, a scheduled maintenance project designed to stabilize the steep hillside at the elevator tower also included stabilization, renovation, and improvements to the switchback pathway.

Campus beautification has been ongoing. The Friends of the Botanical Gardens, a volunteer community group, have also constructed a quiet area for students complete with rose garden, waterfall, and sitting arbors.

The main entrance has been revitalized with plants, a decorative block wall complete with the name of the college, sidewalks, and crosswalks.

The College has recently upgraded the telecommunications system by installing Voice Over IP telephones throughout the campus. Using the existing fiber optic backbone, the college was no longer dependent upon the shortage of copper and is able to provide a telephone to each full-time faculty and staff with room for additional employees.

Standard III-Physical Resources
Documents Cited

Transition plan
Educational Space Quantification and
Facilities Master Plan – 2003
Five year capital outlay construction plan
Standard 8 campus survey questionnaire -
1998
College scheduled maintenance program –
1997-98
Maintenance & operations goals and
objectives – 1997-98
College educational master plan (draft –
1998)
Custodial services survey – 1997
Campus lighting survey

St Standard III-Physical Resources
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STANDARD III: RESOURCES

C. Technology Resources

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

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

Descriptive Summary

Victor Valley College is committed to providing access to technology and to using technology effectively to reach its goals. The college's technology centered departments promote and support the use of technology to improve student learning outcomes and create a more efficient operational environment. The Information Technology (I.T.) and Management Information Systems (M.I.S.) departments design and implement effective technology solutions to support the College's mission and goals.

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

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

- provide quality training and support opportunities for faculty and staff to effectively use and integrate technology on campus. (Institutional Commitment, Institutional Integrity, Dialogue) Accreditation recommendation.
- maintain, monitor, and manage technology performance standards to meet the infrastructure needs of the college community (Evaluation, Planning and Improvement; Institutional Commitment, Organization).
- encourage ethical best use policies and procedures regarding the acquisition and use of technology. (Institutional integrity)

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

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

M.I.S. creates, maintains, and expands the College's primary, centralized information system in support of admissions and records, business services, human resources, other student services, and administration. The

Interim Directory of MIS chairs the AccessVVC (Datatel) oversight committee. Through data acquisition and report generation for fiscal offices, academic offices, and institutional research, the Institutional Research Office readily provides data on student achievement and student learning outcomes.
<http://www.vvc.edu/offices/research/IRwebs/ite04/>

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

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

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

Collectively, these departments are the primary resource for providing solutions to and support for all campus technology-related initiatives, deployments, and requests. Detailed information about the

technology services available to college users is provided in the Technology Plan.

Self Evaluation

Since the last accreditation evaluation visit of March 23, 1999, the TP is nearing completion, but the document and associated policies requires the input of multiple departments, and thus, requires committee oversight. The faculty facilitator for the TP is a member of the Master Plan Committee and gives input on the technology integration.

Despite the lack of an updated and complete TP, the campus has done a remarkable job anticipating the campus needs. Based on an interview with the IT Network Engineer, the infrastructure in place will accommodate the campus' growing technology needs for at least the next ten years. For example, the current infrastructure is robust enough to support the new VoIP system. The VoIP system reduced the campus infrastructure needs for a traditional phone switch and associated phone network. By combining the phone infrastructure with the network infrastructure, the system is scalable to handle human resources growth without significant costs or delays associated with expanding phone switches.

On the other hand, the Spring 2004 Opinion Survey: Internal Analysis reported 35% of management felt the institutions technology infrastructure is managed in a manner that meets the institutional needs. 46% of the staff and 52% of faculty felt the technology infrastructure met the institutions needs. Satisfaction with the institutions technology training programs was fairly low in the same survey, and thus, the Standard IIIC committee felt there was a direct correlation between training and satisfaction with the infrastructure.

a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The Technology Plan is currently under revision by the technology plan facilitator to develop formal policies and procedures for technology acquisition, implementation, maintenance, and evaluation. The last complete revision to the Technology Plan was finalized in 1998. Many of the informal procedures that are in place are standard operating procedures that have evolved ad hoc over time and are based on prior practices. Major technology acquisitions are considered by the yearly budget cycle, while small technology purchases are individually considered, discussed within the department, and reviewed by the department manager. Once the TP is implemented, it will drive the budget considerations for technology acquisition and maintenance. Once equipment purchases are approved, they are evaluated by the Information Technology department for warranty and compatibility with existing infrastructure. Generally, software and non-computer related technology is at the discretion of the department manager.

The college network infrastructure is carefully planned by I.T. with the assistance of vendors such as Blue Micro, Cisco, Novell and Dell. An overall strategy is formulated calculating for future campus expansions, network bandwidth requirements, Internet and Intranet needs, network storage, and disaster recovery. I.T. has run fiber optic cable to each building on campus to support the bandwidth requirements of network usage and voice over IP solutions. As a result of careful

planning, the campus phone network runs over the same fiber lines that the network uses, eliminating the need for an expensive phone switch and traditional phone network. Over the past four years, the campus has implemented a Cisco-based switched infrastructure which has addressed many of the college's security needs. In addition to the Pix firewall, VLAN technologies are used to separate high-risk areas (such as the CIS networking courses) and several wireless access points were safely implemented to areas that could not easily be networked. Cisco includes the utilities to monitor the network, scan for viruses and suspicious activity, log activity, and restrict connections.

To ensure physical security, the campus has a dedicated server room with climate control. Only the IT staff, campus police, and two Maintenance and Operations staff have access to the room. The room remains locked at all times and is alarmed when left unattended. User-level security measures include forced password changes every 90 days, and LDAP and eDirectory control network services access. Virus protection is managed by Norton enterprise solutions protecting network operating systems, desktop operating systems, and email clients.

According to the IT Network Engineer, the campus started experiencing network reliability issues in 2002 and 2003. Since the network has grown to over 50 servers campus wide, it has been increasingly difficult to maintain high accessibility of network services. By upgrading the Novell operating system, implementing Novell Clustering services, and updating the disaster recovery plan, reliability has been restored.

The Advanced Technology Center is currently in the planning stages. The building plans are in final revisions. The building will host technology curriculum activities, including classrooms and offices for the Computer Information Systems, Business Education Technologies, Media Arts, and other departments. According to the Directory of Maintenance and Operations, IT was an integral part in planning the technology infrastructure, which is an example of integrated technology and facility planning.

At the inception of the Distance Education Program, various options for an online delivery system were evaluated by the Distance Education Committee. The committee elected to recommend an online course delivery system, Blackboard, where most online courses now reside. Technical problems associated with course modifications, site navigation, and account login usernames and passwords are resolved by the Blackboard Help Desk, available to students and faculty during normal campus working hours, including most evenings. The Management Information Systems department works closely with Blackboard staff to integrate the Blackboard system with the College's student information system. Student data is provided by MIS to the Instructional Network Computer Maintenance Technician and updated frequently to ensure accurate enrollment in Blackboard course shells. The Blackboard administrator monitors log files, documenting any problems encountered during updates, so problems are detected and resolved quickly.

For over a decade, Victor Valley College contracted student and financial data services through the County of San Bernardino's Office. Although the program provided worked, it limited our abilities to

integrate the data with web-enable applications, such as online registration. As a result, the college researched several off-the-shelf solutions and settled on Datatel. Although the implementation has spread over the course of 5 years, the campus has a system that is extensible, web-enabled, and secure. Access to student record information is based on the employee or student login and password authentication. As dictated in the California Education Code, limited employee access is granted based on the employee's position at the college. In cooperation with IT, MIS has implemented SSL (secure socket layer) to protect sensitive information broadcasted across the Intranet and Internet.

By utilizing Novell's built-in system management software, ZenWorks, the college is able to manage more than 1,500 workstations remotely. The college does not have the human resources in IT to install upgrades, troubleshoot, and maintain individual desktops. Information Technology selected Novell's ZenWorks to accomplish centralized software distribution tasks whenever possible. System Management Server has also been helpful in collecting asset information and providing some remote diagnosis capabilities to facilitate remote troubleshooting of problems.

To achieve an effective method of workstation installation, upgrade, or repair, most common software "images" (the complete operating system and software environment) are identified, documented, stored, archived, and deployed with a standard tool and procedure. The College is currently standardized on Norton Ghost, but ZenWorks Imaging is under implementation.

Self Evaluation

According to the TMP, sustainability is a major challenge facing higher education institutions in the 21st century. In other words, it is a challenge keeping the technology current. Obsolete technology, which is common in colleges, is costly to support and it does not represent the type of environment that students will encounter in the workplace. There is also the challenge of ensuring that the underlying technologies of system wide projects are sound and compatible with future technology directions. As such, the TMP currently under development will outline strategies and recommend policies to sustain the campus' technology needs.

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

According to the Director of Fiscal Services, the financial system does not meet the college needs. Since the County of San Bernardino requires cash based accounting system, and Datatel uses accrual accounting practices, the system is incompatible for reporting to the County and for reporting to the State of California Chancellor's office. Additionally, the system does not support more than one checking system, break up

student fee apportionments required for state reporting, apportion student fees owed or collected into separate fees such as parking, library charges, etc., or correctly manage student fee balances after Pell grants are awarded. These shortcomings in Datatel can be fixed, but would require prohibitively expensive modifications to Datatel's source code. Although the Director of Fiscal Services did not have an exact figure for Datatel's total cost, the first payment to the Datatel Corporation was for \$1.5 million. Additional costs for the Datatel implementation have included several consultants, full-time employees, training sessions, and other indirect costs.

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

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Technology training for students is provided by the Business Education Technologies (BET), Computer Information Systems (CIS), and Electronics curriculums. BET offers students courses in Microsoft Windows, Microsoft Word, WordPerfect, Excel, and Business Writing. CIS offers student's technology training in network management through Windows, Unix, and Novell, programming in several higher-level programming languages, and Internet/Web design and infrastructure. Cisco training, circuit design, and Windows networking is

offered in Electronics. Construction Technology offers technology courses, such as Microcomputers in Construction. Computer Integrated Design and Graphics and Media Arts offer extensive courses in 3d animation and computer aided drafting and manufacturing. Agriculture offers courses in Geographical Information Systems. Informally, the faculty and staff working in the various laboratories offer technical assistance to students, staff, and faculty.

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

The Distance Education Committee implemented, and the college at one time required, pedagogical and technical training courses for all faculty teaching on line courses. The training was designed to ensure instructors understood how to implement technology to support successful student learning outcomes.

Originally called the Teaching Learning Center (TLC), now identified as the Education and Educational Technology department, the newly renamed department provides technical and pedagogical support to the faculty teaching online courses. The Blackboard help desk provides some help with technical issues, but is not equipped to assist instructors with pedagogical theories for teaching distance education using Internet technology. Additionally, the department teaches under-graduate courses required for admittance to most teacher credentialing programs. Due to eliminated

funding from the state, services in this department have been significantly reduced. The campus now funds the department from the general fund, yet the cabinet has discussed eliminating the program.

Most technology centered labs are maintained by Instructional Assistants with the help of the IT staff. Thus, IT provide training to IAs on network design, user management, workstation management, workstation imaging, minimal server management, and web integration. IT staff attends Novell and Cisco trainings as needed to implement new technologies.

Self Evaluation

Although staff development still offers classes and seminars, they are infrequent. According to Deputy Superintendent / Executive Vice President, Instruction, given the lack of funding from the state, the campus has not allocated General Funds to support staff development activities. The combination of a lack of funding and the elimination of flex activities due to the necessary increase in class time to accommodate a lack of flex obligation has significantly impacted staff development opportunities.

Based on interview with the chair, the Distance Education Committee is considering moving to another course management system and recommending the reinstatement of the pedagogical and technical training. The Faculty Senate and Distance Education Committee are working on a manual to support online teachers that would address both pedagogical and technical issues.

Based on an interview with the department chair of the Education and Education Technology Department, it was indicated

that the department offers the pedagogical and technical training courses for new online instructors.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The college's technology infrastructure has been planned and implemented by the IT and MIS staff with the assistance of our vendors. Each building on campus is supported by fiber-optic cable which meets our current bandwidth needs. The Cisco-based switch infrastructure enabled the telecommunications department to remove the traditional phone switch and phone infrastructure and replace it with a Voice Over Internet Protocol (VoIP) solution that resides on the same Cisco network as the computers and associated peripherals. Maintenance and Operations has installed electrical filtering and battery backup systems for most major labs and server rooms to protect the equipment in the event of power failure and/or power spike.

Although each department has some autonomy when selecting equipment, decisions must be made within the guidelines established by IT. Specifically, all computers must be purchased from Dell, all phones, switches, and routing devices must be Cisco devices purchased through our vendors. By standardizing with specific vendors, the campus has minimal vendors to contact for warranty issues.

Except for within the CIS department, all lab users must authenticate with a Novell eDirectory account to access workstations and network resources. Staff and faculty are not required to authenticate with eDirectory

to access their workstation, but must use their respective eDirectory account to utilize network services such as shared printers, server directories, etc. To manage workstation network policy protocols and software deployment, the campus utilizes Novell's ZenWorks utilities.

Each function described above is, of course, carried out by Victor Valley College's technical staff, which is also responsible for many other functions, including hardware/software installation and troubleshooting, development, and user support. Lab technicians and/or IT staff troubleshoot hardware issues and contact vendors for warranty support.

The campus ensures reliable network services through a clustered server farm. If any one service on a server goes down, the cluster reassigns that service to a functioning server. All storage devices in the server farm are controlled through RAID arrays, which provide data redundancy in the event of a hard disk failure. For further protection, all data is backed up periodically using a Dell backup library.

Self Evaluation

In most labs, students must agree to abide by a specific set of rules before a network logon, but there currently is no campus-wide computer and network use policy that applies to college employees or students. In the absence of an acceptable network use policy, problems occasionally arise over both the monopolization of shared computing resources, such as printing, and the unauthorized use of restricted or objectionable online materials. Without a policy, the problems are more difficult to identify and to resolve. Operating without a computer use policy not only jeopardizes confidential data, but also may possibly

permit activities that could adversely affect the general performance and availability of networked resources. It also unnecessarily exposes the College to potential liability if information is improperly used or disseminated.

According to the Network Engineer, physical infrastructure security is adequate. Critical equipment is installed in access-controlled environments to which a small number of I.T. staff members have access. Critical equipment server rooms have appropriate uninterruptible power supplies (UPS) installed to protect the availability of the network, servers, and services. A dedicated air-conditioning system cools and protects the primary network server room.

Although the campus does provide for network reliability and backup, the disaster recovery plan does not include off-site backup storage. In the event of a data disaster in the primary server room, or on campus as whole, it would be prudent to have backups off campus. The TMP addresses the short-comings in our disaster recovery plan.

A current and comprehensive inventory of assets is a critical foundation for technology planning efforts. The campus currently does not have an asset inventory program that is directly integrated into the student records data system. Computer and network equipment purchases are recorded into a campus-wide inventory database called Facts Plus, which can report according to department. Computer equipment is also entered into access database when received by IT staff and labeled with a VVC inventory number. Since neither of the inventory programs are tied to any other databases for comparisons during program review or to compare with student learning outcomes, it is difficult to measure how

technology acquisitions affect student learning outcomes. Additionally, the asset management system is not yet used for determining an asset upgrade or replacement schedule.

Planning Agenda

The TMP will include an element regarding how technology acquisitions and improvements supports student learning.

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

As addressed in the Technology Plan, the campus has few formalized policies and procedures for technology acquisition, use, and maintenance. Many, if not most, of the policies and procedures that are in place are standard operating procedures that have evolved ad hoc over time and are based on prior practices. Each department assesses its current technology, identifies its needs and submits a budget request each year. If the superintendent/president cabinet can allocate funds and deems the request valid, then approval is given for the next budget year. The technology acquisition is collaborated with IT, MIS, Maintenance, and/or IMS to ensure campus infrastructure compatibility and to maintain the warranty compliance.

The March 1999 self study report technology recommendations are integrated into technology decisions. For example, the MIS program review addressed the planning agendas from the March 1999 standard five self study report. As a result, the web based-application process has been

implemented for web-registration and improved through Datatel.

Since the last site visit, IT has partnered with the Digital California Project to bring in an OC12 line. This connection is secured by a Cisco Pix firewall. The network is then distributed via Cisco gigabit switches and segmented into Virtual Local Area Networks (VLANs). The gigabit switches are supported by fiber optic cable from building to building. Additionally, IT utilizes Novell's network operating system and clustering functions to maintain high availability. The campus mail system, Groupwise, is protected by Symantec Anti-virus Corporate, as are all individual workstations and Windows servers. Web and data services are Unix or Linux based, resulting in very long periods of uptime without needing to down the servers for maintenance. The network engineer has provided a robust, secure, and reliable network infrastructure.

The responsibility to keep technology infrastructure up-to-date has occurred on a departmental basis. Generally, IT maintains the campus network infrastructure current to meet the bandwidth and connectivity requirements. Individual departments evaluate the need for upgrades, replacements, and/or additions to their technology infrastructure and submit request accordingly.

The campus has given substantial consideration to the distance education program. An annual commitment to purchase Blackboard distance education software, along with a robust server and regular storage upgrades enables the campus to continue its growth in online education. The campus considers technology a key component to increasing student services with limited physical resources, particularly

with respect to online and hybrid courses. // Distance Ed program review

According to the MIS Program Review (2003), procedures and other reference manuals for Datatel are kept in the office and maintained by the department secretary. As new procedures are developed, these manuals will be updated to reflect the changes. – Departmental standards and procedures are being developed to support Datatel. There are some procedures, recently developed, that specify how the work order system functions. This procedure will be updated and migrated to support Datatel. Written procedures exist for many legacy procedures and are kept by the staff.

Self Evaluation

For the most part, it is difficult to analyze the effective distribution of technology since the campus has not had a data system up to this point that collects and analyzes respective statistics. The Technology Plan calls for more statistical data gathering so such analysis can be made, particularly for grant submissions and program reviews. In addition, the Technology Plan identifies a technology advisory committee to oversee equitable distribution of technological resources pursuant to the educational master plan.

Although the campus has not had formal procedures for acquiring and distributing technology, technology decisions are integrated into the TMP and program reviews. Program reviews and the TMP will drive technology decisions as outlined by the TMP. For example, Datatel implementation and training were included in the MIS program review, and thus, implemented.

Planning Agenda

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

The TMP Committee will examine the Pedagogical and Technical training requirements for new online instructors and make recommendations for a sustainable training program.

The TMP Committee will add standards for technology acquisition, maintenance, and replacement.

Standard III C 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The Technology Faculty Facilitator is a member of the Master Plan Committee and gives input for technology into the overall Master Plan. On January 29, 2004, the college conducted an open forum for goal setting for the Master Plan. The technology goal was revised as a result from input from participants at the open forum. Technology is a goal integrated under the Master Plan Goals 2004. The Master Plan includes an executive summary of the Technology Plan.

In order to ensure that facilities decisions emanate from institutional needs, the campus actively supports the Facilities Master Plan Focus Group, which is headed by the Vice President of Administrative Services. The Vice President of Administrative Services also supervises the Information Technology department. The Facilities Master Plan Focus Committee's charge is to look at the whole district's needs, including classes offered, technology infrastructure, grounds, etc. The committee addressed in the October 13, 2004 meeting that instruction needs to pilot the outlook of the campus technology needs. Additionally, the committee emphasized that all decisions need come from instruction, included courses that will be taught and how technology will support those courses.

The campus maintains a five year capital construction plan. IT staff is included in the development and evaluation of the five year capital construction plan to insure the technology infrastructure will support new

construction. For example the Advanced Technology Center design was centered on the technology infrastructure. As a result of IT's and CIS's input, the building will provide wireless Internet access for students and faculty.

Although the TMP is under development and will drive facilities technology decisions, program review has been the main tool for identifying needs. For example, in the IT program review (02-03), the staff identified the following needs:

- Switch to VoIP for telecommunications, student and administrative computing, and improve the use of technology in the classroom.
- Identified a serious weakness in the district's information system backup.
- Added TMP to their goals in their program review
- Added College catalogs for the past 5 years online
- Added Board Agenda and minutes to website.

Each of IT's recommendations have since been implemented following integration with the institutional master plan.

Self Evaluation

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

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

Based on the summary of the Master Plan Goals Survey conducted in November,

2003, 84% of the respondents indicated a preference to keep the goal of Integrating Technology in the Master Plan as indicated below:

Integrating Technology

The College will become a model institution in the integration and utilization of technology in the creation and delivery of academic instruction and vocational education, distance learning, academic and student support services, administrative and organizational affairs, and other operational aspects.

Keep	84.6%	(181)
Delete	3.3%	(7)
Rewrite	12.1%	(26)

Planning Agenda

The College will develop a Technology Plan Committee to review, update, and enforce the Technology Plan to support student learning. This committee will assist the administration in the development of technology related goals, prioritization of technology resource allocation, and evaluation of resource utilization. The committee will also oversee the development and maintenance of a website devoted to advertising and sustaining the use of technological services provided by the district.

The College will improve data consolidation and dissemination to evaluate technology in terms of student learning and for grant proposal development. Ultimately, grant proposals expect measurable outcomes and the campus will be able to report gains in student learning as a direct result of technology acquisitions.

STANDARD III: RESOURCES

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard III D 1. The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

The College's philosophy, mission, and beliefs are stated in the 2004-2005 College Catalog, page 2. The College's vision, mission, and goals are also stated in the 2003 Victor Valley College Fact Book, and are elaborated upon in greater depth in the remainder of the document. Each division has a mission and goals based upon the College's umbrella, vision, mission, and goals. Budget managers are requested to build their budgets based upon these. Administrative review occurs to ensure that this happens.

The Chancellor's Office publishes reports, which clarify goals for the system, e.g., student access and diversity. The Governor's and community college budgets also define goals for colleges. For example, funds allocated on the basis of use: growth (access), instructional equipment, facility maintenance/repair and telecommunications place limits on expenditures. Other funds allocated with specific limitations and purposes include, among others: Disabled Students Programs and Services, Extended Opportunity Programs and Services/Cooperative Agencies Resources

for Education, Matriculation, CalWORKS, and Financial Aid Administration funding.

A. Financial Planning is integrated with and supports all institutional planning.

Descriptive Summary

Annual and long-range financial planning reflects state and national economic projections, as well as analysis of College population growth and employment trends. As with other California community colleges, the College is largely state financed, 94%; therefore, the College is dependent upon tax revenues which flow into state coffers and the accuracy of Department of Finance projections of property tax, income tax, sales tax, and other state revenues and a fair distribution of Proposition 98-based revenues.

Based upon the Governor's budget in January, an estimate of revenues is established for budget planning purposes. This estimate is updated based upon the Advanced Apportionment (P-1), the May Revise (P-2), and the Allocation of Revenues for the Approved General Operating Budget. Determinations are made based upon Cost of Living Allowance, Growth and/or Equalization projections, personnel (faculty, classified, management) and other human resource issues. Estimates

of other expenditures are developed: supplies, contracted services, equipment, general fund reserve, contingency, and liability funds.

Determination of faculty positions is collaboratively accomplished between the College administration and the Faculty Senate. Classified and management positions are determined out of a budget priority ranking process by the Budget Subcommittee. These are financed from Growth Revenue Allocations. State regulations also drive the use of Growth funds for this purpose, e.g., the full-time faculty obligation.

The College has assumed the position that it is a state-assisted institution; therefore, it must aggressively seek alternative sources of revenues and resources. One of the resources that the College is entitled to is non-resident tuition. Each year the tuition rate is set based on a formula developed by the State. The College has three options in setting the rate: they may accept the statewide average, the rate charged by any contiguous College, or their calculated cost of attendance. Another resource comes from State and Federal grants.

Since the College administration views state funding as "state-assisted funding," the College has been proactive in deriving revenues and cost savings from a variety of sources, e.g.:

- Computerized energy management system
- Energy conservation project
- Central Plant Upgrade, which includes pre-cooling and irrigation process from well water
- Pay telephone contract
- Pooled electricity and gas JPA
- Exclusive beverage agreement

- Leasing food vendor space in Student Activities Center
- Bid/RFP processes
- Long distance telephone services
- Coin-operated copy machines
- COP bond restructuring

Through the restructuring of Certificates of Participation (COPs), the College has removed the long-term debt liability by investing in Guaranteed Investment Contracts (GICs) at a higher rate of return. The difference of 3.75% between the investment interest rate and the debt interest rate allows future payments to be made from interest earnings. **Evidence of the performance of the investments is reflected in the April 1, 1998, performance document from Anchor National. For the period June 1, 1998-October 28, 1998, the borrowing rate was 2.8380, a 4.912% difference.**

During 2002-03, the District's Certificates of Participation were audited by the IRS. In 1997, the 1994 and 1996 bonds were refunded by the District's \$53,450,000 Variable Rate Demand Certificates of Participation. The 1994 Certificates of Participation bonds were retired on June 1, 1998. As a result, during 1998, the District was required pursuant to the provisions of section 148(f) of the Code to compute and rebate to the United States rebatable amounts in respect of the 1994 Bonds. No such computations were made. In being made aware of this provision, the district hired an outside consultant to make the computations with which the IRS and the district concur. The amount paid back to the IRS in the amount of \$3.09 million was arrived at by negotiation between the district and the IRS. The IRS did not formally assert any claims against the district, and did not tax any holders of the 1994 Bonds or the

1997 Bonds on interest income on the bonds.

Financial planning includes provisions for earning all State and Federal funds for which the College is eligible. For example, the process includes an annual FTES goal of 2 to 3 percent greater than the FTES funded cap. This assures reaching the cap and makes the College eligible to earn Basic Skills supplemental funds.

Self Evaluation

The process considers probable state funding priorities and levels resulting in a Tentative Budget for Board of Trustees review and a Final Budget for adoption at the September meeting. These fulfill code requirements.

The annual financial budget reports include the calculation of the 50% Law. For the past nine years, the District has consistently been in compliance with this regulation. This is also true for the 75/25 requirement for full-time faculty.

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

It is important to revisit recommendations that were made by the previous accreditation visiting team. One such recommendation from 1999 was that the district "...should do a thorough analysis of the institution's

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

Planning Agenda

The District should reevaluate its Guaranteed Investment Contract, to establish when the District will have to start making payments from the General Fund, and start setting funds aside for that purpose.

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

The district administration has access to the annual district budget as well as the ability to run reports to get an accurate picture of year-to-date expenditures and remaining budget. The budget calendar, budget augmentation process, and tentative and final budget reflect the linkage between budget planning and educational master planning. The Educational and Facilities Master Plans were used as a basis for the development process. The budget augmentation process is the primary method used at Victor Valley College to ensure that budget planning supports institutional goals

and linkage to other institutional planning efforts. Budget projections include long-term goals and commitments. Board approval is required for interfund transfers and for use of contingency funds.

The district's Budget Advisory Committee set up funding priorities early in the committee's inception. The number one priority was to promote student success. In the face of state cuts to community colleges, the focus by the committee was to cause the least disruption to students. Throughout the budgeting process, budget updates and projections were shared and explained to committee members. The committee representatives were then to share this information with their constituencies.

C. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

The district has established a list of priorities for potential liabilities to the college such as vacation liability, increases in health and welfare costs, and costs of academic salaries associated growth. These are included in the 2004-05 district budget. **

In 2000, the district hired a consultant to evaluate its Certificates of Participation program. The consultants did three projections on how the district would be affected if the variable rate averages 3.5 percent, 3.75 percent, and 4.0 percent. If the interest rate averages 3.5 percent, no payments on the COP will need to come from the general fund revenues; in addition, the 7.75 percent fixed rate Guaranteed Investment Contract will end the term with a balance of \$10.7 million. If the interest rate averages 3.75 percent, the district would

need to make annual payments of \$14,360 commencing December 2004 to December 2028. With an interest rate of 4 percent, the district would need to make annual contributions of \$156,186 from December 2004 to December 2028. The district's variable interest rates have averaged less than 3 percent, so it would seem that unless the economy changes drastically, the first scenario is a realistic assumption for the short-term.**

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

Descriptive Summary

During the 2003-04 fiscal year, the Budget Advisory Committee (BAC) was established. The primary purpose of the committee is to make recommendations to Cabinet regarding the 2004-05 budget preparation in accordance with board policies, guidelines, and processes outlined in Board Policy 6200. The BAC consists of faculty, classified, students, administrators, and management representatives. In addition, resource persons were added to the committee, which included the directors of fiscal services and human resources. The committee decision-making process was based on consensus. Meetings are recorded for accuracy, and minutes are distributed at the next meeting.

The processes for developing the budget are clearly defined and implemented through fiscal services. Through electronic and voice mail, as well as hard copies to budget managers, all team members are encouraged to participate in the development process.

The College Assembly serves as the governance committee in the budget review process. The College Assembly consists of representatives from administration, management, faculty, classified, and student organizations.

Each year the Board of Trustees adopts a budget calendar. It serves as a guide for the Board of Trustees and Administration so that a budget is developed in a systematic manner. A budget development process goal is to communicate budget augmentations to budget managers prior to the end of the spring semester so that instructional departments can commence preparations for the upcoming academic year.

The Superintendent/President administers the budget in accordance with the policies and procedures of the Board of Trustees. The day-to-day administration of the budget is delegated to the Vice President of Administrative Services.

During the fiscal year, the Board of Trustees reviews budgeted revenues and expenditures and makes revisions as deemed necessary. The Board approves transfers between budget classifications as appropriate. The budget administrative processes are evaluated by the Administrative Team with both process and content considered.

The Director of Fiscal Services retains the final annual copy of College financial reports. These financial statements break down revenues, expenditures, year-to-date cash flow, and fund balances for each of the following funds:

- General Fund
- Bookstore
- Capital Projects
- Child Development Center
- Health Trust Fund

- Self-Insurance
- Associated Student Body
- Student Financial Aid
- Debt Service Fund

Self Evaluation

While the intent of the Budget Advisory Committee was to include all constituencies in the budget preparation process, the committee lost the participation of the faculty within the first few months. This was largely because the faculty representatives felt that some of the topics being discussed were negotiable and, therefore, should not be discussed by the BAC. The committee representatives, including faculty, came back together in September 2004 to reestablish the mission and goals of the committee.

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

The past three years have been challenging for the District. Cuts in state funding at the beginning of the fiscal year as well as mid-year cuts have caused all departments to curtail spending. Departments experienced cuts of 10 percent to their supply, travel, and contract budgets. Because departments have

been required to cut budgets, the normal budget augmentation process has not occurred. This has resulted in many feeling that the needs of their departments are not being considered.

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

Several instructional departments have met the funding crisis by proactively applying for departmental grants. Departments successfully being awarded grants include Biotechnology, Agriculture, Automotive, Nursing, Education Technology, ESL, and Electronics.

Planning Agenda

2. The College will continue to reach an FTES goal of 2-3% higher than the FTES-funded cap.
3. The College will seek alternate sources of revenues and resources.
4. The College will communicate to the campus on the budgeting process for the upcoming fiscal year.

Standard III D 2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

Descriptive Summary

The Vice President of Administrative Services is responsible for management of finances for the college. The Fiscal Services department processes are structured to provide safeguards against improper or unauthorized expenditures of college funds.

Data, reports, and summaries of revenues and expenditures are electronically accessible by all budget managers. Financial data, expenditure reports and summaries of revenues and expenditures are available through the Director of Fiscal Services by faculty, classified, and management—organizations on an "as needed" basis. All of the preceding reflects current revenues, appropriations, reserves, expenditures, encumbrances, and allocations. These are used by the college administration in projecting the financial condition of the college and to assist budget managers in financial accounting.

Self Evaluation

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

record keeping, reporting, and internal auditing are sound.

The District has been part of the California Educational Computer Consortium for a number of years. Since the last Accreditation Report, VVC has recently implemented the new Position Control Human Resources system and new Payroll System. CECC's strong point is its support of the Integrated Concept, providing systems developed from a management perspective, with user design input, providing comprehensive and flexible solutions. This works well for our community college as CECC works in partnership with the Chancellor's Office to support and ensure software compliance. There are over forty San Bernardino County districts, as well as a great many other California county offices and district CECC members.

One example of the integration of the system entails the payroll system and the budget system. The payroll system rolls data into the budget development module that automatically calculates steps, columns, and longevity amounts. This ensures accurate salary and benefit budgets for the new fiscal year. The system also allows the district to create several "what if" scenarios to see the effect of pay increases, benefit increases, etc.

This new integrated system allows greater flexibility and audit trails for the user and management. In addition, in order to support the faculty information requirements for the Student Learning division, Human Resources and Payroll continue to initiate methods of integration between MAGIC/PC2000 and the newly implemented Datatel student system. This integration allows information to flow across systems for use in faculty assignments/contracts as well as meeting the Chancellor's Office MIS staff reporting requirements.

Planning Agenda

1. The College will remain alert to needed budget management controls and provide accurate and timely information for decision-making.

A. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit finds are comprehensive, timely, and communicated appropriately.

Descriptive Summary

A certified public accounting firm each year makes an annual independent audit of the College financial records and processes. The audit covers all funds, accounting processes, and related record keeping processes under the jurisdiction of the College. The audit report includes findings, recommendations and responses. The audit report also contains action taken on prior audit items and recommendations.

In addition to the independent audit, the County Auditor's office performs an audit of College financial records and processes of accounts payable. This audit includes findings, comments, and recommendations also.

The College added an Internal Auditor position in 1999 to help ensure the financial and operating integrity of the college. After five years in existence, it was determined that there was not a current need for an ongoing internal auditor, since Victor Valley College is a single campus. This position was abolished at the end of the 2003-04 fiscal year.

Self Evaluation

The College implements as many audit recommendations as possible. When recommendations come from our external auditors on how to improve a process, the district first seeks clarification from the auditors, to ensure there was no misunderstanding on how our process works. The Director of Fiscal Services and Vice President, Administrative Services then work with auditors to ensure that recommendations are implemented. The district does respond to any audit recommendations in a timely manner.

Planning Agenda

1. The College will strive for accurate financial documents, and to adhere to public accounting standards.

B. Appropriate financial information is provided throughout the institution.

The district communicates information about the budget and fiscal conditions through a variety of sources, including weekly Cabinet meetings, College Assembly, Board of Trustees meetings, Town Hall meetings, Flex Days, and the Budget Advisory Committee. Town Hall meetings are open to everyone; updates are given by the Superintendent/President and by the vice presidents. Employees are free to ask questions about any issues.

C. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The director projects cash flow analysis for the current fiscal year and the next year.

This projection lists income, expenditures, and cash balance for the current and succeeding fiscal year. It also shows the cash balance for the previous year. That cash flow analysis provides the basis for determining the need for a TRANs and/or short-term loan for management of the College's cash flow. As revenues do not flow to the College in a proportional manner, this analysis is necessary for smooth financial management of the College.

Because the timing of state and local revenue flow does not correspond to expenditure patterns of the District, the General Fund reserve is insufficient for the cash flow needs of the College. For the past several years, this natural imbalance has been exacerbated by the six- to eight-week delay between construction expenditures and reimbursement by the state. As a result, the College participates in a pooled TRANs to help management its cash flow.

To ensure financial viability, the District has sought non-traditional sources of revenues, including Auxiliary Foundation, Independent Foundation, and Contract Education. As mentioned previously, many instructional departments have applied for and received grants to meet the needs for innovation in their programs. In 2003-04, the Allied Health departments received a \$1 million donation from the Dr. Prem Reddy Foundation; this will be used over the next several years to purchase much needed supplies and equipment for the programs.

Self Evaluation

The District is in a sound financial condition with at least a 5 percent reserve, and a \$43,954 self insurance fund. With the rising costs of health and welfare costs, and with the hiring of new personnel, 81 percent of

the 2004-05 General Fund budget is obligated for personnel related expenditures. As a general rule, districts should not exceed 80 percent of their budget for salary and benefits. If these costs continue to rise, programs will risk not being able to purchase needed supplies and equipment.

The College has maintained at least a 5 percent General Fund Reserve for the past several years. The district was \$115,000 shy of the 5 percent for 03-04. This is largely due to State budget reductions to community colleges and to the faculty negotiating to get a portion of their summer pay on July 1, which is a liability payroll for the previous year. The summer salaries paid on July 1, 2004, totaled \$463,392. The unrestricted ending balances of the district and the percentage it represents are listed below:

2003-04	\$1,568,332	4.7%
2002-03	\$2,456,270	7.5%
2001-02	\$2,794,935	8.5%

To respond to the need to maintain a 5 percent, the district has built into its 2004-05 budget several budget items for unfunded liabilities and for economic uncertainties. Based on the CCFS-311 report, the ending fund balance should be \$2.43 million, or a 6.9 percent General Fund Reserve.

Should the need arise, the District does have access to its Guaranteed Investment Contract, which as of October 31, 2004, has a balance of \$35.1 million. The purpose of these funds is to retire the 1999 Certificates of Participation, so they should be used as a last resort.

It is the practice of the College to use its resources to provide educational and related services for present students—not for students at some time in the future. Evidence of this is reflected by the

substantial investment in up-to-date computer labs for our students.

The District's practice of making Auxiliary Services self-supporting also contributes to the well-being of the General Fund.

Included among these services are parking/campus police, child development center, food/vending, bookstore, and Associated Student Body.

The District manages its cash flow in the most cost effective way available through its participation in Tax and Revenue Anticipation Notes (TRANs). For 2004-05, the District will participate in a 12-month TRAN through the Community College League of California.

The District is self funded for its workers' compensation, property and liability. The district participates in the Statewide Association for Community Colleges (SWACC) JPA for its property and liability, and in the Protected Insurance Program for Schools (PIPS) JPA for its workers' compensation liability. The district had been a member of the California Community College Risk Management Association (CCCRMA) for the past several years, where the district participated in a "fully insured" program with rates significantly less than actuarially estimated. Rates have increased over the past few years as a result of increased medical costs, higher litigation rates, and declining investment returns, while the group's rates had remained relatively unchanged for the past five years. Due to the rising workers' comp claims, insurance companies in California have discontinued offering this type of insurance. The PIPS composite rate is 14 percent lower than the Workers' Compensation Insurance Rating Bureau (WCIRB) premium rate for California Community Colleges.

Planning Agenda

1. The District will be cognizant of the salary/benefit portion of the budget, and will ensure the ratio does not exceed 80%.

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

Descriptive Summary

The continued expansion of categorical funds continues to make accounting, monitoring, and reporting of categorical programs a major task resulting in expanded workload for the Fiscal Services team. All categorical programs require specific training of staff and ongoing monitoring of expenditures. As exact funding levels for categorical programs is not known until well into the fiscal year, budgeting and expenditure control and monitoring are more complicated than base revenues. Examples of categorical programs include: VATEA, CalWORKS, Workforce Development, child development center funds, instructional equipment, scheduled maintenance, seismic retrofit funds, and telecommunications funds.

Program reviews at Victor Valley College identify needs for specific programs to support the accomplishment of goals.

E. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

All of the District's special funds undergo the same audit as the General Fund. Monthly financial statements for each of these funds are presented at the Board of Trustees meetings where they are reviewed. External audits have demonstrated the integrity of their financial management practices. Auxiliary Services has been instrumental in assisting the District to achieve its goals. For instance, in 1999 they purchased three modular units to house several university branches on our campus. This encourages our students to continue in their education once they graduate from Victor Valley College. Other instances include an outdoor seating area in the Humanities Center on lower campus, and the remodeling of a vending area to house the campus ticketing booth and the college Rambassadors.

F. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

All contracts in excess of \$5,000 are currently being approved by the District's Board of Trustees, and authorized signers are limited. This enables more controls to be placed on commitments of the District's resources. In addition all other contracts/agreements are taken before the Board for ratification. Contractual agreements are formulated to be within District policies and include provisions which protect the integrity of the District. This includes the bid/RFP documents as well as contracts and agreements. Typically, legal advice and review is employed through a county attorney representative and/or other

district legal counsel before completion and agreement.

A certified public accounting firm each year makes an annual independent audit of the College financial records and processes. The audit covers all funds, accounting processes, and related record keeping processes under the jurisdiction of the College. The audit report includes findings, recommendations and responses. The audit report also contains action taken on prior audit items and recommendations.

Self Evaluation

The College, through legal advice and review, ensures that contracts and agreements fulfill policy requirements and protect the integrity of the district.

Planning Agenda

The College will continue to adhere to district policies and act on legal review and advice for contracts and agreements.

G. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

As mentioned in section 2.A, a certified public accounting firm each year makes an annual independent audit of the College financial records and processes. The audit covers all funds, accounting processes, and related record keeping processes under the jurisdiction of the College. The audit report includes findings, recommendations and responses. The audit report also contains action taken on prior audit items and recommendations.

Self Evaluation

The College values input from its auditors, and seriously considers their recommendations. Many recommendations made by the external auditors are put into practice.

Budgets are reviewed at several levels, including department chair, dean, and vice president. The budget is reviewed at mid-year by fiscal services and the vice presidents to determine any departments that may run short in their budgets.

State-funded construction projects have long presented the greatest challenge for maintaining financial stability. This results from the state construction funding processes and state construction bid processes. Seldom are state-funded construction projects fully funded. In addition, the District must front the monies for construction projects and then requisition the state for reimbursement. Needless to say, there is a strain in cash flow. In addition to participation in TRAns for cash flow, the district is proactively working with a local bank to provide a line of credit to serve as a cash flow cushion. This strategy will be put to the test when construction of the new Advanced Technology Building gets underway in 04-05/05-06.

- 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary

In planning for the future financial needs of the College, the goal is to attain quality educational programs, technology and physical plant by employing College financial resources assertively and creatively based on the Educational Master Plan. Victor Valley College's planning and implementation process are designed to link education, technology, and the physical plant with financial planning. The budget development processes are designed to implement College goals and priorities.

Facility planning processes assure the College of gaining State funds for facilities for which the College is eligible. Scheduled maintenance funds are aggressively sought by the College to ensure gaining State funds to maintain facilities. Finally, the College has aggressively worked to ensure that Auxiliary Services are self-supporting and independent of the general operating budget of the College.

Committee Members

Mary Pringle, Standard IIID chair
Pamela Penland
Sheri Nolan Foster
Willie Pringle

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve

A.1.

The institution recognizes and utilizes the contribution of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator. The college recognizes that ethical and effective leadership throughout the organization enables the institution to identify institution values, set and achieve goals, learn, and improve.

Descriptive Summary

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. The institution encourages staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for self-improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

The college administrators set the tone in which the college conducts its activities in order to fulfill its missions. The institution is constantly striving to clarify and improve the Mission Statement based on the changing needs of the Victor Valley area. Documentation includes the College Mission Statement, as revised and approved by the Board of Trustees on November 2003, and as appearing in the 2003-4 VVC catalog, the 40 Years: A Retrospective, and the annual FactBook compiled by the Office of Institutional Research.

The Master Plan Goals are accessible to administrators, faculty and staff through the Planning and Resource Development webpage. The six Master Plan Goals, including the goals of the Board of Trustees in relation to them, are:

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.

Board of Trustees' Goals:

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

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

Board of Trustees' Goals:

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

Goal 5 – Technology- The College will integrate and utilize technology and provide

quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.

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

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

Board of Trustees' Goals

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

- e. Maximize state funding through grants, federal programs, and the Foundation.
- f. Be legislatively proactive and assume an advocacy role to increase state funding.

These institutional goals are disseminated through e-mail and listed on the web site. In addition, college employees, students and community members can access this information through the VVC Planning and Resource Development Website.

The Office of Institutional Research annually publishes FactBook, that is available to faculty, staff, and students. This FactBook of institutional performance is easily accessed on the institutional web page. It includes understandable and concise demographic information regarding VVC and the community it serves. These data are used in institutional discussions, service planning, and decision-making. For example, the FactBook gives demographic data that is used to serve the diverse student populations of Victor Valley. This information was used to develop the recent Title V grant that Victor Valley College received to serve Hispanic underserved populations. It is also used in discussion with outside organizations such as the Logistics Airport to develop specialized educational programs.

Institutional evaluation and review through employee evaluations, student retention and learning outcomes are some of the ways in which VVC utilizes the evaluation in its education performance. Documentation includes the Office of Student Services compilation and periodic distribution of information and the periodic distribution of information concerning institutional learning trends and student retention in matriculation planning.

In terms of institutional planning and program review efforts, faculty and staff participate in campus-wide committees where individuals may suggest ideas for improvement in their areas. These committees include but are not limited to Faculty Senate, Accreditation Steering Committee, Student Learning Outcomes Steering Committee, Budget Advisory Committee, Vocational Advisory Committees, Spirit Committee, College Assembly, Program Review, and the Master Plan Committee. In addition, the Superintendent/President uses advisory bodies such as the Cabinet in determining institutional effectiveness.

Beginning in Fall 2003, the VVC Superintendent/President instituted the “President’s Pen” (a website publication for distribution of campus information). An additional avenue for intercampus exchange is the President’s Connection meetings: a forum for an intercampus exchange of campus ideas for the purpose of institutional improvement. The Superintendent/President’s office has also been relocated to provide better access to employees and students. Employees and community members are encouraged to submit items to the VVC Board of Trustees agenda in order to address subjects of concern to the college and community. Deadlines for addition to the Board agenda are sent out routinely. The Board of Trustees’ meetings are scheduled at 6 p.m. to allow more community involvement.

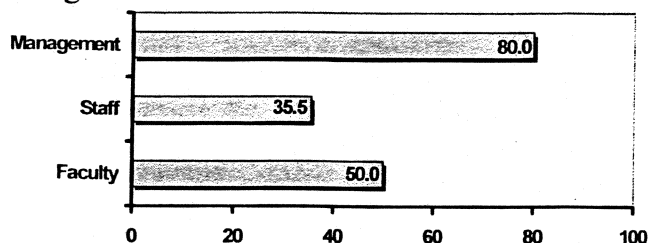
The mission of the college to enhance student learning is supported by the shared decision making process of College Assembly, which is the venue and central body for shared governance. The College Assembly is made up of representatives from the five major college constituencies:

students, faculty, classified employees, management and administration. Each of these constituencies provides two representatives to the College Assembly. The College Assembly assures the Board of Trustees that policies, procedures, and other important recommendations brought to it have been thoroughly reviewed and considered and subsequently provided to the Board and Superintendent/President.

Self-Evaluation

In order to get a more objective perspective on self-evaluation, the research staff conducted a survey in Spring 2004 to discover how various segments of the college would respond to the standards of the Accreditation Commission. The response was limited, with only 17.3% of the college personnel participating. This percentage was composed of 53 full time faculty out of 134, 10 associate faculty out of 350, 32 classified staff out of 183, 15 classified management out of 20, and 7 academic administrators out of 15.

Survey Item 46: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. The response to the question is indicated in Figure



Under the leadership of the Superintendent/President, the Board of Trustees, and Faculty and Staff, the goals, plans and priorities of Victor Valley College as delineated in the Master Plan Goals and Accomplishments 1999, and the Mission

Statement are closely followed and achieved. Institutional leaders are creating an environment for empowerment, innovation, and institutional excellence. Effective discussion, planning, and implementation have improved with regularity across the campus in a variety of meetings and discussions such as the College Assembly. The survey graph indicates that the management is more pleased with this process than the staff or faculty.

Planning Agenda

Provide leadership training for administrators specific to utilizing contributions, empowerment and recognition of constituency groups.

The College will conduct a similar Spring 2005 Staff Opinion Survey across the campus to gauge improvements in communication and knowledge throughout the College. This survey will be an annual event and will be broadened to include additional components which reflect the diverse groups that make up the campus community. In addition conduct the faculty and staff satisfaction surveys and student surveys, determine if allocated resources are meeting goals by utilizing constituency recommendations.

A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

A.2.A Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms and organizations for providing input into institutional decisions.

Descriptive Summary

The faculty perform a substantive role in formal and informal governance processes of the institution. The Board of Trustees has adopted policy 4035, dated February 11, 2003, regarding the faculty role in collegial governance. This includes ten academic and professional areas that are specified in which the board is to rely primarily on the advice and judgment of the faculty. An additional eleventh item refers to other areas for consideration that through mutual agreement may be brought forward. These reflect Title 5, Section 53200 governance issues.

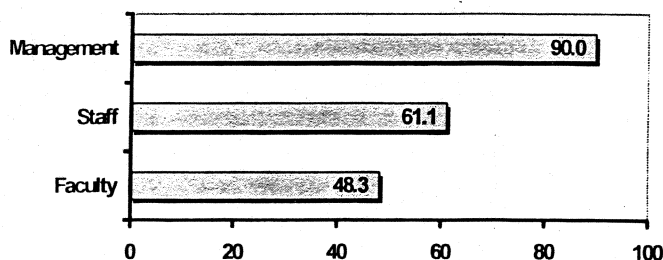
The role of administration in governance is substantive and clearly defined in the Victor Valley College Governance document. The centerpiece for the formal shared governance process is the College Assembly. The purpose of the College Assembly is to share the responsibilities of governance and to involve students, staff, faculty, management, and the administration appropriately in the policy formation of the College. The College Assembly is made up of two representatives from each of these constituencies. The members of the College Assembly are responsible for communicating information regarding concerns and issues to their groups. The ultimate result of shared governance is to create an exceptional teaching and learning

atmosphere that encourages teaching and the student learning experience.

Administrative employees are included on governance committees that formulate policies and procedures that have a significant impact on administrative employees, the Board of Trustees, and the overall operation of the District. Because administrators are held accountable for their actions and decisions, governance committees are advisory. Administrators are obligated to seriously consider input and advice of committee members.

Self-Evaluation

Survey Item 47: Faculty exercise a substantial voice in institutional policies, planning, and budget allocations relating to their area of expertise.



The management responded (90%) favorably to the current process, while nearly 2/3 of the staff also agreed. The majority of the faculty, however, do not agree that they have a substantial voice. The question can be raised of how the other two segments of the college community could know how the faculty feel about these matters. Work must be done to change the systemic features that create this faculty response or to educate the faculty on their role, one which of necessity must be advisory because they do not bear the responsibility for the consequences of many decisions.

Planning Agenda

The Planning Agenda focuses on the following: implement 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.

Continue to invite Faculty to all discussions and committees working on institutional policies, planning and budget allocations related to their area of expertise. This action has been initiated over the last eighteen months and will be continued in the future. An excellent example of this kind of activity is the present restructuring of a new budget committee in combined with the planning and facilities.

A.2.B. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

These student learning programs and services exist to enable students to succeed and to develop competence through academic and vocational programs. These programs and opportunities contribute to community and state economic growth and competitiveness to foster personal development and life-long learning through culturally enriching programs and activities for the expanding learning community. The appropriate groups in the institution both recognize and are committed to verified student learning success, instructional and institutional innovation and excellence, systematic self-evaluation and improvement,

and learning-centered planning and allocating of resources.

Central to accomplishing the goals of the institution are individual faculty members, faculty committee participation, and the Faculty Senate on the campus. The faculty drive the comprehensive curriculum through the various committee structures that include curriculum, master education planning, faculty senate, student learning outcomes committee, online instruction committee, facilities planning and academic units and specialties areas. The coordination and cooperation of these bodies working with the administration constitute the ongoing planning and continued development for the revitalization of existing programs and the building of new options for student success.

The eleven areas of consultation are

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the Faculty Senate.

Board Policy #4035 Academic Collegial Consultation, Feb 11, 2004 Doc.

Self-Evaluation

The documents that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters are

1. Academic Freedom Statement (located on page 5, in the Victor Valley College Catalog 2004-2005).
2. Authority of Instructors (located on page 27 in the Victor Valley College Catalog 2004-2005.)
3. Victor Valley College Web Site, Staff Development Office (<http://www.vvc.edu>)

Based upon analysis of the above eleven areas of consultation, the College relies on faculty, the Faculty Senate, other faculty structures, and administrators for recommendations concerning student learning and services.

At the November 17, 2004 campus meeting of the Chairpersons the Standards were reviewed. Faculty leadership stated strongly that the three area where improvement had occurred at the College Assembly were in the College Assembly feedback to the community, the diverse representation, and that all policies and procedures go through the approval process of the College Assembly.

Planning Agenda

None

A. 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

It is in the spirit of collegiality, cooperation, and collective effort that the responsibility of governance is undertaken at Victor Valley College. The purpose of the Victor Valley College governance structure is to share the responsibilities of governance and to appropriately involve faculty, staff, management and administrators, and students in formulation of college policy.

The Governance document outlines philosophy, responsibilities, functions, formal participation, committee participation, primacy issues for participation, diversity of committees, and informal participation. The Governance Document Draft outlines the representation with the Committee Structure as follows:

Representation with Committee Structure. The governance structure provides for representation from five recognized constituencies at Victor Valley College: faculty, bargaining unit classified employees, management council members, executive administration, and students. Appointments from these constituencies, when not specified by position, are made by the following:

Students—ASB Council
Faculty—Faculty Senate
Classified Staff—CSEA Bargaining Unit
Managers—Management Council

Administrators—
Superintendent/President

Group members of the College Assembly report back to their constituent groups. Faculty representatives report College Assembly activities to the Faculty Senate and are recorded in the minutes. Student representatives report at the Associated Student Body meetings and have a representative present on the Board of Trustees. Management and Administration representatives report College Assembly activities via hard copy meeting notes to management employees. In addition, informal reports are given at the Leadership Team Meetings. Classified employee representatives report the College Assembly activities at their general business meeting, and they are recorded in the minutes. Meeting notes are sent via e-mail to classified employees. The groups represented work collaboratively to effect institutional improvements such as standards for discipline of students, document on revised shared governance (in development), and communication among constituent groups.

Additional avenues of communication and opportunities where individuals and groups can be express their ideas are the President's Pen, President's Connection, Cabinet meetings, Leadership Team and other opportunities outlined in the Governance document.

In the Spring Semester 2001, the Board of Trustees, at the request of the campus CTA organization, voted unanimously to include part-time faculty into the full-time union. Subsequently, AFT filed an unfair labor practice suit with the Public Employee Relations Board (PERB) against the college for failing to allow the part-time faculty to vote for their own representation, and PERB

ruled against the college. The college appealed that decision, and PERB again ruled against the college. The college then appealed to a higher court, and that court again ruled against the college. These two decisions resulted in the election for union representation in the spring of 2004, in which 184 (74%) of the part-time faculty voted to have the American Federation of Teachers Part-Time Faculty United (AFT-PTFU) serve as their representative.

From 2001 to 2004, the college faculty leadership of AFT-PTFU worked with two interim presidents and the newly selected superintendent/president on some matters of concern to part-time faculty, even though the union had not been recognized. As a result, it helped further the disbursement of state part-time equity funds, the elimination of payroll time sheets, the establishment of sick leave, and the even distribution of pay periods for part-time faculty.

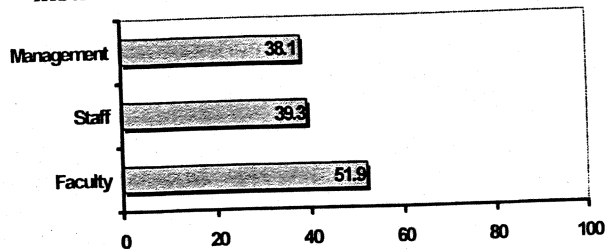
Self-Evaluation

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students strive to work together for the good of the institution. These processes facilitate discussion of ideas and communication among the institutions' constituencies, exemplified best by the work of the College Assembly.

Based upon an interview with the representative for the AFT-PTFU, it was indicated that the Fall Semester 2004 was a period of building for the new union as its members try to integrate part-time faculty with on-going segments of the College. It now has representation on the Accreditation Team Steering Committee and on the Standard IV Leadership and Governance Committee. The superintendent/president

has worked well with AFT-PTFU as they began the negotiating process.

Survey Item 48: Through the shared governance process, all constituents of the district work together for the good of the institution.



This figure indicates that slightly more than half of the faculty agree that all segments of the college are working together for the good of the institution, but less than half of the management and staff think so. This breakdown in communication may be partly the result of the many changes in administration the college has experienced in the last four years. The College Assembly and other constituents of the college are aware that more work is needed in this area.

Planning Agenda

Continue 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, improve communication, trusts, and the priority of student learning and success.

A.4. The institution advocates and demonstrates honesty and integrity in the relationships with external agencies. It agrees to comply with accrediting commission standards, policies, guidelines, commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantial changes. The institution moves expeditiously to respond to recommendations made by the commission.

Descriptive Summary

Victor Valley College's past accreditation history demonstrates honesty and integrity in its relationship with external agencies including the Accrediting Commission and the U.S. Department of Education. The College has an ongoing relationship with the Accrediting Commission and has responded expeditiously and honestly to the Commission requests, accreditation recommendations and planning agendas, the self-studies, team visits, periodic reports, substantive change report, and communications with the Accrediting Commission.

The Accreditation Commission staff conducted a very educational self-study workshop on September 25, 2003, at Cypress College. Eleven faculty and staff members, including the Superintendent/President attended this workshop. The College was also very pleased that Dr. Darlene Pacheco, Associate Director of the Accrediting Commission, conducted a workshop about the Accreditation Standards, themes, and the College's capacity to support student learning at Victor Valley College on April 28, 2004.

Victor Valley College and the U. S. Department of Education have an ongoing relationship. The Financial Aid Office has an open line of communication and the Financial Aid staff is constantly aware of the changes with the federal regulations. In order to keep abreast of the current policy changes, the entire staff attends the Department of Education Electronic Access Conference in December for training. The Financial Aid Office must also maintain various reports in order to remain in compliance with the Department of Education regarding Title IV funds. When reports are due, the Financial Aid Director communicates with Victor Valley College's Region IX liaison in San Francisco or contacts the U. S. Department of Education's trainer for guidance or clarification. In addition, the Student Support Services Program staff is provided with yearly training in counseling, grant management, project reporting, financial aid, student success and retention strategies. The Program Officer is very helpful in answering questions and clarifying program rules and regulations. In addition the college works closely with the state Chancellor's Office, the California State University System and the San Bernardino County office of Social Services.

The College also has ongoing relations with other external agencies. Some of the external certifying agencies are as follows: the California Board of Registered Nursing, National Automotive Technicians Education Foundation, (NATEF), Federal Communication Commission, Electronic Technician Association, Educational Foundation of the National Restaurant Association, Computing Technology Industry Association, Commission on Accreditation of Respiratory Care, American Welding Society, the Commission on Peace Officer Standards

and Training (POST) and the Board of Corrections (STC), National Fire Protection Association and California State Fire Marshall's Fire Fighter I Certification Program.

The Public Information Office, in consultation with the Vice President, Instruction; Vice President, Student Services; Vice President, Administrative Services; the Director of Institutional Research; and the Superintendent/President, will only release communications as they relate to institutional qualities or effectiveness to the public that has been pre-approved and reviewed for accuracy by the originator or appropriate author of the information. All communications, whether they are in the form of press releases, publications, radio or television announcements, flyers, brochures, fact sheets, or specific requests from the news media that require support information regarding institutional qualities or effectiveness, have all been confirmed by the appropriate authority before being released. This authorization comes in the form of personal contact and review of materials, direct contact with the appropriate source, review of material in cabinet or with specific individuals prior to release. When a specific item is called into question by the media, the appropriate source for this information is contacted by the Public Information Officer and asked to respond and verify the information.

Self-Evaluation

In order to maintain honesty and integrity and enhance relations with the Accreditation Commission, Victor Valley College has designated an Accreditation Liaison Officer who is also the Director of Instructional Compliance. The Superintendent/President, the Accreditation Liaison Officer's and

administrators primary responsibility is to facilitate and collaborate with students, staff, faculty, and other administrators as well as the to ensure a process designed to produce an honest, reliable and complete self-study.

The college cites as evidence of compliance the self-studies, midterm, and annual reports. For example, the Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges, accepted Victor Valley College's Midterm Report dated January 16, 2002. In this report, Victor Valley College was commended for the thoroughness of the report and for the serious effects to integrate planning, research, and resource allocation.

Based upon interviews with the Financial Aid Director and the Coordinator of the Student Support Services Program, the College has maintained a positive relationship with the U. S. Department of Education and continues to comply with federal guidelines for the Financial Aid Program and the Student Support Services Program, a Title IV grant from the U. S. Department of Education. Through the assistance and guidance from the U.S. Department of Education, the College also submitted and received a Title V Grant under the Developing Hispanic Survey Institution Programs for \$2,753,357 for a five year period, beginning with 2004-05 year.

Planning Agenda

None.

A.5. Standard IV: Leadership and Governance

The roles of leadership and the institution's governance and decision making structures are evaluated and reevaluated to assure continued function, integrity, and effectiveness of the decision making processes.

Descriptive Summary

In accordance with statewide standards and regulations, the College Assembly functions as the fundamental core body to assure that development and improvements are collaborative within the academic community. In conjunction with the planning of diverse campus-wide committees and groups, benchmarks are identified and articulated for specific projects via this venue. Further, in support of leadership and decision-making processes, the institution conducts departmental program reviews, various surveys, ongoing dialogue through committee meetings, the Master Plan, and the Chancellor's Operational Program Reviews.

The institution communicates the developments and results of these processes and findings through numerous avenues and means to the campus community. For example, the Victor Valley College Governance document is presently in the process of establishing and defining evaluative criteria and formal procedures are being defined. At each stage of development, the document has been presented to the Academic Senate for approval and review. The Governance Document Draft states, "At the beginning of each academic year, the College Assembly will review the shared governance document and will evaluate itself to assure integrity

and effectiveness of both the document and of the Assembly". The Accreditation Opinion Staff Survey was distributed, conducted, and completed in the Spring Semester 2003. By utilizing the campus network system (Groupwise), the findings were distributed to the campus community via email. The President's Pen, which is published monthly and is located on the college website, extends to and includes the greater community at large. The Board of Trustee's minutes are also published on the website. On campus, Town Hall Meetings are open to all members of the community. These meetings facilitate direct dialogue and allow for reciprocal communication with leadership. .

The institution recognizes challenges through the evaluation process and successfully labors to make needed improvements. For example, the draft of the governance document has undergone numerous changes to clarify and define terminology. For example, the "Consult collegially" clause has been defined to read as follows:

"Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:

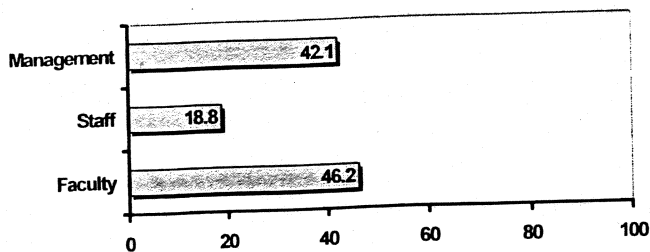
1. Relying primarily upon the advice and judgment of the Academic Senate;
2. That the district governing board, or such representatives as it may be designate, and the representative of the Academic Senate shall have an obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effecting such recommendations.

In addition to the recognition of documentation challenges, the college also addresses functional processes, such as the purpose of the Budget Advisory Committee. Said committee is currently undergoing an evaluative and reassessment process, including a title change. The Faculty Senate completed an extensive review and revised the faculty hiring process in 2003.

Self-Evaluation

The means for evaluating the integrity and effectiveness of college governance and decision making structures are in place: The College Assembly, the Accreditation Opinion Staff Survey, the campus network system (Groupwise), The President's Pen, the board of trustees minutes, which are distributed on the college website, and Town Hall Meetings.

Survey Item 49: The institution's governance and decision-making structures are regularly evaluated to assure integrity and effectiveness.



Less than half of all constituent groups agreed that decision-making structure is one regularly evaluated to assure integrity of effectiveness

Planning Agenda

Evaluate the roles of leadership and the institution's governance and decision making structures and reevaluate to assure continued function, integrity, and

effectiveness of the decision making processes.

The College will complete the class space capacity utilization and should have a report in hand by March, 2005. Develop plan for reorganization of offices with the advent of the new addition to the Performing Arts Center and the new Advanced Technology Building that will begin construction in 2005. Other areas include traffic parking, traffic flow, facilities, compliance with new regulations, access, computer systems use, distance education policies and procedures, computer use policies and procedures and other issues as they occur.

STANDARD IV: LEADERSHIP AND GOVERNANCE

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

B.1.A. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

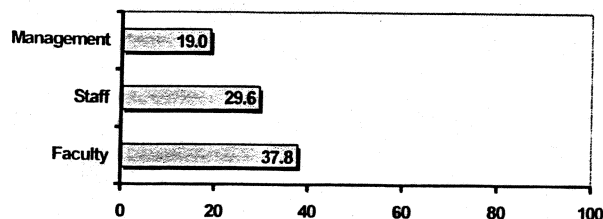
Descriptive Summary

Under the supervision of the California Board of Governors, the Victor Valley College Board of Trustees makes policy that reflects public interest. The board consists of five members elected by citizens of the community, and one non-voting student member elected by and representing the student body of the college. The board acts independently of other government bodies and is charged with the responsibility of accurately representing the community in board activities and decisions. Policies set by the board are implemented on a daily basis by the superintendent/president, the administrators, faculty, and staff. The board of trustees works closely with local community and business leaders to establish

programs that will benefit the community at large.

Self-Evaluation

Survey Item 50: The Board of Trustees reflects the public interest in activities and decisions.



This item reveals that 19% of Management, 29.6% of Staff and 37.8% of faculty agree that the Board of Trustees reflects the public interest in its activities and decisions.

In response to this data the information the Board has published on the campus website information that includes the individuals serving on the Board of Trustees, Board Policies, Board Procedures, the Schedule of Board Meetings, and Board Agendas and Minutes. The campus community and the public are welcome and invited to attend these open meetings.

Planning Agenda

Through its various constituencies the Board of Trustees does reflect the public interest. The planning agenda in this area is to use more effective communication from the Board to the campus community. The

Superintendent/President will continue to work with the Board of Trustees so that there is a better understanding of this information throughout the campus.

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

B.1.B. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The college meets this standard in a number of Board policies including the mission statement that provides the framework for development of board policies and procedures. Input includes minority as well as majority opinion.

Board policy # 2410 Policy and Administrative Procedure states:

The board may adopt such policies as are authorized by law or determined by the board to be necessary for the efficient operation of the district. Board policies are intended to be statements of intent by the board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. Policies of the board may be

adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing board policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

Board policy 2510 Participation in Local Decision Making Faculty states:

The board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulation. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the district is governed and administered. This policy shall not be interpreted to imply that there must be total agreement by all participants with majority rule but there is input by all constituents. The ultimate responsibility for decisions rests with the Board of Trustees.

Board policy 4020 Program and Curriculum Development states:

The programs and curricula of the district shall be of high quality, relevant to community and student

needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

The Board of Trustees has a board procedure manual that is currently under revision. Two board members are preparing procedure recommendations based on the California Community College League model for board policies and procedures. When procedure recommendations are complete this team of two board members will present the recommended procedures as a board agenda item to the full board for input and approval.

Board Policies were updated following the California Community College League recommendations. The College Assembly approved the policy changes on September 16, 2003. The Board of Trustees approved the changes on October 14, 2003. Currently, the college procedures are being reviewed through various processes within each cabinet members area of supervision.

The board also approves the mission statement that is currently under revision. The revision was undertaken by a sub group of the Integrated Planning Team. This was brought to the full Planning Team that includes representatives of most of the campus groups; it was distributed to the entire campus with request for comment. The comments were tabulated and discussed and the statement revised by the full committee. A meeting was held with representatives of the College Foundation to receive community input. The Superintendent/President then submitted the document for approval and presented the

mission statement to college assembly. Constituent groups read the mission statement two times for changes/deletions/additions and once College Assembly approved the statement, the Superintendent/President presented the mission statement to the Board of Trustees for approval.

The Superintendent/President's Office provided and will continue to provide the Board of Trustees with information on campus-wide activities. The Board also receives information of campus functions at board meetings as well as area reports from each vice president, the foundation director, and from other constituents. Policies are discussed and input is given to the College Assembly. Finally, constituent groups respond to all policies in the district. As of the Fall 2002 each member of the Board of Trustees has an individual GroupWise email account, providing more access to communication with constituents.

Documentation that is currently available and accessible includes as of Spring 2002 auditory taped Board meetings are available at the VVC library. The Superintendent/President's office maintains hard copies of minutes and agendas of all board meetings. College Assembly as well as Academic Senate reports are given at the board meetings. Agendas as well as minutes are posted on the web site at www.vvc.edu.

Other policies, institutional goals or other formal statements exist that describe Board expectations for quality, integrity and improvement of student learning programs and services. An example is Policy #2715 Code of Ethics Standards of Practice, which states:

The board maintains high standards of ethical conduct for its members. Members of the board are responsible to

- Authorize the Superintendent/President to act as the board executive officer and shall confine board action to policy determination, planning, overall approval and evaluation, maintenance of the fiscal stability of the district, hiring of competent personnel and other duties and responsibilities as prescribed by law.

The board also gives authority to the Superintendent/President to establish procedures. One of the President's major focuses will be to create better and effective communication between the Board and other college constituents. As was stated on Flex day, she is implementing this goal through The President's Connection, held the second Friday of each month from 10 a.m. to 11 a.m. in the Superintendent/President's conference room, The President's Pen, a communication newsletter posted on her web page, and centralizing the office to the center of campus which creates better accessibility for all.

The goals of the Superintendent/President for the college include:

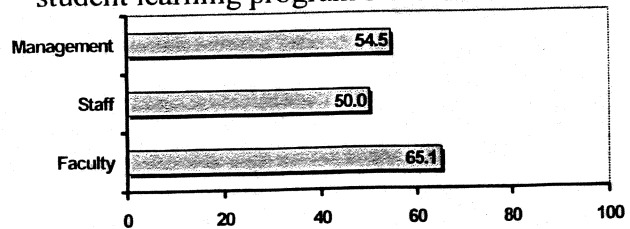
- Support high quality educational opportunity and the faculty needs to provide a positive learning environment for students
- Enhance the college's role in career training and economic development
- Support a wide array of appropriate services to enhance student learning
- Provide leadership for a learning centered college
- Re-build trust and communication

- Lead feasibility assessment for General Obligation Bond
- Update facilities plan and engage in integrated planning
- Re-implement evaluation processes for all employees in a way that facilitates professional growth and enhancement of the work and learning environment

The college mission statement provides the framework for the goals of the Superintendent/President and the Board of Trustees. The board establishes its goals and updates these goals yearly. The board approves the Superintendent/President's goals and focuses on measurable goals as criteria for the President's evaluation. Goals developed in collaboration with the Board will be shared with the College at the Board of Trustee's meeting and integrated into the college-wide planning process. The Board of Trustees is evaluated through a self-evaluation process coordinated through the Superintendent/President's office.

Self-Evaluation:

Survey Item 51: Consistent with the institutional mission, the Board of Trustees establishes policies to ensure the quality of student learning program services.



Fifty percent or more of the management, staff, and faculty expressed satisfaction with the board's efforts to ensure the quality of student learning. The superintendent/president conducted a workshop after the 2003 board election to discuss the role of the superintendent/president, goal setting, and policy review in a manner that serves to

promote the attainment of the college mission statement. As noted earlier, much work has been done on the Integrated Planning Process, and the Master Plan is being revised.

Planning Agenda

Improve communication across the campus.

B.1.C. The governing board has the ultimate responsibility for educational quality, legal matters and financial integrity.

Descriptive Summary

The college meets the standard in a number of ways. With regard to education quality, the board approves curriculum at its board meetings, approves all hiring of instructors/deans, and receives information on program reviews. Through the Superintendent/President, the board receives information on legal matters and directs decisions through Board action. The board accepts its responsibility for the financial integrity of the district and remains current on financial matters through budget workshops and budget documents. The board approves the College budget including all payments/transfers. The governing board is an independent body and not subject to the actions of any other entity. The board's actions are final.

The board reviews and approves all legal and financial matters as well as all educational quality items. The Superintendent/President is providing a renewed commitment to update the administrative/management evaluation process as a tool for professional development and provide students with the best possible educational and service quality. She initiated a management

taskforce that is revising the manager's evaluation process for the October leadership meeting. Currently the Superintendent/President feels that the existing process is not as effective as it should be to support educational quality as well as the mission statement. Additionally, the Superintendent/President is working with the President's Cabinet to ensure that all employee evaluations are conducted on a regular basis and used to facilitate educational quality. The Superintendent/President initiated the Budget Advisory Committee, a participatory governance committee to make recommendations on budget issues and allocations. Finally, she is working with the cabinet to verify and ensure that all college activities are allowable under appropriate laws and codes.

Documentation that is currently available and accessible include all minutes and agendas of all board meetings are posted on the website. www.vvc.edu. Audiotapes and agendas are available at the VVC library. The Superintendent/President's office maintains the hard copy of all minutes/agendas.

Self-Evaluation

A review of the Board Agenda and Minutes published on the campus website and the open access to paper copy in the Superintendent/President's office for public study demonstrate that the Board has the ultimate responsibility for educational quality, legal matters and financial integrity. Under the direction of the President/Superintendent, the VP of Administrative Services presents State of the College budget. This information is available to view at the regular hours of the campus and is available on the campus website.

Planning Agenda

None

B.1.D. The institution or the governing board publishes the board policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

This information is available in both hard copy and on the campus website. The site lists the makeup of board membership titled Board of Trustees. Other information available at the same location is Board Policies, Board Procedures, Schedule of Board Meetings, and Board Agendas and Minutes. Information specifying the duties, responsibilities, structures and operating procedures are also included at this site.

Self-Evaluation

Communication of the above information is available in both hard copy and on the web. Individuals wishing to access this information need only request to view it during normal hours of operation of the campus or at their own schedule on the web.

Planning Agenda

The institution and the Board will continue to publish and expand access to this information.

B.1.E.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The policies, procedures, meeting agendas and meeting minutes of the VVC Board of Trustees are posted on the college Website under "President's Office" area. The Board conducts a yearly self-evaluation and reviews policy and practices as necessary. Information relating to the self-evaluation and policy and procedure changes is reported to the campus community and the public as they occur.

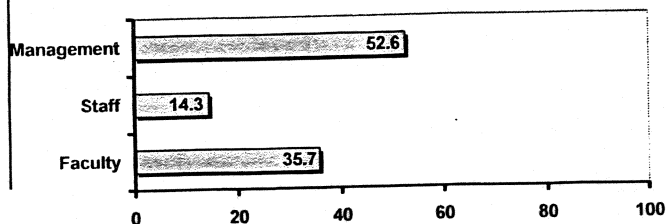
Self-Evaluation:

A review of board meeting agendas and minutes indicates that the governing board does indeed act in a manner consistent with its policies. Dialogue with the Superintendent/President of the college revealed that, during her presence at VVC (the past six months), the board has acted in a manner consistent with its policies.

Dialogue with the Faculty

Senate/Association President suggested that board members do not appear to be familiar with the policies and need to be reminded of them on a fairly regular basis. The board has evaluated its policies and practices. The Board of Trustees adopted a complete Board Policy Revision on September 11, 2001. The revision ensured the alignment of board policy with new accreditation standards and the California Education Code. The Spring Survey asked if the Board of Trustees regularly evaluated its policies and revises them as necessary.

Survey Item 52: The Board of Trustees regularly evaluates its policies and revises them as necessary.



While slightly more than 50% of the management agree with the superintendent/president, the majority of the staff and faculty disagree. Additional steps need to be taken to open lines of communication.

Planning Agenda

None

B .1. F.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The VVC Board of Trustees has a training program for board development and new member orientation. Members are encouraged to attend the bi-annual Community College League of California conference that provides special workshops for new board members as well as workshops on board development. In the past, the college president has also given an orientation to new board members. A mechanism provides for continuity of board membership (Board Policy #2740—Board Education), that states: “the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” In addition, a mechanism provides continuity of board membership and staggered terms of office (Board Policy #2100—Board Elections) that states the following:

The term of office of each trustee shall be four years, commencing the first board meeting in December following the election. Elections shall be held every two years, in odd numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election.

Furthermore, within 60 days of any board vacancy, the board must decide whether to order an election or fill the vacancy through a provisional appointment (Board Policy #2110—Vacancies on the Board).

Self-Evaluation

The Board has schedules a yearly retreat and introduces new Board members by a process of orientation that involves a review of past practice and the policies and procedures that the Board follows. This process has worked well in past practice and has given the new Board member both general and specific information to become a member the Board of Trustees.

Planning Agenda

The orientation program for the development of new Board member and the Board retreats will continue to be implemented as demonstrated by the recent past action. Staggered terms of office will be continued as per Board policy.

B.1.G.

The governing board’s self-evaluation processes for assessing board performance is clearly defined, implemented, and published in its policies or bylaws.

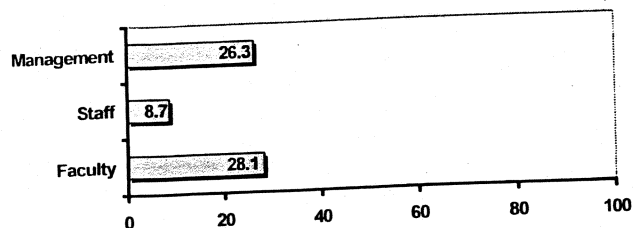
Descriptive Summary

The evaluation instrument was developed on the basis of the Board of Trustees ethics statement and was reviewed at the April 22-23, 2004 Board Retreat. This self-evaluation of the Board consists of the Board's developing a self-evaluation set of questions. Each member of the Board fills out a survey. The results are brought together and returned to the Board for consideration. The Board considers the evaluation and institutes any changes in policy or procedure developed from this evaluation.

Self-Evaluation

Based upon an interview the above information was delineated and confirmed with the Superintendent/President on April 20, 2004. The Board of Trustees' self-evaluation processes are clearly defined and published.

Survey Item 53: The Board of Trustees' self-evaluation processes are clearly defined and published.



Less than one-third of all constituents agreed that the Board of Trustees self-evaluation processes are clearly defined and published.

Planning Agenda

Conduct additional surveys on the evaluation of the Board of Trustees and of the Superintendent/President with development and implementation of

evaluations by the Academic Senate and Classified Staff.

The Board will communicate its self-evaluation to the campus community and continue to solicit suggestions for improving processes and procedures.

B.1.H.

The governing board has a code of ethics (Board Policy #2715) that includes a clearly defined policy for dealing with behavior that violates its code. It states

Descriptive Summary

The board maintains high standards of ethical conduct for its members. Members of the board are responsible to:

- authorize the superintendent/president to act as the board executive officer and shall confine board action to policy determination, planning, overall approval and evaluation, maintenance of the fiscal stability of the district, hiring of competent personnel, and other duties and responsibilities as prescribed by law
- protect the interests of students in every decision and shall assure the opportunity for quality education for every student
- recognize and actively communicate that authority rests only with the whole board assembled in a legally constituted meeting and make no personal promises nor take any action, which would give the appearance of a conflict of interest

- use appropriate channels of communication
- respect the letter and intent of the Ralph M. Brown Act, taking official actions in public sessions
- recognize that the primary duty of every trustee is to represent the general interest of the college district
- prevent conflicts of interest and the perception of conflicts of interest
- join with other members of the board, staff, community, and students in becoming fully informed about the nature, value, and direction of contemporary education in our society
- devote time, thought, and study to the duties and responsibilities of a community college board member that they may render effective and credible service
- be scrupulous about any expenses for which they are reimbursed by the district
- maintain the confidentiality of privileged and executive session information
- maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals

The governing board has thus clearly established their policy of acceptable ethical behavior and their responsibility to adhere to such policy. The policy identifies the utilization of the Ralph M. Brown Act,

which defines appropriate action for violation of code.

In addition to the board policy 2715, the College has the Standards for Student Discipline: Policy and Due Process Procedures document that was adopted by the Victor Valley College Assembly on March 2, 2004 and ratified by the Board on May 11, 2004. This document defines a clear policy on student conduct and the repercussions for violating that policy.

In the Mission Statement of the college, although it does not specifically utilize the word “ethics”, the ideal of ethical behavior is incorporated in the meaning and spirit of integrity with the language “integrity and collaboration among students, staff, faculty and administrators”

Self-Evaluation

On November 2, 2004 the College Assembly passed a new ethics statement that reads:

Employees of the Victor Valley Community College District, while performing their duties or interacting with other employees, students, members of the community, and all others should be honest, fair, respectful of others, and free from discrimination. Employees shall act in the best interests of students, promote good will, and create a positive image for the college (College Assembly Minutes, October 5, 2004).

This statement will be brought to the Board of Trustees within the next month for their approval. Following this action it is recommended that an evaluation be

developed which would include a process for dealing with unethical behavior.

Planning Agenda

With the approval of the new code of ethics, the Board will work with the Superintendent/President to communicate this policy and will continue to act in such a manner as to show by their actions the implementation of this new policy.

B.1.I. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Trustees is informed and involved in the accreditation process. The Superintendent/President, faculty, and staff provide information about the Accreditation Self-Study to the Board of Trustees. A member of the Board of Trustees is a member of the Accreditation Steering Team. The Board of Trustees reviews and approves the interim and midterm reports. The president of the Board of Trustees signs the Institutional Self-Study for Reaffirmation of Accreditation prior to submission to the Accrediting Commission. In addition, the Board of Trustees may meet with the Accreditation Site Visit Team members to provide input and answer questions.

Self-Evaluation

The Board of Trustees is informed about accreditation activities through information provided by the Superintendent/President, and has been involved in the Accreditation Self-Study process. The Superintendent/President provided information to the Board of Trustees at board meetings on October 14, 2004 and November 11, 2004. At the meeting on

November 11, 2004, the Superintendent/President provided information about the accreditation workshop on September 25, 2003, accreditation themes, and the learning-centered college. In addition, some members of the Accreditation Steering Committee provided accreditation information to the Board of Trustees on July 9, 2002, August 20, 2002, October 22, 2002, October 28, 2003 and October 26, 2004. An example of trustee involvement was the participation of a board member on the Accreditation Steering Committee. At the meeting on February 10, 2004, a board member indicated the enjoyment of working on accreditation activities. The Board members who attended the Flex Day activities were provided information about accreditation activities on January 10, 2003 and September 2, 2003. The Board of Trustees accepted the interim accreditation report and approved the midterm accreditation report. The Board president, and two members of the Board obtained valuable information at the Accreditation Self-Study Open Forum that was held on April 28, 2004, at Victor Valley College.

Planning Agenda

None

B.1.J

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (Board Policy # 2435).. The governing board delegates full responsibility to the Superintendent/President to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

Descriptive Summary

The process of the evaluation begins with the Superintendent/President and Board collaboratively agreeing on goals for next academic year by April 15 of the current year. The Superintendent/President then presents a self-evaluation based upon the developed goals that are then presented to the Board. The Board reviews this self-evaluation, utilizing the agreed upon goals and accomplishments. In addition to this Board review, a management survey is sent to members of each constituent group and returned to the Human Relations office. The survey results are consolidated by the Human Relations office and shared with the Board. The Board reviews and consults with each member the results of the management survey and develops a consensus. The Board next discusses their view of the evaluation with the President in a closed session Board meeting. The shared results of the Board and President are written up by the Board president and finalized with consensus of the full Board. If the evaluation results in any contract change the Board votes an action item at a scheduled public meeting.

Self-Evaluation:

Based upon an extensive interview with the Superintendent/President on April 20, 2004 the above information was developed and verified.

Planning Agenda

The Board will continue to supervise the Superintendent/President in the implementation of Board policy, procedure and hold this individual accountable for the operation of the district.

B.2 The Superintendent/President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, and selecting personnel.

B.2.A. The Superintendent/President plans, oversees, and evaluates an administrative structure that is organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

Dr. Patricia Spencer joined the College on May 1, 2003. The Superintendent/President sets the tone in which the College conducts its activities in order to fulfill its mission. The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operation. Through participation in the College Assembly and President's Cabinet, the Superintendent/President has been actively involved in the formation of the Master Plan, Facilities Plan, and Technology Plan, which collectively communicates the vision and direction of the College. Other activities include scheduled communication forums and the Superintendent/President actively participates in campus events such as "TechX Weekend", "Rams Spirit Week" and cultural events such as "Christmas Around the World".

The administration consists of six levels – the Superintendent/President, Deputy Superintendent/Executive Vice President, Instruction, Vice Presidents, Deans, and Directors. In the past several years, the institution has undergone a number of

reorganizations. Mr. Jeff Cooper is the Deputy Superintendent/Executive Vice President, Instruction. Dr. Louis Zellars is the interim Vice President of Administrative Services and Dr. Willard Lewallen is Vice President, Student Services. There are four Deans: Mr. Henry Yong, Mr. Nick Parisi, Dr. Tom O'Neil, and Dr. Leonard Crawford. There are sixteen Directors.

Self-Evaluation

Survey Item 54: The president effectively leads an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity.

The survey indicates that the superintendent/president is succeeding in winning the confidence of the management and faculty, but fewer than 50% of the staff feel the same way.

Planning Agenda

None

B.2.B

Descriptive Summary

The Superintendent/President guides institutional improvement of the teaching and learning environment by the following:

1. The establishment of a collegial process through which values, goals, and priorities are set. The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management that makes possible an effective teaching and learning environment. The Superintendent/President meets regularly with the Academic Senate, the Instructional

Deans, and College Assembly where values, goals, and priorities are openly discussed.

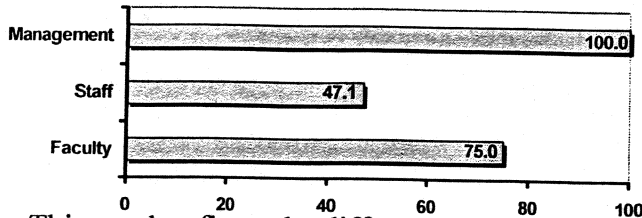
2. Setting expectations that high quality research and analysis on external and internal conditions will be used in evaluation and planning. The Superintendent/President relies heavily on data and empirical studies to drive decision-making. The Superintendent/President differentiates and ranks those initiatives that have a positive impact on students and the teaching/learning environment above those that do not, based on student outcomes.

3. Ensuring that educational planning is integrated with resource planning and distribution. The Superintendent/President, through oversight of the development of the, the Master Plan, Facilities Master plan, and human resource planning insures that resources and the teaching/learning environment are tightly integrated. The Superintendent/President is actively involved with the prioritizing of open positions and involved with the hiring of all faculty and administrators to insure that the finest applicants are hired for approved positions.

4. Establishing procedures to evaluate overall institutional planning and implementation efforts. The Superintendent/President relies on the Institutional Research Office, program reviews, student and staff surveys, and outcome assessment to accurately reflect the results of the institution's planning and implementation efforts. Results are constantly compared to the original plans, and changes, where needed, are made to the working plans. It is the philosophy of the Superintendent/President that all plans are living documents to be used and updated as the situation warrants.

Self-Evaluation

Survey Item 55: The president guides institutional improvement of the teaching and learning environment.



This result reflects the differences of opinions between the management (100%), staff 47.1% and faculty 75%.

Planning Agenda

B.2.C The Superintendent/President assures the implementation of statutes, regulations, governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

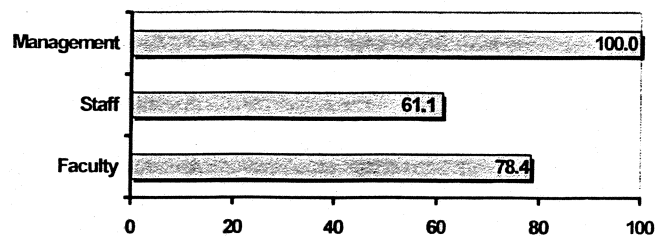
The Superintendent/President has established a comprehensive approach to long range planning, communications, and daily operations. Through participation in the President's Cabinet, the Superintendent/President has been actively involved in the formation of the Strategic Plan, Educational Master Plan, Facilities Plan, and Telecommunications Technology Plans, which collectively communicate the vision and direction of the College.

The President/Superintendent works closely with Human Resources and includes the Director in many committees to ensure the implementation of Title 5, statutes, regulations and Board of Trustees policies. Under the leadership of the current Superintendent/President, both

Superintendent/President and the Director are more involved in the hiring process. The President/Superintendent sits on the final interview panel for all management positions and reviews the status on recruitments weekly. The President/Superintendent has included the Director of HR in the cabinet meetings.

Self-Evaluation

Survey Item 56: The president assures that institutional practices are consistent with the institutional mission.



This item indicates that those most clearly affected by her guidance are aware of the president's support.

Planning Agenda

B.2.D The Superintendent/President effectively controls budget and expenditures.

Descriptive Summary

The Superintendent/President has delegated to the Vice President, Administrative Services, the process of budget development and budget coordination. The VP of Administrative Services is responsible for presenting the budget to the Board of Trustees. A Budget Development Calendar has been created by the VP of Administrative Services and approved by the Board of Trustees. A new Budget Subcommittee is being formed that will be chaired by the VP, Administrative Services, and will be made up of members from each

constituent group. Procedures will be developed for this committee in the near future.

Under the direction of the President/Superintendent, the Vice President of Administrative Services presents state of the college budget information at college Flex Day and Town Hall meetings. Generally, questions are asked and the Vice President of Administrative Services responds to the concerns or clarifications. Four budget task force groups were formed to brainstorm cost saving measures. All constituent groups were represented on the task force groups. Agendas from Flex Day and Town Hall meetings and an analysis of the task force recommendations and minutes are attached.

The budget augmentation process has been in effect whereby faculty and classified staff submit budget requests; requests are then prioritized by the President's Cabinet in accordance with the goals and needs of the college. The Program Review Process by individual departments parallels this activity.

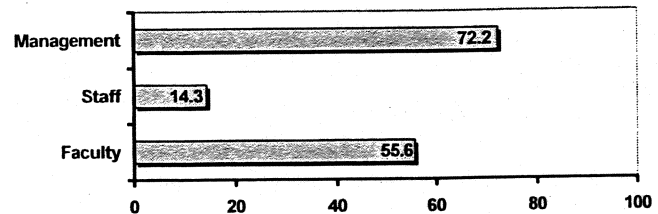
The Superintendent/President expects each administrator to be knowledgeable of the finance code, regulations, and principles of best practices when dealing with approved budgeted expenditures. Through the cabinet and monthly financial reports, the Superintendent/President maintains a working knowledge of the District's financial position and effectively works with the Vice Presidents to assure adherence to approved expenditures.

The Superintendent/President reviews the CCFS320 and CCFS321 reports before signing and forwarding them to Sacramento to insure that the District is meeting its goals for attendance and revenue. Through the

budget cuts for fiscal years 2002-2003 and 2003-2004, Victor Valley College has been able to maintain a high level of teaching/learning excellence without resorting to layoffs or position cuts. The Superintendent/President has maintained a close connection with the budget process to ensure the financial stability of the College.

Self-Evaluation

Survey Item 57: The president effectively controls budget and expenditures.



The management believe that the superintendent/president is doing an effective job. The faculty and staff do not. This disparity may be directly related to the amount of contact staff has with budgetary issues.

Planning Agenda

B.2.E. The Superintendent/President works and communicates effectively with the communities served by the institution.

Descriptive Summary

1. The Superintendent/President has designated department chair meetings to the Deputy Superintendent/Executive Vice President, Instruction.
2. With the relocation of the Superintendent/President's office to the central campus area, the Superintendent/President maintains visibility and accessibility on campus. She

also makes herself visible and accessible to faculty, staff, and students by walking around the campus.

3. The Superintendent/President does hold periodic town hall meetings in order to obtain feedback from campus and community stakeholders.
4. The Superintendent/President communicates and works well with the following campus groups:

President's Cabinet
CTA/Faculty Senate
ASB

Leadership Team
VVC Foundation
CSEA

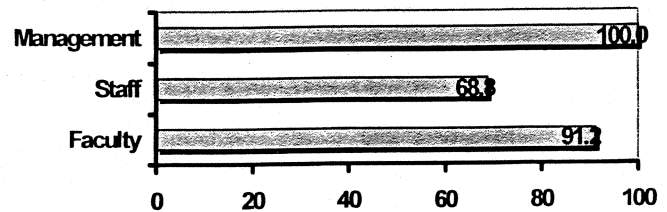
In addition the Superintendent/President has worked well with the Part Time Faculty Union as they begin the negotiation process for part time faculty. (Interview with AFT representative November 9, 2004)

The Superintendent/President delegates authority and responsibility to appropriate managers who are knowledgeable about board policies and who follow best practices while implementing the college's mission, vision, and values. Managers and staff are held accountable for the outcomes in terms of learning environment, student outcomes, finance, and compliance with codes and regulations.

Self-Evaluation

The Superintendent/President effectively communicates with the surrounding community by attending city council meetings, meeting regularly with the College's Foundation, speaking at charity events, and by attending service club functions. The Superintendent/President regularly provides interviews to the local newspaper and radio media.

Survey Item 58: The president works* effectively with the community served by the institution.



This item indicates that the superintendent/president works effectively with the community served by the institution.

Planning Agenda

Standard B.3 - This standard does not apply as it deals with multiple college districts.

Evidence-Documents

2003-04 Tentative Budget Presentation

2004-05 Budget Calendar

2004-05 SWACC Property and Liability Program

Academic Senate for California Community Colleges, "Information Competency in the California Community Colleges"

<http://www.academicssenate.cc.ca.us/Publications/Papers/Info_competency.html>

Accreditation Meeting, Highlights of meeting

Accreditation Midterm Report, January 16, 2002

Accreditation Self Study Open Forum, November 8, 2004.

ACRL Standards for Community, Junior and Technical College Learning Resource Programs

web site: <<http://www.ala.org/ala/acrl/acrlstandards/standardscommunity.htm>>

Advanced Apportionment

Board of Trustees meeting minutes

Budget Advisory Committee, Highlights

California Library Statistics, 2002

Campus Lighting Survey

CCC Board of Governors, 2004-2005 Proposed Budget

Coffee Klatch - Agendas, Highlights

College Assembly, meeting minutes

College Educational Master Plan Draft, 1998

College scheduled maintenance program, 1997-98

Custodial Services Survey, 1997

Department of Treasury, Internal Revenue Service Closing Agreement

Educational Space Quantification and Facilities Master Plan, 2003

Facilities Master Plan Focus Group, Highlights of Meeting

Faculty Senate Student Learning Outcomes Committee, Highlights

Fire year capital outlay Construction Plan

First Principal Apportionment (P1)

Inland Empire Academic Libraries Cooperative (IEALC) agreement

Institutional Research Website

Keenan & Associates Presentation on Workers' Compensation

Learning Center Fall 2000 Report

Learning Center Fall 2003 Report

Lease Purchases Annual Payment Schedule

Library's Collection Development Policy

Library's Mission Statement

Library's Program Review, 2002-2003

Library Survey, 2002

Library's web site: <http://www.vvc.edu/library/>

Maintenance & operations Goals and Objectives, 1997-98

Master Plan

Master Plan Committee, Highlights of Meetings
Master Plan Open Forum - Highlights
Mission Statement
"Noel-Levitz Student Satisfaction Inventory: Internal Analysis and Directions for Change"
Nursing Curriculum
Nursing Evaluations
Open Forum for Goal Setting for the Integrated Master Plan Agenda & Packet
Opinion Survey, Spring 2004
Planning and Resource Development website
Program Review Committee, Highlights of Meetings
Program Review Guide
Results from library survey, 2002
Sample library workbook for English 101 course
Second Principal Apportionment (P2)
Self-Study Workshop September 25, 2003
Standard 8-Campus Survey Questionnaire, 1998
Student Learning Outcomes Steering Committee, Highlights
Sun America: GIC statement for 10/31/04
Technology Plan Draft
Timeline for revision of Mission Statement
Town Hall Meeting Agenda
TRANS (Tax and Revenue Anticipation Notes) Board Resolution
Transition Plan
Victor Valley College Adopted Budget Presentation, 2004-2005
Victor Valley College Annual Audit Report for 6/30/03
Victor Valley College Catalog
Victor Valley College Educational Master Plan
Victor Valley College Fact Book, 2004

Responses

Accreditation Substantive Change Report
Accrediting Commission for Community and Junior Colleges, Letter, January 16, 2002
Accrediting Commission for Community and Junior Colleges, Letter, June 16, 2000
Board of Trustees, Minutes, November 11, 2003
Board Policies 6200, 6250, and 6300
Budget Advisory Committee, Minutes
College Assembly, Minutes, September 16, 2003
Educational Master Plan, 1999
Educational Space Quantification and Facilities Master Plan
Facilities Master Plan

Goals and Accomplishments of the Master Plan, 2000-2004
Master Plan Committee, Meeting highlights
Master Plan Draft
Matriculation Plan Draft
Mission Statement
Open Forum on Goal Setting on January 29, 2004, Highlights
Open Forums, highlights
Program Review Guide
Program Reviews – Electronics, Fiscal Services, and Library
Student Equity Plan Draft
Student Learning Outcomes Steering Committee, Meeting highlights
Victor Valley College Fact Book 2004

HUMAN RESOURCES

DECEMBER 14, 2004

TOPIC: CLASSIFIED MEMORANDUM OF UNDERSTANDING

TO THE BOARD OF TRUSTEES:

The district and the California School Employees Association, Chapter 584, have reached agreement on the attached Memorandum of Understanding concerning a one-year trial period for a 4-day per week, 10-hour per day schedule for the campus police.

RECOMMENDATION:

The MOU listed above is included for the board's information.

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 X

MEMORANDUM OF UNDERSTANDING
Campus Police Trial Four-Day Work Week

This Memorandum of Understanding is entered into by and between Victor Valley Community College District (hereinafter "District") and the California School Employees Association and its local Chapter 584 (hereinafter "CSEA").

Whereas, the district wishes to change the work schedule for campus police from the current 5-day per week, 8-hour per day schedule to a 4-day per week, 10-hour per day schedule with employees working 9 hours and 22 minutes plus a 1-hour lunch or a half-hour lunch and two 15-minute breaks;

Whereas, affected employees generally support the change of schedule;

Whereas, work shifts would be chosen by employees with choice being on a seniority basis--the employees with greatest seniority having first choice;

Whereas, employees working less than full-time would choose a schedule commensurate with their percentage of employment

Now, therefore, the district and CSEA agree to implement the four-day, ten-hour schedule for a one-year trial period, effective January 1, 2005.

By CSEA agreeing to this trial four-day work week for campus police, it is understood that CSEA's position can in no way be construed as a waiver, either expressed or implied, of its rights to negotiate on matters within the scope of representation as set forth in section 3543.2 of the Educational Employment Relations Act.

It is further understood that this position is limited to the particular circumstance and time frame herein referenced and shall in no way be construed as establishing a past practice, nor shall it be construed as a waiver of any provision of the Education Code.

For the District

Date: 11.8.04

William H. Schmidt
William H. Schmidt
Director of Human Resources

For CSEA

Date: 11/8/04

Arlene Greene
Arlene Greene
President CSEA Chapter 584

SUPERINTENDENT/PRESIDENT

DECEMBER 14, 2004

TOPIC: ADMINISTRATIVE PROCEDURE, AP 3410 (ADA – 504/508) COMPLAINT PROCEDURES

TO THE BOARD OF TRUSTEES:

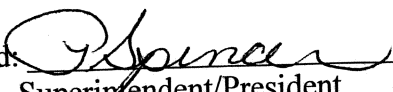
Administrative Procedure, AP 3410 (ADA – 504/508) Complaint Procedures, was approved by a unanimous vote in favor on October 19, 2004, by the College Assembly after two readings (first reading on October 5, 2004, and second reading on October 19, 2004).

Fiscal Impact: N/A

RECOMMENDATION:

The new Administrative Procedure, number AP 3410 (ADA – 504/508) Complaint Procedures, is presented to the Board of Trustees as an information item.

REFERENCE FOR AGENDA: YES

Signed:  Superintendent/President

ACTION TAKEN BY THE BOARD:

MOTION _____

SECOND _____

Ayes ____ Noes ____

INFORMATION ONLY X

AP 3410 Americans with Disabilities Act (ADA – 504/508) Complaint Procedures

Any complaint from Students, College Employees or the Public concerning equal access, academic accommodation, faculty/staff access or accommodation, or access to technology as it relates to disabling conditions should contact the ADA 504/508 Coordinator, who is the Director of Disabled Student Program and Services or designate.

A copy of the complaint procedures may be obtained from the following offices: Vice President, Administrative Services; Vice President, Student Services; and Deputy Superintendent/Executive Vice President, Instruction.

ADA 504/508 Complaint Procedures

Any complaint from Students, College Employees or the Public may use the following process to file a complaint if the individual feels he or she has been unjustly treated concerning equal access, academic accommodation, faculty/staff access or accommodation, or access to technology as it relates to disabling conditions.

- Step 1: Initial level – Meet and confer with the ADA 504/508 coordinator who is the Director of Disabled Student Program and Services or designee within ten (10) working days of the incident.
- Step 2: If the complaint is not resolved in Step 1, he or she may then make a written complaint to the ADA 504/508 coordinator (Vice President for Administrative Services) within ten (10) working days of the step 1 meeting. The ADA 504/508 Coordinator will investigate the complaint and render a decision.
- Step 3: If the complaint is not resolved to the satisfaction of the complainant in Step 2, the complainant may appeal in writing to request a hearing to resolve the complaint within ten (10) working days of receipt of the ADA 504/508 Coordinator's decision.

ADA 504/508 Hearing Procedures

Request for Hearing: Within ten (10) working days after receipt of the ADA 504/508 coordinator's decision, if the complainant is not satisfied with the results regarding the complaint, he or she may request a formal hearing. The request must be made in writing to the ADA 504/508 coordinator, or Superintendent/President or designee. In addition, students requesting specific accommodations as part of the complaint must list such accommodations requested for the ADA hearing (i.e. interpreter, adaptive furniture or media technology).

Schedule of Hearing: The formal hearing shall be held within fifteen (15) working days after a formal written request for a hearing is received by the ADA 504/508 coordinator, or Superintendent/President or designee.

Hearing Panel: The ADA 504/508 Hearing panel for any action shall be composed of the following Representatives: (1) administrator/Manager, (1) faculty member, (1) DSP&S staff member and (1) student.

The College Superintendent/President, the President of the Academic Senate, and the ASB President shall each, at the beginning of the academic year, establish a

list of at least three persons who will serve on the ADA 504/508 Hearing panel and/or the Student Disciplinary hearing panels. The College Superintendent/President shall appoint the ADA 504/508 hearing panel from the names on these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

Hearing Panel Chair: The College Superintendent/President (or designee) shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by all remaining members of the panel to the contrary.

Conduct of the ADA 504/508 Hearing:

Note: The hearing must comply with principles of due process, including the right to confront and cross-examine witnesses. The following procedure is legally advised.

- The members of the hearing panel shall be provided with a copy of the ADA complaint against the college and any written response provided by the student before the hearing begins.
- The facts supporting the complaint and applicable profiles shall be presented by a college representative, who shall be the ADA 504/508 Coordinator or designee.
- The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
- Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove by substantial evidence that the facts alleged are true.
- The student may represent himself or herself, and may also have the right to have an advocate present of his or her choice. The advocate must be an officially enrolled student or college staff member.
- Hearings shall be closed and confidential unless the student makes a written request that the hearing be open to the public. Any such written request must be made no less than 7 working days prior to the date of the hearing.
- In a closed ADA 504/508 hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.
- The ADA 504/508 hearing shall be recorded by the District, either by tape recording, or stenographic recording, or other appropriate method and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of

the hearing, ask all persons present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording, transcript or preferred alternative format.

- All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.
- Within five (5) working days following the close of the ADA 504/508 hearing, the ADA 504/508 hearing panel shall prepare and send to the College Superintendent/President a written decision. The decision shall include specific factual findings regarding the complaint, and shall include specific conclusions regarding whether any specific section of the ADA 504/508 were violated. The decision shall also include a specific recommendation regarding the complaint action to be taken, if any. The decision shall be based only on the record of the ADA 504/508 hearing, and not on the matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral or signed and written evidence produced at the hearing.

College Superintendent/President's Decision:

Within five (5) working days following receipt of the ADA 504/508 hearing panel's recommended decision, the College Superintendent/President shall render a final written decision. The College Superintendent/President or designee may accept, modify or reject the findings, decisions and recommendations of the ADA 504/508 hearing panel. If the College Superintendent/President or designee modifies or rejects the ADA 504/508 hearing panel's decision, the College Superintendent/President or designee shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decisions of the College Superintendent/President or designee shall be final.

Board of Trustees Decision:

The Board of Trustees shall consider any recommendation from the College Superintendent/President for accommodation at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an ADA 504/508 recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

The student shall be notified in writing, by registered or certified mail or by personal service, at least five days prior to the meeting, of the date, time, and place of the Board's meeting. (Alternative media services available upon request)

The student may, within forty-eight hours after receipt of the notice, make a written request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an ADA 504/508 recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student, other than the student requesting the public meeting, in closed session.

The Board may accept, modify or reject the findings, decisions and recommendations of the College Superintendent/President and/or the ADA 504/508 Hearing Panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decision of the Board shall be final. The final action of the Board on the complaint shall be taken at a public meeting, and the result of the action shall be a public record of the District.

Procedure Adopted

The Board shall consider an ADA 504/508 recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

The student shall be notified in writing, by registered or certified mail or by personal service, at least five days prior to the meeting, of the date, time, and place of the Board's meeting. (Alternative media services available upon request)

The student may, within forty-eight hours after receipt of the notice, make a written request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an ADA 504/508 recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student, other than the student requesting the public meeting, in closed session.

The Board may accept, modify or reject the findings, decisions and recommendations of the College Superintendent/President and/or the ADA 504/508 Hearing Panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision, which contains specific factual findings and conclusions. The decision of the Board shall be final. The final action of the Board on the complaint shall be taken at a public meeting, and the result of the action shall be a public record of the District.

AP 3410 was adopted after a second reading by the College Assembly at its October 19, 2004, meeting.

Filing Date:

Review Date:

Victor Valley Community College ADA Complaint Form

All information contained in this form is strictly confidential.

Name:

(Last, First, M.I.)

M

F

DOB

I am a: Student Staff Faculty Community Member Other (Please List)

I Wish To Complain Against:

Date of Discrimination

Incident:

(Non-employment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination)

I Allege Discrimination Based on the Following Disability Category Protected under Title 5: (you must select at least one):

Physical Disability Learning Disability Mental Disability Communication Disability Other (Please List)

Clearly state your complaint. Describe each incident of alleged discrimination separately. For each action provide the following information: 1) date(s) the discriminatory action occurred, 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of protected group status [religion, age, race, sex or whatever basis you indicated above] and/or, if applicable, why you believe you were retaliated against for filing of complaint or asserting your rights. *(Attach additional pages as necessary.)*

What would you like the District to do as a result of your complaint -- what remedy are you seeking?:

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

Date

Send **Original** to the ADA Coordinator at:

Victor Valley Community College District, Victorville, CA 92345

Filing Date:

Review Date:

Victor Valley Community College ADA Complaint Form

All information contained in this form is strictly confidential.

Name: <i>(Last, First, M.I.)</i>	<input type="checkbox"/> M <input type="checkbox"/> F	DOB
I am a: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Faculty <input type="checkbox"/> Community Member <input type="checkbox"/> Other (Please List)		
I Wish To Complain Against:	Date of Discrimination Incident:	
<i>(Non-employment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination)</i>		
I Allege Discrimination Based on the Following Disability Category Protected under Title 5: (you must select at least one):		
<input type="checkbox"/> Physical Disability <input type="checkbox"/> Learning Disability <input type="checkbox"/> Mental Disability <input type="checkbox"/> Communication Disability <input type="checkbox"/> Other (Please List)		
Clearly state your complaint. Describe each incident of alleged discrimination separately. For each action provide the following information: 1) date(s) the discriminatory action occurred, 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of protected group status [religion, age, race, sex or whatever basis you indicated above] and/or, if applicable, why you believe you were retaliated against for filing of complaint or asserting your rights. <i>(Attach additional pages as necessary.)</i>		
What would you like the District to do as a result of your complaint -- what remedy are you seeking?:		

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

Date

Send **Original** to the ADA Coordinator at:

Victor Valley Community College District, Victorville, CA 92345