COLLEGE COUNCIL AGENDA
WEDNESDAY, MARCH 11, 2015
PCR

Superintendent/President ~ Roger Wagner
Senior Staff ~ Peter Maphumulo, Trinda Best
Academic Senate ~ Claude Oliver, Jessica Gibbs, Tracy Davis
CSEA ~ Justin Gatewood, Ray Navarro, Kendra Ullger
Classified Managers ~ Robert Sewell, Greta Moon, Deedee Orta
AFT ~ Cheryl Elsmore
CTA ~ Lisa Ellis, Gary Menser, David Gibbs
Department Chair Representative ~ Diane Wollan
ASB Representative ~ Amanda Monroy

Call to Order

1) **Approval of the Minutes**
   a) **February 25, 2015**

2) **Accreditation Update ~ Roger Wagner/Peter Maphumulo**

3) **Second Read, AP 1201 ~ Claude Oliver/Jessica Gibbs (Attachment)**
   First read approved at the February 25, 2015 College Council meeting. 2nd read approved as corrected by the Academic Senate on March 05, 2015.
      Action:

4) **Second Read, Draft for Recommendation #6, Follow-up #5 Report ~ Jessica Gibbs/Claude Oliver (Attachment)**
   First read approved at the February 25, 2015 College Council meeting.
      Action:

5) **Committee Updates:**
   a) **Accreditation Committee:**
   b) **Diversity Committee:**
   c) **Environmental Health & Safety Committee:**
   d) **Facilities Committee:**
   e) **Finance/Budget & Planning Committee:**
   f) **Employee Professional Development Committee:**
   g) **Student Success and Support Committee:**
   h) **Technology Committee:**

6) **Other**

   Adjournment:

Next Regularly Scheduled College Council meeting: March 25, 2015

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: Accreditation Update

Submitted by: Roger Wagner/Peter Maphumulo

Meeting Date: Indefinite

Approximate Time Needed:

[X]   Informational Item/Discussion   [ ]   Quick Update

[ ]   First Reading   [ ]   Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: _____

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Please send this request for College Council agenda items with any backup material to Victoria Churgin prior to the College Council meeting. Please refer to calendared deadlines.

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: <u>AP 1201</u>

Submitted by: <u>Jessica Gibbs/Claude Oliver</u>

Meeting Date: <u>March 11, 2015</u>

Approximate Time Needed: _____

[ ]   Informational Item/Discussion   [ ]   Quick Update

[ ]   First Reading   [X]   Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: 2nd read approved as corrected by the Academic Senate on March 05, 2015_____

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VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE

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Reference: California Code of Regulations, Title 5, Section 53203
             California Education Code 70901(b)(1)(E)
             BP 2510 (Participation in Local Decision Making)
             ACCJC Accreditation Standard IV.A, Leadership and Governance

Shared governance at Victor Valley Community College District (VVCCD) as envisioned by Assembly Bill 1725 (Vasconcellos; chaptered 1988) is based upon cooperation, mutual trust, respect and ~~S~~shared values which put students and learning first. Shared governance processes are designed to consider various options openly and creatively. The goal of ~~S~~shared governance at VVCCD is to reach better solutions using the expertise of participants so the District can be more effective. ~~as a result of having been considered through the process itself.~~ The critical component of Shared governance is trust. This governance structure does not address or interfere with department organization or the management structure of the District.

Following are descriptions of governance structures, areas of responsibility, and the information flow from each entity to the Board of Trustees and Superintendent/President.

Board of Trustees

The VVCCD Board of Trustees has full authority to establish, maintain, operate, and govern in accordance with the California Community College Board of Governors' rules and regulations, ~~and~~ the laws of the State of California, and the recommendations of the ACCJC related to Board authority, responsibility and policy-making (Standard IV: Leadership and Governance). By the provisions of Board Policy (BP) 2430, the VVCCD Board of Trustees delegates its authority to the Chief Executive Officer (Superintendent/President). This authority includes the following:

1)   Establish and approve policies for current and long-range academic and facilities plans and programs, and promote orderly growth and development of the District.(BP 1200; BP 1202)

2)   Establish and approve policies for courses of instruction and educational programs. (BP 4220)

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3) Establish academic standards, probation, dismissal, and readmission policies, and graduation requirements consistent with the minimum standards adopted by the Board of Governors. (BP 4220; BP 4250; BP 4240; BP 4100)

4) Employ and assign all personnel consistent with the minimum standards adopted by the Board of Governors, and establish employment practices, salaries, and benefits for all employees consistent with the laws of this state. (BP 7100; BP 7120; BP 7130; BP 7140; BP 7210; BP 7230; BP 7240; BP 7250; BP 7260)

5) To the extent authorized by law, determine and control the operational and capital outlay budgets. The Board of Trustees shall determine the need for elections for override tax levies and bond measures, and request that those elections be called. (BP 6200; BP 6250; BP 6320; BP 6330; BP 6340)

6) Manage, control, and convey property for the use and benefit of the District. The Board of Trustees may contract for the procurement of goods and services as authorized by law, and may acquire by eminent domain any property necessary to carry out the powers or functions of the District. (BP 6500)

7) Establish procedures to afford faculty, staff, and students the opportunity to exercise their right to participate effectively in District and college governance, and to ensure that their opinions are given every reasonable consideration. The rights of the Academic Senate to assume primary responsibilities for making recommendations on academic and professional matters are stipulated in Board Policy 4035. (BP 1201)

8) Establish rules and regulations governing student conduct. (BP 5500)

9) Establish students fees, and, at its discretion, other fees as authorized by law.(BP 5300)

10) At its discretion, receive and administer gifts, grants, and scholarships on behalf of the District. (BP 3820)

11) Provide auxiliary services as deemed necessary to achieve the purpose of the community college. (BP 3600)

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12) After consultation with appropriate campus constituencies, approve the District's academic calendar, including the holidays it will observe. (BP 4010)

13) On behalf of the District, participate in the Shared Governance process established by the Board of Governors for the development and review of policy proposals relative to the California community college system. (BP 2510)

President's Cabinet

Areas of Responsibility –

- Establishes goals, action strategies, and strategic master plan. Establishes college priorities.

- Reviews and updates master plan.

- Reviews ~~unit plans and strategies~~ **Program Reviews and Annual Updates.**

- Monitors progress towards goals and priorities.

- Maintains effective communication with the campus

- ~~Co-chairs College Council meetings with Academic Senate President~~

~~Faculty~~ Academic Senate

The Academic Senate is established for the purpose of participating in the formation of educational and professional policy. The Academic Senate serves as the official voice of the faculty of Victor Valley Community College on academic and professional matters. Pursuant to Title 5 Section 53200-53204 and Board Policy 4035 and AP 2410, the Victor Valley Board of Trustees will "consult collegially" with the Academic Senate, which means that the Board of Trustees shall develop policies ~~on~~ regarding academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

The Superintendent/President is designated by the Board of Trustees to work with ~~Faculty~~ Academic Senate representatives to reach mutual agreement by written resolution, regulation, or Board policy effectuating such recommendations.

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Pursuant to Board Policy 4035 and AB 1725, "academic and professional matters" include the following:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review
- Processes for institutional planning and budget development and
- Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate

Information Flow – Direct to Board of Trustees on policy-related issues. Direct to Superintendent/ President on operational decisions.

Membership – Full-time and ~~part-time instructional and non-instructional~~ **Adjunct** faculty members.

Academic Senate Committees reflect the "10+1" academic and professional areas, and include (but are not limited to) budget, curriculum, catalog, educational master planning, hiring, legislative analysis, and student support. A full list of Academic Senate Committees can be found in the VVC Academic Senate By-Laws.

College Council

College-Wide Shared Governance Committees

<u>Establishing Committees</u>. College-wide shared governance committees are established through the College Council. Ad hoc committees or task forces are established through the standing committees as needed for a specific term and focused tasks. All committees shall be established for a stated purpose,

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which is ongoing or recurring in nature. The determination of whether a committee is discharged will result from a systematic cycle of evaluation of all shared governance committees pursuant to procedures detailed in the **forthcoming** Victor Valley College ~~Governance Guide~~ **Shared Governance Handbook**. The College Council will discharge any college-wide committees that are determined to be unnecessary.

Committee Representation. The governance structure provides for representation from five recognized constituencies at Victor Valley College: students, faculty, classified staff, classified managers, and educational administrators. Appointments from these constituencies, when not specified by position, are made by the following:

> Students – ASB Council
> Faculty – Academic Senate (Full-time and Adjunct)
> Classified Staff – CSEA
> Managers – Management Team
> Administrators – Superintendent/President

It is expected that committee members are partisan representatives in addition to being expected to draw upon their particular expertise. Recommendations must be motivated by doing what is best for the college in light of its mission, goals, and needs. Committees should seek a broad
diversity of members and, where possible, avoid overlap in membership and service by the same individuals. Constituent groups shall appoint or replace committee members as needed. In the initial stages of a committee's formation, a member of College Council will be appointed as an Advocate for each standing committee. The role of the **Administrative** Advocate will be to convene the initial meeting and hold elections for a chair. Once a chair is established, coordination and moderating meetings is his/her responsibility; committee chairs will be elected each September to serve for the academic year. **Committee chairs will rotate between Administration, Classified and Faculty, so every constituency has the opportunity to serve as chairperson (upon approval of AP 1201, the current chair of a Shared Governance committee will represent that constituency group until the following September, when the position will rotate).** The Administrative Advocate will continue on only in a support capacity and to serve as the communication liaison between the committee and College Council. The Superintendent/President reserves the ultimate responsibility for the overall membership balance of all standing committees and ensures broad representation across the committees. Pursuant to the importance of Shared Governance committee activity, actions and decisions in campus planning and to accreditation, each committee will: annually review and, if necessary revise, the committee charge for

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relevance and purpose; complete annual reflection reports on accomplishments relative to the committee's charge.

College-Wide Committees. The following is a list of standing governance committees, their charge, and information flow from the committee to other Shared governance entities (see Diagram 1). Information must flow freely along designated communication lines and between standing and ad hoc committees (a/k/a task forces). Committee deliberations and actions may benefit other committees. Information must flow freely between the Faculty Senate and Superintendent/President. Direct input to the Board of Trustees may be provided by annual reports and/or Board request.

Shared Governance Committees. The following is a list of standing governance committees, their charge, and information flow from the committee to other Shared governance entities (see Diagram 1). Information must flow freely along designated communication lines and between standing and ad hoc committees (a/k/a task forces). Committee deliberations and actions may benefit other committees, **and it is imperative that committees share information on a regular basis, including via reporting at the College Council.** Information must flow freely between the ~~Faculty~~ Academic Senate and Superintendent/President. Direct input to the Board of Trustees may be provided by annual reports and/or Board request.

Accreditation

Structure of the committee:
Due to the high importance of meeting ACCJC requirements, including documentation/evidence of meeting accreditation Standards, this Shared Governance Committee has two levels: the Accreditation Steering Committee (ASC), and the larger Accreditation Committee (AC).

The ASC, under the guidance of the Vice President of Instruction and Student Services (or designee/Accreditation Liaison Officer [ALO]), consists of faculty, staff and administrators who are experienced in research, compiling and writing accreditation reports. Key College personnel with knowledge of both College operations and accreditation Standards compose this group. The ASC's primary purpose is to coordinate the work of the four AC Standards groups for reporting purposes.

The Accreditation Committee consists of four separate work groups, each devoted to an accreditation Standard, who work in conjunction with the ASC to continuously monitor, examine and compile data

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that will be used to ensure accreditation reports and related activities are systematic and ongoing. The Accreditation Committee is chaired by the Academic Senate President (or designee) and the Vice President of Instruction/Student Services (or designee/ALO). Members of the ASC are work group leaders for the AC, and work with the AC members who belong to each Standard.

Charge – Guide and monitor the accreditation process for the entire college, including:
- Develop timelines and recommend policies and procedures for accreditation, consistent with the guidelines provided by ACCJC (ASC).
- Coordinate training for faculty, staff, management, and students with regard to accreditation requirements and related College policies and procedures (ASC).
- Monitor progress on preparing reports, resolving recommendations, and other accreditation-related processes, and initiate corrective action where appropriate (ASC).
- Provide assistance for or, if necessary according to established **written** criteria, replace Committee or subcommittee chairs or members, if work is found inadequate at specified milestones (ASC).
- Take the primary responsibility for preparation of the self-study. Under the overall leadership and coordination of the Accreditation Committee Co-Chairs and the ASC, the standards subcommittee co-chairs (to be designated at the appropriate time in each cycle by the Co-Chairs) coordinate the preparation of their respective sections of the self-study. Other members of the Committee, along with contributors from across the campus community who are knowledgeable in policies and operations related to the Standards, also participate in preparation of the self-study (AC).
- Review and provide input on midterm, follow-up, and other special reports to the Commission. If requested by the Accreditation Liaison Officer (ALO), help draft such reports (AC).
- Receive appropriate training for members to become the expert campus resources on accreditation processes and requirements (AC/ASC).
- Provide a forum for ongoing campus dialogue on accreditation issues and practices (AC/ASC).
- In consultation with the appropriate governance structures and processes, recommend a pool of candidates to the President for editing the self-study under the supervision of the ALO, and recommend faculty and staff to the President for subcommittees as needed (AC/ASC).
- Evaluate the effectiveness of accreditation processes and structures at least biennially, and make recommendations for improvement as needed (AC/ASC).

Information Flow –

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- Direct to College Council on policy-related issues.
- Direct to Accreditation Liaison Officer.

~~Distance Education~~

~~Charge – The Distance Education Committee makes collaborative decisions and recommendations for maintaining and improving the quality of all aspects of distance education. This committee reports to the VPI for implementation of DE Plan needs. Specific committee responsibilities include the following:~~

- ~~Assist and advise the DE Facilitator in planning and coordinating distance education training (DE Coordinator?)~~
- ~~Reviews online services for students and faculty and makes recommendations for additions and improvements as needed to the appropriate administrator and to College Council.~~

~~Monitors progress on implementation of the college Distance Education Plan. The plan will be reviewed at least once each year by the Distance Education Committee (DEC). A report summarizing progress on implementation and recommendation for revision will be forwarded to the Vice President of Instruction and the College Council.~~

- ~~Consults with the Curriculum Committee in matters involving distance education course and program approval procedures.~~
- ~~Reviews the Distance Education Coordinator's annual Title V 5 mandated report of all distance education activities to the Board of Trustees, and makes recommendations~~

~~Information Flow~~

- ~~Direct to the College Council on policy-related issues.~~
- ~~Direct to the VPI for implementation of DE Plan needs.~~
- ~~Direct to the Superintendent/President on improvements to operational issues.~~

Diversity

Charge –
- Creates, implements and monitors a plan to enhance and celebrate diversity on campus.
- Suggests strategies to encourage people of diverse backgrounds to participate at the college.
- Conducts training and educational activities associated with diversity.

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Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Employee Professional Development

Charge –
- Improve and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the goals and mission of the institution.
- Establishes criteria and evaluates applications for Professional Development, travel and conference requests.
- Disseminate and share knowledge and skills attained through Professional Development Funding.
- Support quality teaching, learning, and support services for students by providing resources for employees to develop and fulfill career, professional needs and goals.
- Continuous professional development and training to maintain highly qualified district employees committed to serving the educational needs of students, foster community partnerships and address professional growth.
- Develop, coordinate, and recommend core skills on teamwork, cultural awareness and college technology.

Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Enrollment Management Committee (draft that needs to be vetted in Fall 2014)

Charge –
- Create and implement an enrollment plan to provide effective scheduling practices that support students and their educational goals (transfer, certificate, general education, **degree, CTE**)
- Assists College constituency groups in implementation of the Student Success Act and related legislation affecting enrollment

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- Monitors federal and state laws affecting tuition, fees and other costs related to enrollment
- Analyzes enrollment trends **and course offerings**, demographics, local workforce needs, and related factors that affect enrollment in alignment with the Educational Master Plan (EMP)
- Strategize effective use of College resources to support student learning
- Works with an Academic Senate group that analyzes the student need for certificate and degree completion

Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Environmental Health & Safety

Charge –
- Creates a safety plan for the campus.
- Provides training and information regarding safety / disaster preparedness.
- Reviews and monitors disaster plans.
- Coordinates with public agencies.
- Conducts drills and table top scenarios.
- Makes recommendations to ensure preparedness.
- Reviews individual concerns regarding safety and disaster preparedness planning.
- Integrates college police services into all aspects of safety and disaster preparedness.
- Support all employees wanting to make and/or maintain healthy lifestyle changes.
- Provide health education.
- Provide health and wellness classes for employees at work site.
- Increase morale of employees by sponsoring social gatherings as well as recognized groups and individuals.
- Provide education in areas of nutrition, stress management, fitness, and injury prevention.
- Improve morale, job satisfaction and productivity.
- Employee assistance plan.

Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

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Facilities
Charge –
- Review and create the facilities master plan.
- Receives reports of construction progress.
- Monitors space utilization of all campus facilities for efficiency and effectiveness in meeting instructional and support service needs.
- Provides input to five year capital plan submitted to the state annually.

Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Finance/Budget & Planning

Charge –
- Review and recommend short- and long-term budget strategies to the Superindent/President.
- Remain informed about financial matter through reports and other means.
- Engage in two-way communication with the College community regarding financial matters.
- Process program review and planning reports annually and make appropriate recommendations regarding resource allocation requests.
- Monitors development and implementation of formal college plans (eg. Education Master Plan) for financial implications, and make recommendations as needed regarding resource planning and allocations related to those plans.
- Review and male recommendations regarding policies and procedures related to the Finance, Budget and Planning committee functions.

Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

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Institutional Effectiveness – needs revisiting in light of ACCJC info!

Charge –
- Identifies, defines, reviews, and reports performance measures of institutional effectiveness in conjunction with administrators and personnel in the Office of Institutional Research.
- Responsible for monitoring and assessing the effectiveness of college evaluation, planning and improvement processes in conjunction with the Chairs/Facilitators of Instructional Program Review (IPR), Non-instructional Program Review (NPR), Finance, Budget and Planning Committee, Enrollment Management Committee, and other entities involved in campus-wide planning.
- Evaluates and recommends improvement for systematic and regular program review for all college programs.
- Reports progress on the assessment of student learning at the course, program, and college levels in conjunction with the Chair of the Student Learning Outcomes and Assessment Committee and SLO Facilitators.
- Provides feedback loop to ensure that college effectiveness is constantly improved by consideration of objective performance data.
- Develops and administers campus community surveys and other interactive activities to analyze effectiveness of established processes and to strategize modifications and improvements as needed.

Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.
- Annual report directly to Board of Trustees.

~~Information Flow –~~
- ~~Direct to College Council on policy-related issues.~~
- ~~Direct to Superintendent/President on improvements to operational issues.~~

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Student Equity Committee

Charge –

- Creates and implements a plan to constantly improve student equity on campus
- Determines directions for the promotion of student success for all students, regardless of race, gender, age, disability or economic circumstances.
- Promotes improvement of core student equity goals related to: access; course completion (retention); ESL and Basic Skills completion; degree and certificate completion; and transfer.
- Recommends strategies for coordination, assessment and evaluation efforts to increase student success, including organizing basic skills, remediation, scheduling, and enrollment for marginalized student groups.
- Functions as the Student Equity advisory group and supports and recommends professional development activities to increase faculty and staff awareness of marginalized student groups.
- Recommends procedures for budgeting and distribution of student equity funding to support student success for marginalized student groups, including Basic Skills, CalWORKS, DSPS, EOPS/CARE, and former foster youth.

Student Support and Success Committee

Charge –
- Creates plan to constantly improve student success opportunity.
- Determines directions for the improvement of ~~customer services~~ student success.Recommends strategies for successful student transition and outreach.
- Functions as the Student Success and Support advisory group and supports the implementation of the Student Equity Plan and Student Success and Support Plan.
- Recommends procedures for student discipline.

Information Flow –
- Direct to College Council on all recommendations.
- Direct to Superintendent/President on improvements to operational issues.

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- Makes recommendations to Academic Senate.
- Reports out to constituency groups.

Sustainability (Request from S/P to re-examine this committee and possibly revive it for Fall 2015)

Charge –
- Create a college plan to incorporate the principles of sustainability into the college operations and practices. Do we have a plan? If not, who will create one?
- Make recommendations to the Academic Senate regarding incorporating sustainable practices for meetings, instruction, and related faculty campus activities.
- Ensure that sustainability principles and practices are the unifying concept of the college.
- Initiate the development of a comprehensive plan to achieve climate neutral as soon as possible.
- Conduct and complete a comprehensive inventory of all college greenhouse emissions and provide updates biannually.

Information Flow –
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Technology

Charge: -

1. Coordinate the technology needs of the campus with the goals of the Victor Valley College Mission Statement, Educational Master Plan, Strategic Plan, Campus Technology Plan, and the Student Services Master Plan.

2. Recommend policies and procedures regarding campus technologies.

3. Initiate and coordinate a shared vision of the utilization of technology to facilitate learning.

4. Develop technological partnerships internally among campus programs and departments and with the external community.

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5. Recommend priorities for the use of technological resources (funding, staff, hardware, software, etc.).

6. Apply industry best-practice solutions as part of the recommendation process.

7. Provide recommendations to enhance, improve, and expand communications to on-campus and off-campus users for day-to-day operations and emergency situations.

8. Monitor the adequacy of technology platforms to support instruction, students and staff.

9. Develop a campus-wide technology plan that provides recommendations for plan implementation and success.

Information Flow–
- Direct to College Council on policy-related issues.
- Direct to Superintendent/President on improvements to operational issues.

Approved by College Council, 2nd reading xx/xx/xxxx   AS 1st Reading 12_04_2014
Approved by College Council, 2nd Reading 03/03/2010   AS 2nd Reading 03_05_2015
                                                             APPROVED AS CORRECTED

Board Adopted, 11/13/2007   Page 15

COLLEGE COUNCIL
Request for Agenda Item

Agenda item: <u>Recommendation #6, Follow-up Report #5 Draft v4.6</u>

Submitted by: <u>Jessica Gibbs</u>

Meeting Date: <u>March 11, 2015</u>

Approximate Time Needed: _____

[ ]   Informational Item/Discussion   [ ]   Quick Update

[ ]   First Reading   [X]   Second Reading

Items are to be presented to College Council as a first read prior to meeting with constituent groups regarding the topic.

Brief Description: _____

_____

_____

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Please send this request for College Council agenda items with any backup material to Victoria Churgin prior to the College Council meeting. Please refer to calendared deadlines.

VICTOR VALLEY COLLEGE

18422 Bear Valley Road, Victorville, CA 92395

FOLLOW-UP REPORT #5 v4.6 (03/09/2015 5PM)

*This report summarizes resolution of the
ACCJC Evaluation Team Recommendations 3 and 6
made on the basis of the April 16-17, 2014 site visit*

March 13, 2015

Table of Contents

Certification of Follow Report #5

We certify that this Follow-Up Report #5 accurately reflects the nature and substance of the College with respect to the Commission recommendations it has been asked to address and that there was broad participation in the preparation of this Report.

Signed:

Roger Wagner   Date
Superintendent/President

Joseph W. Brady   Date
President, Board of Trustees

Peter Maphumulo   Date
Executive Vice President, Instruction and Student Services
Accreditation Liaison Officer

Claude Oliver   Date
President, Academic Senate

Justin Gatewood   Date
President, California School Employees Association Chapter 584

Amanda Monroy   Date
President, Associated Student Body

Statement on Report Preparation

Members of the College's Accreditation Steering Committee (ASC) who worked on this report are listed below:

Tracy Davis	Tim Isbell
Jan Espinoza	Virginia Moran
David Gibbs	Peter Maphumulo (ALO)
Jessica Gibbs	Claude Oliver
Patty Golder (Editor)	Roger Wagner

In response to the letter from the Commission dated July 3, 2014, this team compiled the College responses to Recommendations 3 and 6 from the Follow-Up Report #4 and provided updated details to create Follow-Up Report #5.

The Board of Trustees adopted this report on March 10, 2015.

Responses to Team Recommendations and the Commission Action Letter

Team Recommendation 3: Student Learning Outcomes

Additionally, faculty and others directly responsible for student progress toward achieving stated learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes. With regard to Recommendation 3, the team reports that Victor Valley College has addressed the first four sections of this recommendation and meets Standards 1. B.1-7, II.A.2.a-b, II.A.2.e-f,II.B.4, and Eligibility Requirement 10. However, the College needs to complete the final section of this recommendation and demonstrates that it meets Standard III.A.1.c.

Resolution and Analysis

Measures Taken to Address and Resolve Deficiencies Identified by the Commission above:

As noted above by the Commission in its Accreditation Action Letter dated July 3, 2014, Victor Valley College has completed the development of the student learning outcomes for all programs. At this point, the College has fully achieved the Proficiency Level and it is at the sustainable and continuous quality improvement stage. The attainment of the sustainable and continuous quality improvement status is supported by the following indicators:

- The College and the College Faculty Association recently reached an agreement to incorporate into the evaluation process the consideration of how results of the assessment process are used to improve teaching and learning. [R3-1, R3-2] It is worth noting that the College faculty fully embrace the Academic Senate for California Community Colleges' declaration that outcomes assessment is a productive activity that can improve teaching practices and thus improve student learning and that "faculty should engage in Student Learning Outcome (SLO) development and assessment not because it is a requirement for accreditation but rather because it is a good professional practice that can benefit programs and students" ("Guiding Principles for SLO Assessment," 2010). The agreement also shows that faculty maintain the primary and essential role of leading the development of SLOs and the assessment of their effectiveness. Additionally, the College is going to incorporate into the evaluation process consideration of how academic administrators and other personnel directly responsible for student learning use the results of the assessment of learning outcomes to improve teaching and learning. [R3-3; R3-4]

Commented [JG1]: Peter will provide evidence ; Self-eval and Dean's minutes

- Student Learning and Service Area Outcomes are in place and are consistently assessed. Program Review at Victor Valley College is a self-assessment by its programs used to promote institutional effectiveness and provide the basis for budget and resource planning and allocation. It is a systematic process for the collection, analysis, and interpretation of student enrollment data and outcomes assessment data at the course, program and institutional levels to produce the Program Review, Allocation, and Institutional Strategies for Excellence (PRAISE) report and the Annual Update(s). It is an instrument for identifying areas of change within its programs, and it is conducted to promote the effectiveness and relevance of instruction and the effective use of resources. These assessments are integral to the alignment of the programs' goals with the mission of the College for college-wide planning. Program review serves as the basis for institutional planning and resource allocation, outlined in Administrative Procedure 6200 [R3-5]. The program review reports feed a tiered system of prioritization for allocation through the dean/manager, vice president and Finance Budget and Planning Committee levels, ultimately culminating in a recommendation to the College President. This process experiences continuous improvement. For example, this year the Instructional Program Review Committee (IPRC) has developed Parcel Reports for use by the Academic Senate and Shared Governance bodies for their use in evaluation and recommendation processes in institutional planning. These parcel reports were developed from the importation of sections of the 2014 cycle of Instructional Program Review, both from the Annual Update (tracks A and C) and Comprehensive PRAISE (track B) reports. The Parcel Report highlighted here [R3-6] for illustrative reasons contain information about Program Effectiveness and Student Success from each Instructional Program that submitted their report to SharePoint for the 2014 Cycle [R3-7]. It is the goal of the IPRC that Parcel Reports are used to assist the Student Learning Outcomes and Assessment Committee (SLOAC) and other College units with their planning responsibilities. It is clear from this report that faculty are engaged in assessment at the course and program level and use results of assessment to continuously improve teaching techniques and modalities, course structure and curriculum overall.

- Non instructional service areas also assess and utilize results for continuous improvement. This is demonstrated by the 2014 cycle of non-instructional program review reports (in progress) [R3-7]. Additionally, as mentioned above, administrators and other personnel directly responsible for student learning use the results of the assessment of learning outcomes to improve teaching and learning [R3-3; R3-4].

- Learning outcomes are found on course syllabi [R3-8]. Furthermore, the College is in full compliance with the Commission's requirement that student learning outcomes for every active course, instructional, and student support programs must be

assessed as shown in the Annual Assessment Report completed by the Student Learning Outcomes and Assessment Committee (2012-2013 Annual Assessment Report [R3-9]; 2013-2014 is currently in development and will be provided to the Visiting Team upon arrival). All courses have SLOs and assessment methods identified. As mentioned above, the cyclical program review process is designed to facilitate improvement through assessment, reflection and improvement at the course and program levels. At the foundation, improvement on the teaching and learning occurs at multiple levels. Faculty constantly reflect on the assessment results and use the results to both modify curriculum, teaching modalities and pedagogy [R3-10]. Non-instructional programs use assessment results to improve the delivery of services to students and support student learning [R3-7] With the full adoption of TracDat 5, the College will have a solution that will address a number of improvement efforts including: planning and assessment outcome analysis, better information gathering capabilities, reporting capacity, and multiple user capabilities [R3-11; R3-12]. In addition to being user friendly, TracDat 5 will also support program review, simplify training and increase planning efficiency by producing robust reports.

- Outcomes assessment data is discussed in many venues, including department meetings [R3-13] the College's Deans Council [R3-14], and SLOAC meetings [R3-15]. Victor Valley College's, SLO assessment results are linked to the resources allocation process and the Master Plan [R3-16]. For example, the College is allocating an Associate Dean Position to the Student Equity and Success. This position will lead student equity planning, assessment and evaluation efforts to increase success of students and reduce identified disparities using college-based research by gender, current or former foster youth, students with disabilities, low income students, veterans, and students in ethnic and racial categories as defined by the US Census Bureau. The College supports SLO and assessment efforts by allocating resources such as Assessment Coordinators who are responsible for providing ongoing assistance to individual faculty and departments [R3-17].

The College has clearly met Standard III.A.1.c requirements. "The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of [their evaluations], consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning." The College is now at the Proficiency Level as evidenced by the fact that the College now fully identifies student learning outcomes for course, programs, certificates, and degrees. The college assesses student achievement of those outcomes and uses assessment results for continuous improvements and refinement of goals and outcomes.

Conclusion

The College has clearly met Standard III.A.1.c requirements. The evaluation of faculty and

others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes and consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. The College is now at the Proficiency Level as evidenced by the fact that the College now fully identifies student learning outcomes for course, programs, certificates, and degrees. The college assesses student achievement of those outcomes and uses assessment results for continuous improvements and refinement of goals and outcomes.

List of Supporting Evidence

R3-1.   CTA Tentative Agreement p. 4-5
R3-2.   AFT February 12, 2015 MOU p.1
R3-3.   Deans' Meeting, March 4, 2015 (Peter)
R3-4.   Self- Evaluation (Peter)
R3-5.   AB6200
R3-6.   Parcel Report (Jessica)
R3-7.   Program Review Non- Instructional
R3-8.   SharePoint: 2015SP Syllabi Folders
R3-9.   SLOAC Report 2013-14
R3-10.
R3-11. SLOAC Minutes Meeting Minutes 10-24-2014
R3-12. Technology and Assessment Task Force Meeting Minutes 12-12-2014
R3-13. Department Meeting Minutes
R3-14. College Council Meeting Minutes
R3-15. SLOAC Meeting Minutes
R3-16. Master Plan
R3-17. SLO Coordinator Duties

Team Recommendation 6: Long-Term Fiscal Plans

In order to meet the Standards, the College should develop long-term fiscal plans that support student learning programs and services that will not rely on using unrestricted reserves to cover deficits. Additionally, the College should provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution. (III.D, III.D.1.a, III.D.1.c, III.D.2.b, III.D.2.c, Eligibility Requirement 17)

Resolution and Analysis

Status of Plan to Reduce Deficit Spending

In order to meet the Standards, the college should develop long-term fiscal plans that support student learning programs and services that will not rely on using unrestricted reserves to cover deficits. Additionally, the college should provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution.

The college should develop long-term fiscal plans that support student learning programs and services that will not rely on using unrestricted reserves to cover deficits.

A review of the College's adopted budget vs. actuals for the past five years reveals that there is a relatively consistent pattern of "over budgeting" expenses in three principal cost areas: Salaries and Benefits, Supplies and Materials, and Operations and Services. Over the period 2009/10 through 2013/14, the actual expenditures in these areas were, on average, $2.78 million under budget. The range was as low as $200,000 and as high as $5.1 million. Four of the five fiscal years were adopted as deficit budgets while one was there as a balanced budget. The end of year actuals for the same timeframe shows that three of the five fiscal years the College ended with a positive ending balance and one year with a deficit (Table 1).

Revenues vs. Expenses (Actuals 2009/10 – 2013/14)				
	Revenue	Expense	Impact	Ending Fund Bal
2009-2010	$60,719,314	$58,957,096	$1,762,218	$11,055,997
2010-2011	$51,027,727	$48,522,030	$2,505,697	$14,808,728
2011-2012	$47,426,878	$49,864,830	($2,437,952)	*$15,578,824
2012-2013	$45,762,097	$51,928,049	($6,165,952)	$9,780,208
2013-2014	$51,914,262	$52,166,585	($252,323)	$9,527,885

*Beginning fund balance adjusted from 2010-2011 ending fund balance.
Table 1. Revenues vs. Expenses 2009/10 – 2013/14.

An analysis of budget years 2009/10 through 2013/14 does show that during each of these years there were anomalies in both revenues and/or expenses that account for part of discrepancies between the adopted and actual expenses as outlined in Table 2 [R6-1]. In any case during the past five fiscal years the College has ended only two years with a deficit. Increased emphasis is being placed on developing the adopted budget recognizing that there is a tendency to over budget expenses in some areas.

Analysis of "One-Time" Budget Anomalies					
	2009/10	2010/11	2011/12	2012/13	2013/14
Revenue	$60,719,314	$51,027,727	$47,426,878	$45,762,097	$51,914,262
In from GIC	($5,650,000)				
Cell Tower		($553,269)	($1,018,531)		
Solar Credits				($678,965)	
RDA Sale					($2,731,678)
Energy Credit					($768,772)
Adjusted Rev	$55,069,314	$50,474,458	$46,408,347	$51,928,049	$52,166,585
Expenses	($58,927,096)	($48,519,630)	($49,864,830)	($51,928,049)	($52,166,585)
OPEB Pmt	$6,500,000				
SERP Pmt	$2,418,268				
SERP Pmt			$464,606	$464,606	$464,606
OPEB Pmt				$800,000	
Adjusted Exp	($50,008,828)	($48,519,630)	($49,400,224)	($50,663,443)	($51,701,979)
Actual Res/Def	$1,792,218	$2,508,097	($2,437,952)	($6,165,952)	($252,323)
FTES	10238	10264	9639	9497	

Table 2. 2009-2014 One-Time Budget Anomaly Analysis

The College and its employee groups are aware of its unsustainable past budget practices given current and future financial limitations. The College has been successful in negotiating solutions with both the Classified School Employees Association (CSEA) and the California Teachers Association (CTA). An early retirement incentive has been extended to both Associations as well as the management and confidential Meet and Confer Group [R6-2, R6-3]. This negotiated

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solution will bring an estimated $270,000 savings in the first year [R6-4]. In addition, the CTA has agreed to new summer compensation rates for the full-time faculty as well as agreeing to conduct Student Learning Outcomes Assessment as part of their assigned duties. [R6-5] Combined, these two concessions will save the College an estimated $404,000 in fiscal year 2015/16. The terms of the agreement will provided for additional savings for summer compensation of $180,000 in fiscal year 2016/17 and $90,000 in fiscal year 2017/18 [R6-6]. Finally, a reorganization of instructional departments was proposed by the CTA resulting in an additional annual savings of $90,000 as outlined in Table 3 [R6-7].

Negotiated Budget Solutions	
Initiative	Savings
Reorganization of Instructional Departments	$90,000
Early Retirement Incentive (Faculty)	$221,500
Early Retirement Incentive (Classified)	$50,640
Early Retirement Incentive (Management/Confidential)	$30.672
Faculty Compensation	$298,000
Total	$690,812

Table 3. Estimated savings to the College for negotiated budget solutions

In addition to the negotiated solutions, the College will need to make some cuts to its operational budget. The College's contingency fund has been reduced from $300,000 to $200,000 and contractual services and supplies have been reduced by $150,000 [R6-8]. Furthermore, the Other Post-Employment Benefits (OPEB) obligation, which has in the past been made from the general operating fund, will be supplemented with interest earnings from the Futuris Public Entity Investment Trust. The account earns approximately $150,000 in interest annually. $75,000 of the interest is used to pay the account portfolio management fees, and the remaining $75,000 will be used to pay existing OPEB obligations. [R6-9].

The College is actively engaged in negotiations with employee Associations to address the rising cost of employee health benefits. Due to the anticipated release of health care rates for fiscal year 2015-2016 by the end of March 2015, all parties involved have agreed to wait until projected costs are available. Options discussed for savings to the college in this area include a potential cap on health benefits; employees paying a percentage of health care costs; remaining with the current composite rate; moving to a tiered health benefits rate. The Health Benefits committee is actively working with the College to investigate current and alternative health care providers and plans that will result in increased savings to the College and will minimize the impact on its employees. Once health care rates are released to the College, employee Associations have agreed to the immediate reopening of the health benefits sections of their

contracts to continue negotiating this important component of fiscal stability for the College. Should the health care rates be released earlier than the end of March 2015, and agreements have been reached with the employee Associations, an addendum will be added to this report [R6-10; R6-11].

The implemented budget solutions along with planned cuts and contingencies are outlined below. In addition, a recovery plan is presented that represents the College's plans to backfill any short-term cuts that are required for a sustained balanced budget. Finally, increased emphasis is being placed on developing the adopted budget with greater detail given to current and anticipated staffing patterns as well as an examination of prior year(s) spending patterns.

The College has developed a long-term fiscal plan that supports student learning programs and services that does not rely on using unrestricted reserves to cover deficits. The four-phased approach includes:

1. Phase I, Plan "A": Immediately stop the development and adoption of deficit budgets (fiscal year 2015/16).
2. Phase II, Plan "B": Identify fiscal year and implement back-fill strategies if adopted budget falls into a deficit.
3. Phase III: Implement strategic initiatives designed to backfill cuts required to have a balanced budget.
4. Phase IV: Establish a taskforce charged to evaluate the total cost of operations of VVC as compared to other California community colleges of similar size, scope, and operations. Establish a Taskforce charged to evaluate recommendation from FCMAT, Cambridge West, Inc. and past ACCJC reports.

Phase I: Budget Plan "A" (Beginning July 2015)

The College has developed and the Board of Trustees has approved a proposed tentative budget for fiscal year 2015/16 that is balanced and does not include the use of its unrestricted reserves. The budget was balanced by making the following short and long-term adjustments:

EXPENSES (Non-negotiable):

• Contingency fund reduction	$100,000
• General expense reduction (contractual services/supplies)	$150,000
• OPEB Payment (shift to interest from OPEB)	$ 75,000

EXPENSES (Negotiable)

• Reorganization of Instructional Programs (negotiated CTA)	$ 90,000
• Early retirement incentive (negotiated CTA)	$221,500
• Early retirement incentive (negotiated CSEA)	$ 50,640
• Early retirement incentive (meet and confer)	$ 30,672
• Faculty Compensation (negotiated CTA)	$288,000

Savings From Early Retirement Incentive			
	Faculty	Classified	Managers/Confidentials
FISCAL YEAR 2015/16	$221,500	$50,640	$30,672
FISCAL YEAR 2016/17	$199,350	$41,568	$20,736
FISCAL YEAR 2017/18	$177,200	$31,776	$10,560
Savings From New Faculty Compensation Formula			
FISCAL YEAR 2015/16			$288,000
FISCAL YEAR 2016/17			$380,000
FISCAL YEAR 2017/18			$456,000

Table 4. Extrapolated retirement and compensation savings

REVENUE:

- Release of Guaranteed Investment Contract Interest* $1,400,000

(* ten years of guaranteed interest income outside of the Districts reserves that extends through 2024)

The adjustments outlined above are reflected in the 2015/16 Proposed Tentative Budget, see Table 5, Four-year Revenue/Expenditure Projections (unrestricted general fund).

Phase II: Budget Plan "B" (Implemented as necessary to maintain 2015/16 balanced budget beginning July 2015)

EXPENSE: (Non-negotiable)

- Reduction of Employee Substitution budget $79,000
- Reduction of Short-Term Employee budget $87,000
- Reduce Travel/Training Budget $68,000
- Hiring Freeze
                                                     TBD/as Required

EXPENSE: (Terms and conditions negotiable)

- Step and Column Freeze $200,000
- Furlough Days (Daily rate) $ 52,000
- Reduction in Force   TBD/as Required

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Phase III: Implement initiatives designed to restore non-negotiated cuts.

- Improve operational efficiencies.
  o Invest one-time instructional equipment funds in classroom furnishings that improve capacity (by June 2015).
  o Implement Schedule 25 (course and classroom management software--by June 2015)
- Improve student retention
  o Additional Counselors (Implemented January 2015)
  o Centralized Tutoring Services (by Summer 2016)

Phase IV: Taskforce (February 2015)

- Total Cost of Operations Taskforce [R6-12]
  o Assemble a taskforce to examine the College's Total Cost of Operations as compared to other California community colleges of similar size, scope, and operations based on the IPEDs data feedback report [R6-13].
- Consolidated Reports Taskforce [R6-14]
  o Fiscal Crisis & Management Assistance Team (FCMAT) [R6-15]
  o Cambridge West Curriculum and Enrollment Management Report [R6-16]
  o Past ACCJC Visiting Team reports to the College [R6-17]

While the College has committed to adopting and complying with a balanced budget, it has also committed to identifying ways to backfill the cuts that are necessary to achieve a balanced budget. Recommendations coming from an April 2013 Fiscal Review conducted by the FCMAT, recommendations from the April 2014 ACCJC Visiting Team, the October 2014 Cambridge Curriculum and Enrollment Management report, and the 2014 IPEDS Data Feedback Report will become the basis for a number of operational, fiscal, and cultural changes at the College.

The College acknowledges that there is a fiscal imbalance between its revenues and expenditures. It has made the commitment to stop the adoption and implementation of deficit budgets and will now shift its efforts to identifying ways to increase operational efficiencies, including its total cost of operations. Each of the reports identified above offer guidance and insight as to how and what approach might be taken to improve its fiscal condition. In some cases the recommendations seem to offer contradicting solutions. In what may be the most telling of the reports is the IPEDS report from 2014. In comparison to 14 other peer (California) community colleges, the College's total cost of operations is 41% higher than its peer group average.

In February of 2015 the Superintendent/President convened a taskforce that is charged for the examination of each of these reports and making recommendations to the Superintendent/President on which of these many recommendations have or lack merit. A second taskforce has been charged to look specifically at the seven indicators from the IPEDS Report. Of the seven benchmarked expense functions in the IPEDS Report, the College exceeds the peer group's average in five of the areas. The two areas where the College spends below its peer group average are in student service and public service. The average cost per FTE for the

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peer group is $9,299 compared to the College's cost of $13,139.

IPEDS 2014 Report of Core Expenses per FTE
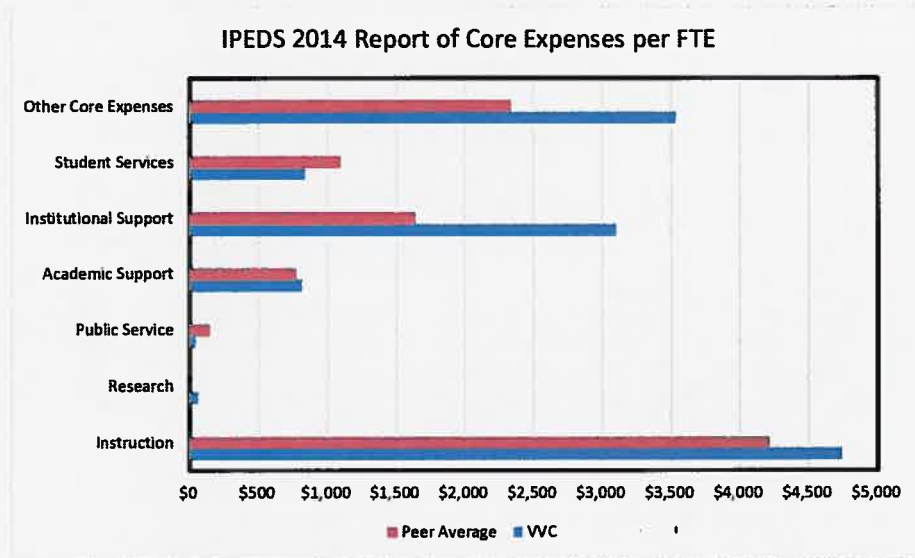
- IPEDS REPORT PEER COLLEGES
  - Antelope Valley College
  - Barstow College
  - Chaffey College
  - Citrus College
  - College of the Canyons
  - College of the Desert
  - Crafton Hills College
  - Glendale Community College
  - Los Angeles Harbor College
  - Mt. San Jacinto Community College
  - Ohlone College
  - San Bernardino Valley College
  - Sierra College
  - Solano Community College

Timelines have been established for each taskforce and are outlined below:

Consolidated Reports Taskforce	
Taskforce identified	Feb-15
Meets and establishes goals and meeting schedule	Mar-15
Identifies representative to College Council	Mar-15
First substantive report to College Council	May-15
Report to Superintendent/President	Jun-15

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Total Cost of Ownership Taskforce	
Taskforce identified	Feb-15
Meets and establishes goals and meeting schedule	Mar-15
Identifies representative to College Council	Mar-15
First substantive report to College Council	Jul-15

- *The college should provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution.*

- The College has taken steps to provide accurate and comprehensive financial information to the campus community: beginning in October 2014, in addition to the monthly budget reports at the Board of Trustee meetings, Fiscal Services has developed and deployed a budget report that is shared on a monthly basis to all employees. Budget information has been sent out to the campus community from the College President via e-mail. These budget reports are also available on the College website on the President's Office webpage: [R6-18]. The report details adopted revenues and expenditures by object code. The reports show activity to date, adjustments, percent spent, and remaining balance. The report also includes a graph that depicts expenditures as compared to budget. Any changes in known or anticipated revenue or expense changes are reflected in the report as adjustments and are then reported as "Revised Budget".

- Additionally, the Finance, Budget and Planning committee (FBPC) continues to meet and provide representative oversight to budget allocations and enhancements: [R6-19]. Augmentation requests follow the College's integrated planning process (BP and AP 6200) that, based on available funds, considers needs as demonstrated through the program review (PRAISE) process: [R6-20]. Once allocated the outcome is published to the campus community as part of the Superintendent/President's Campus Update by campus email.

- In January and February 2015, the Superintendent/President held a series of seven open forum budget briefings. The briefings outlined the actions required to ensure the adoption of a balanced budget for 2015/16[R6-28].

SPECIAL RESPONSE: (Bond Oversight – Board of Trustees adherence to ER 21)

In July of 2014, Victor Valley College received a letter from the Commission regarding a letter the Commission received from two members of the Victor Valley College Citizens Bond Oversight Committee regarding Board Policies [R6-21].

The subject of the letter "Bond Oversight – Board of Trustee adherence to ER 21" states that the letter will be provided to the March 2015 Follow-Up evaluation team. The two member's complaint is rooted in the Board's decision to not adopt two board polices that were referenced in the 2014 Visiting Team Report. There were actually three policies that were considered for adoption [R6-22]:

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1. **Proposed Board policy BP2515,** *Use and Distribution of the Guaranteed Income Contract Fund ("GIC)*
2. **Proposed Board Policy BP2520,** *Percentage of Budget Committed to Salary and Benefits*
3. **Proposed Board policy BP2525, Percentage of Budget Committed to Classroom Instructional Employee Salary and Benefits**

To the complainant's point it is true that the three polices were in fact accepted at first read and then were not adopted by the Board at the second read. The Board of Trustees commissioned a study of the merits of the policies by Cambridge West, Inc. At the June 2014 Board meeting the findings and recommendations from Cambridge West, Inc. reported that the adoption of two of the three policies had the potential to be counter-productive to the College's goal of closing a budget deficit gap. Based on this report the Board chose to not adopt BP 2520 and 2525. The Board's decision was based on the recommendations of the experts from Cambridge West, Inc. The Board's intentions were sincere in that they were committed to the adoption of these policies up to the time that the report was received from Cambridge West, Inc. '

The Cambridge West, Inc. report addressed the two proposed polices independently and made the following observations/recommendation which were the basis for the Board of Trustees decision to not adopt them:

- Board Policy 2525 – Percentage of Budget Committed to Classroom Instructional Employee Salary and Benefits: *"This proposed policy could prevent the new Superintendent/President from achieving the goal stated in the job announcement. As written the policy could seriously hinder the institution's ability to address its Strategic Goals, maximize access to its instructional programs, and its commitments to the AACJC related to planning and student success. Additionally, it could inadvertently cause a downward spiral of revenue that would be devastating to the achievement of the college's Mission, Vision and Objectives."*

- Board Policy 2520 – Percentage of Budget Committed to Classroom Instructional Employee Salary and Benefits: *"In conclusion, CW/P recommends that the proposed policy not be modified for further consideration. This proposed Board policy poses exactly the same challenges and could lead to exactly the same unintended consequences as BP2520, Percentage of the Budget Committed to Salary and Benefits. Additionally, this proposed policy really does not directly address the ultimate expenditure management goals of the district. If the Board determines that a Board policy is required related to the 50% Law, CW/P recommends that is be simply worded to agree with the California Education Code and that it not contain any maximum percentage amounts. The district's 50% Law percentage will fall more in line with the rest of the state's community colleges without any specific policy if the district addresses the core elements of the structure deficit as recommended by FCMAT and in this report."*

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- Board Policy 2515 - *Use and Distribution of the Guaranteed Income Contract Fund ("GIC):* This police was adopted at the February 10, 2015 Board of Trustees meeting. While the letter from the complainants contend that the College's investment account is a restricted fund and cannot be used for general operating expenses, the College has contended and continues to contend that this is not the case. The investment account has no relationship to the Measure JJ Bond Funds. The Measure JJ Bond Funds have been subjected to annual audits as required by law. The audit completed in December of 2014 was an unqualified audit with no findings [R6-23, R6-24].

Victor Valley Community College District
2015/16 PROPOSED TENTATIVE BUDGET
Unrestricted General Fund
Board of Trustees Meeting - March 10, 2015

	Adopted Budget 2014-2015	Proposed Tentative 2015-2016	Estimated Budget Year 2016-2017	Estimated Budget Year 2017-2018
BEGINNING FUND BALANCE	$9,527,885	$2,794,688	$2,798,955	$3,270,698
ESTIMATED REVENUES				
State (Apportionment)	$29,080,722	$30,116,933	$30,418,102	$30,722,283
State (Apportionment) Prior Year Recalc	$0	$0	$0	$0
Educational Protection Act (EPA)	$7,729,666	$7,845,611	$7,963,295	$8,082,745
State (All Other)	$1,934,989	$1,934,989	$1,934,989	$1,934,989
Local (Property Tax included)	$9,732,665	$9,732,665	$9,732,665	$9,732,665
One-Time Revenue	$467,481	$467,481	$467,481	$467,481
Transfer In	$0	$1,400,000	$1,400,000	$1,400,000
TOTAL REVENUES	$48,945,523	$51,497,679	$51,916,533	$52,340,163
ESTIMATED EXPENDITURES				
Academic Salaries	$22,250,619	$20,667,180	$20,594,134	$20,611,373
Classified Salaries	$9,975,322	$8,775,894	$8,859,094	$8,942,294
Management Salaries	$4,015,458	$3,994,933	$4,023,208	$4,051,483
Employee Benefits	$11,047,334	$10,285,070	$10,662,083	$11,050,590
Supplies, Software, Subscriptions	$827,689	$777,689	$777,689	$777,689
Services and Operations	$6,443,520	$6,093,520	$5,629,454	$5,629,454
Capital Outlay	$669,427	$669,427	$669,427	$669,427
Transfers, Reserves	$449,351	$329,700	$329,700	$329,700
TOTAL ESTIMATED EXPENDITURES	$55,678,720	$51,493,413	$51,444,789	$51,962,010
ENDING FUND BALANCE	$2,794,688 5.0%	$2,798,955 5.4%	$3,270,698 6.4%	$3,648,852 7.0%

Table 5. Four-year Revenue/Expenditure Projections (unrestricted general fund).

The college should provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution.

The College has historically provided regular updates in regards to the budget to the campus community and to the public in a variety of venues. The Chief Financial Officer has

conducted public Budget Workshops at the Board of Trustees meetings [R6-25, and the College makes public its financial documents via the College Website [R6-19]. More recently, the new College president has made timely, accurate and comprehensive updates to the campus community [R6-26; R6-27, R6-28]. Certified audits are conducted annually, and compliance with Title IV requirements is maintained and verified; documents attesting to this, as well as general information about the state of the College's budget and related plans, are regularly communicated to employees and/or publicly made available on the College website. In addition, the new College president has held several forums with the campus community in which the current budget and plans to bring the budget into balance, as well as to sustain a balanced budget, are discussed [R6-29]. Finally, budget projections are discussed regularly in shared governance Finance, Budget and Planning Committee meetings [R6-21].

Conclusion

The college has resolved this recommendation and meets Eligibility Requirement 17, Financial Resources, and all related standards. Certified audits are conducted annually, and compliance with Title IV requirements is maintained and verified; documents attesting to this, as well as general information about the state of the College's budget and related plans, are regularly communicated to employees and/or publicly made available on the College website. Overall institutional effectiveness in providing resources sufficient for student learning programs and services is made possible through well-established evaluation, planning, and budget development systems wherein the mission is central. Both short-term and long-term plans that have evolved since the last comprehensive institutional evaluation assure financial stability in both the short- and long-term by considering various scenarios for resource allocation/expenditures in the context of related enrollment targets.

List of Supporting Evidence

R6-1. One-Time budget Anomalies
R6-2. CTA MOU Retirement Incentive
R6-3. CSEA Early Retirement Incentive
R6-4. Early Retirement Survey
R6-5. Tentative Agreement Summer Compensation and SLO
R6-6. Tentative Agreement Reorganization of Instructional Departments
R6-7. OPEB
R6-8. CTA's Proposal for Benefits
R6-9. District's Proposal for Benefits
R6-10. CSEA's Proposal for Benefits
R6-11. Total Cost of Operations Taskforce Email
R6-12. 2014 IPED Report
R6-13. Consolidated Reports Taskforce Email
R6-14. FCMAT
R6-15. Cambridge West, Inc. Report
R6-16. ACCJC Visiting Team Letter July 03, 2014

R6-17. ACCJC Visiting Team Letter Feb 07, 2014
R6-18. Presidents Webpage Office Budget
R6-19. Finance Budget and Planning Committee
R6-20. Academic Senate Webpage Program Review
R6-21. Letter from Commission
R6-22. Financial Audit
R6-23. District Attorney Report
R6-24. BOT Website
R6-25. November Budget Report
R6-26. December Budget Report
R6-27. Campus Accreditation Update 01-09-2015
R6-28. Budget Forum