

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.

Standard IIA. Instructional Programs

IIA-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.

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

Description

The mission of the College (Board Policy 1200; Item IIA-1) provides the direction for all new and established instructional programs. These programs are designed to uphold a high standard of educational excellence (Board Policy 4000; Item IIA-2)—regardless of location or means of delivery—and to be responsive to community needs, including transfer to four-year institutions, career and technical education, workforce development, and lifelong learning for personal and professional satisfaction.

All programs must meet the five criteria set by the California Community Colleges Chancellor's Office: appropriateness to the mission, need, quality, feasibility and compliance. The programs must also meet the primary mission of the California Community College at the lower division level. The quality of a program is assessed through review of the curriculum, including goals and objectives. The feasibility of the program is assessed through availability of College resources such as funding, faculty, facilities and/or equipment. All programs are also evaluated

for compliance with existing state and federal laws, statutes and regulations. These include licensing laws for any given occupation.

Career and technical education (CTE) programs also rely upon outside expertise to provide recommendations regarding whether its programs (current or proposed) meet community and student needs. Through a regional occupational consortium, the Inland Empire Tech Prep Consortium, and Advisory Councils for each certificate program, the College is able to identify and stay abreast of emerging trends and demands of the marketplace to keep its programs relevant and progressing towards their stated outcomes.

In order to ensure both credit and noncredit CTE programs are current and performing with integrity, additional data are evaluated as mandated by federal regulations. These data (shown below) are known in the state as “core indicators” and are aligned to federal accountability reporting requirements in connection with reauthorization of the Perkins Act:

- Skill attainment
- Completions, certificates, degrees and transfer-ready
- Persistence in higher education
- Employment
- Training leading to non-traditional employment

Funding associated with the core indicators is intended to ensure student learning needs are met, and that programs improve as necessary to meet established goals. This year marked the first time analysis of these data were formally integrated in the College’s annual cycle of program review in order to identify those programs in need of improvement.

On an annual basis, alignment of the College’s instructional programs to its mission is assessed through its cycle of program review, planning, and resource allocation (P.R.A.I.S.E. documents; Item IIA-3). Both quantitative and qualitative data are used in this evaluation, including program-level as well as student success indicators—including but not limited to:

- Enrollment trends and projections
- Retention, persistence, and success rates
- Job market demand
- Course transferability
- Cost effectiveness
- Availability of resources (including budget history)
- Other measures as deemed relevant by program stakeholders

- Student learning outcomes (SLO) assessments
- Program relevance and process management

In addition to program review, the College’s Annual Report (Item IIA-4) includes descriptions of educational characteristics of the communities served, academic performance of diverse groups of College students, and performance of programs across several achievement indicators. The College makes use of these sources of data and information to ensure and communicate to varied audiences that its programs are consistent with the educational preparation, diversity, demographics and economic conditions of the communities served.

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

Description

The College utilizes face-to-face (on- and off-campus), interactive television, online, and hybrid delivery methods of instruction in order to meet the diverse needs of students. In addition some face-to-face classes are enhanced with electronic learning management systems (e.g., Blackboard or Moodle; Item IIA-5) to expand communication among students and with the instructor and to deliver course content and material such as the syllabus, slideshows, supplemental reading, and grades.

As reported in Annual Report 2009 (Item IIA-4) the College offers a variety of scheduling, site, and course delivery options to meet students’ diverse needs:

Table II- 1. Section Counts and Fills x Time of Day

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Day	657	73.6%		627	87.6%		632	99.2%	
Evening	298	69.0%	67.7%	266	76.1%	85.5%	278	92.6%	96.3%
Other	293	56.9%		240	90.3%		224	92.4%	
TOTAL	1,248			1,133			1,134		

Table II- 2. Section Counts and Fills x Mode

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Online	227	75.0%		199	89.6%		200	95.0%	
Traditional	991	68.4%	67.7%	905	85.1%	85.5%	886	96.4%	96.3%
Other	30	40.8%		29	69.3%		48	99.5%	
TOTAL	1,248			1,133			1,134		

Table II- 3. Sections Counts and Fills x Site

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Main_Campus	1,006	66.4%		912	85.0%		908	97.1%	
Off_Site	15	52.2%	67.7%	21	69.1%	85.5%	23	77.7%	96.3%
Online	227	75.0%		200	89.4%		203	94.9%	
TOTAL	1,248			1,133			1,134		

Table II- 4. Section Counts and Fills x Weeks Duration

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
1 week	20	62.9%		12	67.9%		17	70.3%	
2 weeks	3	25.6%		4	63.3%		5	72.6%	
3 weeks	3	83.2%		2	78.6%		2	94.3%	
4 weeks	2	97.0%		2	101.5%		2	72.1%	
5 weeks	1	100.0%		1	87.5%		1	30.0%	
6 weeks	4	74.6%		5	91.5%		9	75.8%	
7 weeks	5	104.7%		3	87.8%		--	--	
8 weeks	179	69.0%	67.7%	153	84.2%	85.5%	153	92.7%	96.3%
9 weeks	1	62.9%		1	91.4%		1	62.9%	
10 weeks	6	72.2%		1	82.9%		--	--	
11 weeks	1	76.7%		3	97.5%		3	111.3%	
12 weeks	27	71.7%		32	78.7%		25	82.9%	
13 weeks	1	97.3%		1	85.7%		1	85.7%	
14 weeks	--	--		1	68.6%		2	107.1%	
16 weeks	995	67.2%		912	86.2%		913	98.1%	
TOTAL	1,248			1,133			1,134		

The College’s curriculum approval process requires specification of instructional objectives, course content, assignments, and methods of instruction, including lecture, lab, and distance education. All sections of each course outline of record are reviewed by department chairs, division deans, and the curriculum committee prior to approval. In addition, the Articulation Officer evaluates courses to guarantee that four-year institutions are accepting the courses as fully transferable.

All classes offered online or hybrid online format are of the same quality and rigor as those offered in the traditional classroom. All courses offered have defined instructional objectives and have gone through the curriculum approval process to insure these objectives and content are appropriate to the educational component of the discipline in which they are offered. Separate review and approval is required for each curriculum proposal that identifies distance education as a method of instruction, and each such proposal must specify the type and frequency of regular effective contact between the instructor and enrolled students (Item IIA-22).

Table II- 5. Section Counts and Fills x Meeting Pattern

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Monday	59	65.4%		52	71.2%		54	84.5%	
M/T/W	1	65.0%		3	64.0%		4	72.0%	
M/T/W/Th	21	56.8%		13	79.4%		11	82.6%	
M/T/W/Th/F	16	75.6%		13	69.1%		14	70.9%	
M/T/W/Th/F/Sat	--	--		--	--		2	69.7%	
M/T/Th/F	--	--		--	--		--	--	
M/W	290	78.4%		282	89.1%		287	104.6%	
M/W/F	5	56.5%		8	82.8%		3	69.9%	
M/W/F/Sat	2	25.0%		2	38.0%		2	32.0%	
M/Th	--	--		--	--		--	--	
M/F	--	--		--	--		2	45.0%	
Tuesday	57	67.1%		50	75.8%		50	89.7%	
T/W	--	--		--	--		1	82.6%	
T/W/Th	1	6.7%		1	13.3%		--	--	
T/Th	289	78.1%	67.7%	297	90.7%	85.5%	293	101.5%	96.3%
T/Th/F	--	--		1	91.4%		1	62.9%	
T/Th/Sat	--	--		--	--		--	--	
T/F	1	70.0%		1	105.0%		--	--	
Wednesday	46	63.5%		34	74.9%		46	88.0%	
W/Th	--	--		--	--		--	--	
W/Th/F	--	--		1	20.0%		--	--	
W/F	4	57.7%		2	87.7%		2	126.0%	
Thursday	40	54.1%		29	69.6%		28	94.3%	
Th/F	1	100.0%		1	63.3%		1	100.0%	
Th/F/Sat	1	20.0%		--	--		--	--	
Friday	73	58.6%		63	75.1%		65	92.5%	
F/Sat	2	41.7%		2	185.7%		2	65.0%	
Saturday	46	71.6%		39	74.8%		42	86.3%	
Other	293	56.9%		239	89.0%		224	92.4%	
	1,248			1,133			1,134		

As indicated above, online sections comprise an increasing percentage of the College’s classes each semester, and high fill rates for these sections indicate that the distance education methods meet students’ scheduling needs. However, Annual Report, 2009 published comparative success rates for students enrolled in courses using different delivery methods (Item IIA-4). Online student retention rates are on par with traditional courses; success rates, however, are considerably lower. This finding was useful in spurring dialogue that over time led to the development of an online class readiness survey by the Academic Senate’s Online Committee (Item IIA-6). A link to this survey was placed on the Blackboard Online Classes Webpage in Fall 2010 in order to assist potential distance education students in assessing their preparation to succeed in online classes. Different sections of the readiness survey measure class preference, computer literacy, and time management, factors that are important for success in an online class, and instructions indicate a minimum satisfactory score for each of these sections.

Dialogue takes place in meetings of the Curriculum Committee regarding the delivery systems and methods of instruction (Item IIA-7). Recently, definitions of each mode of delivery were recommended by the curriculum committee and approved by the Academic Senate (Item IIA-33). Additional conversation regarding delivery systems occurs within faculty committees that develop recommendations regarding distance education: the Distance Education Committee and the Online Committee.

Although in the past online instructors were required to participate in an online training workshop before transferring their courses to an online format, the College does not presently require this training. Currently, a Distance Education Facilitator position has been created to revisit the importance of continuing pedagogical and technical training and to advocate for improved technological support for online instruction (Item IIA-47). In addition, the Distance Education Facilitator is working with faculty to formalize a review process to improve course delivery and standardize Blackboard functions usage, and to develop a system by which the effectiveness of online courses and content is assessed. A survey has been distributed to assist in communication with faculty who use online delivery systems and in the development of guidelines and standards for quality in instructional applications of distance education (Item IIA-48).

A number of instructional support centers and alternative instructional modes have been integrated into curriculum and include the following:

Planetarium: The College planetarium (Item IIA-8) is used for the instruction of College students, as well as for the benefit of the general public. Four introductory astronomy classes are held in the planetarium during each primary term, which features a state-of-the-art Zeiss Skymaster star projector. This visual system allows the planetarium to show thousands of stars on the dome and to include the outlines of constellations and the locations of planets. More than 200 students per semester learn about constellations, planets, and other stellar objects. Public showings are held twice a month on Friday nights. Numerous special showings are held throughout the semester for the benefit of school children from the local public and private schools and for such groups as Boy Scouts and Girl Scouts. Opportunities for increased College student involvement in research and filming have been considered.

Honors Program: Honors courses are more extensive and intensive in terms of research, depth of discussion and material covered. They are designed to promote a deeper, more comprehensive understanding of the material and the connectedness of disciplines while preparing students to excel later in advanced degree preparation. They offer additional opportunities for independent and focused study, and more individualized interdisciplinary, experimental, enhanced and collaborative learning experiences. Students participate in advanced seminars and intensive research and course work.

Study Abroad Program: The Study Abroad Program, under the guidance of a faculty facilitator, prepares the College community for the complex and interdependent world of the 21st century by promoting and facilitating collaboration among campus departments and offices; community groups; regional, national, international organizations and consortia; and individuals engaged in study abroad activities. The College's Study Abroad Program offers short-term trips for students interested in foreign studies and research and in learning about foreign languages and cultures. These trips include tropical ecology research expeditions in Timor-Leste and hands-on training in sustainable development practices and natural resource management in Costa Rica. Plans for the near future include a summer course on the Authors of the Theater in London, a Summer choir tour through Europe, and a winter trip to the United Arab Emirates on business practices and political economics.

Model United Nations Program: The College’s Model United Nations (MUN) Program, under the guidance of the MUN facilitator, allows participating students to engage in the focused study of international politics, diplomacy, conflict resolution, interpersonal communication, and public speaking. Students research and debate such topics as the acquisition of weapon of mass destruction by terrorists, world health issues such as the state of the AIDS crisis and transnational diseases, and the political methodology for addressing international trade and development. MUN conferences assist students in gaining such valuable and transferable skills as conflict resolution, interpersonal communication with Western and non-Western cultures, networking, team building, leadership, and public speaking. For the past six years, the College’s student delegations to the National MUN conferences have been recognized for excellent performance by receiving the two highest awards: Outstanding Delegation and Outstanding Position Paper (program website; Item IIA-49).

Field Studies: Many of the science courses at the College (Biology, Oceanography, Geology, Botany etc.) and general education classes such as Music include mandatory field trips as part of the curriculum. Hands-on learning and real world engagement are only part of what a student gets when participating in a field trip. Some students learn much better through a kinesthetic sense and field trips provide opportunities to increase student learning.

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

Description

Since Fall 2008, student learning outcomes (SLOs) and assessment methods are identified for each course, certificate programs, and general education. By 2009, a regular cycle of assessment was incorporated into the annual program review and planning process in order to accommodate “closing the loop.” Assessment results are embedded in the context of program review, decisions can then be made about allocating resources (time, effort, materials, and money) to ensure students learn and programs achieve their goals. The College has not yet decided on assessment management software; some demonstrations have been presented to the Institutional Effectiveness Committee, but no formal recommendations have been formulated. For now, SLO assessment data are housed with the student learning and assessment facilitator. In April 2009, SLOs were drafted for general education (Item IIA-9).

Formal SLO assessment schedules have not been developed. It is intended that SLOs at the course and program levels will be assessed on a schedule developed by relevant faculty. The schedule would have no less than a six-year course review schedule pursuant to Administrative Procedure 4000 (Item IIA-10). Relevant faculty will then discuss, decide, and communicate how the data will be utilized to improve student success. As shown on the senate-approved report form (Item IIA-34), options for improvement include but are not limited to:

- Provide clearer information to students about the goals or objectives of the relevant assignments or assessment methods.

- Revise content of assignments or assessment methods.
- Revise the scope or amount of writing/oral/visual/clinical or similar work in the assignments or assessment methods.
- Revise activities leading up to and/or supporting assignments or assessment methods.
- Increase in-class discussions and activities.
- Increase student collaboration and/or peer review.
- Provide more frequent or more detailed feedback on student progress.
- Increase guidance for students as they work on assignments.
- Use methods of questions that encourage competency
- State criteria for grading more explicitly, for example, by distributing scoring rubrics.
- Increase interaction with students outside of class.
- Ask a colleague to critique assignments or assessment methods.
- Collect more data.
- Revise the stated SLO and/or objectives for the course.
- Nothing; assessment indicates no improvement necessary.

Despite the foundation that has been laid to enable SLO assessment practice aimed at making improvements, progress has been slow due to the lack of agreement between administration and faculty about the practice and constructive uses of assessment.

Evaluation, Standard IIA-1

Standard IIA-1a: The College utilizes a variety of formal evaluative procedures to ensure the integrity of its instructional programs in meeting its mission to serve community and student needs: curriculum review and proposal process; annual program review, planning, and resource allocation process; compilation of the Annual Report of Institutional Effectiveness. In addition, the College produces and relies upon research and analysis to gauge impact of its varied delivery modes on student achievement.

Standard IIA-1b: The College utilizes several modes of instruction that are compatible with the objectives of the curriculum and are responsive to student needs. This is ensured through evaluation of delivery methods during the curriculum and program review processes, as well as through the assessment of student preparedness to succeed in online courses. The integrated use of learning support centers and alternative instructional modes in delivering course content demonstrates improvements made to better meet student needs.

Standard IIA-1c: The College has participated collegially in developing course, certificate, program and degree level student learning outcomes. With an annual program review and planning process that incorporates SLOs and assessment, the College has helped to assure the high quality of its programs and student achievement. Student achievement data has been assessed in a variety of ways, including student success, progress through a course sequence, certificate and degree completion, transfer and employment rates. However, there has been little documented to show the use of SLO assessment data and to demonstrate how this can directly affect improvement of courses and programs. In addition, there is a need to formalize a schedule of assessment and the manner in which data will be managed, stored, discussed, and used for improvement.

IIA-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.

IIA-2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

The College assures quality and continuous improvement through rigorous processes for proposing new and evaluating existing courses and programs. Course, certificate and program curricula are written by faculty within the discipline and reviewed by the department chair and division *Dean* prior to being reviewed by the Curriculum Committee based on procedures developed by the the College’s Academic Senate. All new courses both credit and non-credit, must also be approved by the Board of Trustees.

These procedures are based on Title 5 regulations, requirements established by the California Community Colleges Chancellor’s Office, and on best practice recommendations from the Statewide Academic Senate. The purview of the Curriculum Committee as a committee of the Academic Senate is to review all courses submitted by the faculty to ensure compliance with the mission of the College and to make sure curricula contain (among other things) rigorous pedagogy, instructional objectives, and methods of assessment. Per Board Policy 4035 (Academic Collegial Consultation; Item IIA-12), faculty maintain a central role in establishing quality and improving instructional courses and programs through a District-adopted standard of “relying primarily upon the advice and judgment of faculty on all academic and professional matters”—collectively these are known as the 10+1:

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; and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

In addition to the authority of faculty established by board policy, rigorous curriculum review and approval processes, the College's annual program review and planning processes provide another means of reviewing and evaluating courses and programs. These processes integrate definitions of student learning outcomes and their assessments for all courses and programs. Certain career and technical education programs are also required by outside agencies to participate in a separate evaluation process of curricula (administration of justice, paramedics, nursing, aviation and fire technology).

Faculty have taken the lead in the development and implementation of course and program SLOs. Training was provided to faculty to assist them in developing SLOs for courses and programs in 2007. Then in 2008, SLOs and assessment were added to the program review process. This resulted in faculty developing SLOs for 100% of courses in the 2008-2009 academic year.

The College's established operations supporting SLOs include an SLO and Assessment Facilitator who works with all faculty to assist in writing student learning outcomes and creating classroom assessment techniques. The SLO and Assessment Facilitator was hired on a part-time (.20 FTE) basis to assist faculty to develop an SLO and assessment schedule. However, at the present time no such schedule exists.

IIA-2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

Per Board Policy 4035 (Academic Collegial Consultation; Item IIA-12), faculty expertise is relied upon all academic and professional matters—particularly with regard to student learning. Faculty members drive the development and implementation of student learning outcomes and assessment at the College. Course level outcomes are defined for all courses, and some faculty have conducted assessments. Program outcomes have been defined but not yet assessed. At this writing, faculty members are beginning the mapping process whereby course-level outcomes are identified that meet program outcomes.

Each of the College’s career and technical education (CTE) programs rely upon an Advisory Council to ensure relevance and currency of their programs. With recent changes in administration of CTE programs in recent years, it was found that some re-tooling was necessary to ensure advisory council expertise was leveraged appropriately. While some CTE programs have consistent contact with advisory council members about their programs, the College lacked a systematic means of ensuring a regular flow of information from advisory council members to the College demonstrating that their expert feedback on student competencies and other program development issues was utilized.

Recent efforts to improve such key linkages with business and industry partners have included the development of a handbook (Item IIA-13), creation of a standard template for recording advisory council discussions and recommendations (Item IIA-14), centralizing collection of that information, and refining communications between advisory councils and the College. On September 25, 2010, the College hosted a general meeting for all Advisory Councils to re-invigorate and re-focus the College’s efforts to integrate outside expertise in the improvement of student learning in CTE programs.

IIA-2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

High quality instructional programs are mandated by Board Policy 4000 (Standards of Educational Excellence; Item IIA-2), and guided by Administrative Procedure 4000 (Sustaining Standards of Educational Excellence; Item IIA-10). Quality is upheld through several evaluative mechanisms:

- Hiring and tenure review processes for faculty are rigorous. Minimum qualifications or equivalencies for hiring are strictly upheld, as are the purposes of tenure review: “to recognize, encourage, and support professional accomplishments and growth within their discipline” (Item IIA-25).
- Regular review of syllabi is conducted to ensure consistency with the course outline of record by the Curriculum Committee. [*Doubtful claim. Provide evidence.*]
- Comprehensive review and revision of curricula every six-years pursuant to Administrative Procedure 4000 (Item IIA-10).
- Program review, planning, and resource allocation is conducted on an annual basis and incorporates evaluation of courses and programs in terms of student impact (Item IIA-3).

Departments are responsible for determining the correct breadth, depth and rigor in each course outline of record and to make sure the courses comply with articulation standards required by the UC and CSU systems as well as other accrediting agencies. All course outlines of record are maintained on CurricUNET© (the College’s curriculum management system) and all faculty members are able to access all courses. In so doing, individual faculty are able to review and edit as necessary course content, instructional objectives, methods of instruction, and methods of evaluation in order to maintain the academic rigor of courses and programs.

Discipline faculty due to their content knowledge and experience with students propose course sequences in accordance with Title 5 regulations for pre-requisites and co-requisites. In order to establish pre-requisites or co-requisites discipline faculty must:

- identify any new or existing courses for which prerequisites, or co-requisites are needed;
- establish advisories on recommended preparation;
- determine whether limitations on enrollment exist; and
- review needs in accordance with Title 5 regulations.

The documentation submitted by the faculty to the Curriculum Committee must include information on basic content review and equivalent courses, documented content review, and/or data collection and analysis (Item IIA-50).

IIA-2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

Faculty are encouraged to use many different styles of teaching. Styles of teaching may include lectures, group discussions, pair and small group activities, powerpoint presentations, videos and other multimedia tools, guest lecturers, writers and clinicians, group research and other activities.

Course outlines specify methods of instruction, although these may be altered depending on the needs of the student. All methods are designed to help students develop critical thinking skills, course knowledge, *etc.* The College also offers multiple methods of delivery including face-to-face, online, and hybrid classes in order to meet student needs.

The College's SLO and Assessment Facilitator has offered workshops on integrating assessment with instruction using iClickers®--a classroom response system comprised of wireless remotes that enable students to answer multiple choice and true/false questions projected onto a screen.

The College received a Title V-Hispanic Serving Institutions grant in 2006 with the purpose of helping underrepresented students perform better in school. This grant has provided teacher training, technology for teachers and students, student research opportunities and supplemental instruction. The implementation of technology into the classroom has enabled students from diverse backgrounds to learn using a multitude of methods. For students who learn better through hands-on instructional methods, the grant assisted by providing funding for research projects in the math and sciences.

The Disabled Students Programs and Services assess students for learning disabilities through screening interviews and in-depth diagnostic evaluations. Those students who qualify for services on the basis of Title 5 test criteria are provided further services. Such services may include an interpreter, note taker, reader, specialized instruction, *etc.* in order to meet their learning needs. DSPS also provides students with adaptive learning technology:

Some of the adaptive technology includes:

- computers: Pentium 4, 512 Mgs of RAM, 80 Gig Hard Drives, 3D Video Card, CD Writer/DVD Player (for media books and captioned academic video)
- adjustable tables
- Tracball mouse
- 21" monitors
- ergonomic keyboards
- left and right handed keyboards
- Kurzweil machine
- Braille keyboard
- large print keyboards
- screen magnifier
- magnifying wands and sheets
- scanners

- laser printer
- Closed-captioning televisions

DSPS helps students with specialized needs to achieve just as much as mainstream students as well as fostering independence and an achievement oriented mindset.

Counseling and Guidance courses are offered to help students understand their learning styles. For example GUID 107, Learning Strategies and Study Skills (syllabus; Item 11-15) , assists students in assessing attitude, motivation, learning styles, and personality attributes that are necessary for successful transition into College. Students are encouraged to integrate this self-awareness with theories and strategies that focus on the attainment of life-long success in academic, professional and personal development. Topics include time management, study skills, test preparation, educational goal setting and planning, and maintaining a healthy life style.

IIA-2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

Evaluations are conducted of all courses and programs for relevance, appropriateness, achievement of student learning outcomes, currency and planning for the future through curriculum review and annual program review processes. The Curriculum Committee is responsible for reviewing all curriculum proposals along with a systematic review of all course outlines of record on a six-year cycle pursuant to Administrative Procedure 4000 (Item IIA-10). The committee publishes a handbook outlining all processes needed for course submissions (Item IIA-45).

All curriculum proposals must include in the course outline of record, instructional objectives, methods of evaluation, methods of instruction, textbooks, necessary library resources, reading and writing assignments, prerequisites or co-requisites and articulation data. Review of all curricula includes the department chair and division Dean before being approved by the Curriculum Committee, then forwarded to the Board of Trustees.

Board Policy 1202 (Institutional Effectiveness; Item IIA-17) requires that the College engage in systematic and regular program review, as well as short- and long-term planning and resource allocation processes that support the improvement of institutional and educational effectiveness. Student learning outcomes and instructional improvement are required components of the institutional processes for evaluation, planning, and overall institutional effectiveness—the assessment of which includes: program review; use of data and analysis to inform institutional planning and improvement; and assessment of student learning.

All programs are evaluated through an annual program review culminating in a final report to deans/managers (P.R.A.I.S.E. documents; Item IIA-3) and shared governance committees

pursuant to Administrative Procedure 1202 (Implementing Institutional Effectiveness; Item IIA-18). As part of the review, faculty in each program conduct a detailed and comprehensive self study, which includes assessment of the program in terms of productivity, costs, and impact—quantitative and qualitative data are categorized as follows:

- Enrollment trends and projections
- Course retention and success rates
- Job market demand
- Course transferability
- Program productivity and costs
- Availability of resources (including budget history)
- Other measures as deemed relevant by program stakeholders
- Student learning outcomes (SLO) assessments

The overall goal of program review is to enable data-centered discussions and decisions in instructional planning and improvement. Hence, departmental data are interpreted and discussed among faculty and relevant staff and administrators in each program. The process requires program stakeholders to set priorities and goals that align with the mission and goals of the College. Once the program-level reports are submitted to the respective deans/managers, a division summary (Item IIA-19) should be created that represents the overall strategic planning priorities for the division in the coming year.

As part of this planning process for this year, deans/managers were provided with training on February 5, 2010 (Item IIA-20), and instructed to render a decision about the general status of the program relative to its future needs and plans. A decision flowchart (Item IIA-21) was distributed to them, along with instructions on designating each program with one of the following statuses: Expansion; Continuance; Improvement; Initiate Discontinuance. Planning for 2010-2011 marked the first year of implementing the approach to evaluating and planning for programs described in Administrative Procedure 1202 (Item IIA-18). While faculty have had a long-standing history of conducting program review, in the past the role of administration was not clear. Distributing responsibility for evaluation to faculty needed to be maintained; but clarification of procedures, and of the role of managers as coordinating, collaborating, and advocating for programs under their charge was necessary to solidify the integrity of the College's ongoing systematic review processes. Most divisions completed the task this year (Item IIA-19).

IIA-2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

As described in Administrative Procedure 3250 (Institutional Planning Systems; Item IIA-23), the College utilizes an annual program review, planning, and resource allocation process as its main system of evaluation and strategic planning. Embedded within that system of planning for those programs that directly serve students are student achievement and learning outcome measures (Item IIA-3).

The Academic Senate and its Curriculum Committee have integrated SLOs into curriculum documents in CurricUNET for all courses and programs (certificates and degrees); SLOs for general education have also been defined (Item IIA-9). Course learning outcomes must be achieved by students in order to receive credit for the course. Methods of assessment are also identified in the curriculum documents—specifically the course outline of record. Assessment activities are being continually developed and training has been provided to enable faculty use of more assessment techniques for student improvement.

In addition to its annual program review and planning processes, systematic evaluation assuring currency, relevance, and institutional improvement is achieved through the College's compilation and publication of an Annual Report of Institutional Effectiveness (Item II4). The report communicates to the College's various audiences its achievement of outcomes relative to (1) Student Success; (2) Access to Programs and Services; (3) Responsible Resource Management; and (4) Institutional Excellence. Despite the lack of a coordinated effort by the College to review the plethora of data and analysis and engage in focused dialogue about its recommendations for action, two examples emerge that lead to improvement of campus business processes:

- Productivity and instructional costs data led to spirited conversations about data quality and ownership, and planning and use of resources. In particular, certain CTE programs were “red flagged” as costing more than they were producing. At the program level, this led to identifying problems with misclassification of program and curricula, and a need to re-conceptualize the program's identity. At a systems level, problems with business processes relative to curriculum management and to planning for CTE-specific program funding were identified. Significant improvements were subsequently made that resulted in integration of CTE program planning with the annual program review, planning, and resource allocation cycle. Moreover, some of those categorical dollars (\$75,000) were set aside to fund specific proposals for CTE program improvement activities.

- Lower course success rates in online (55.9%) versus traditional courses (62.6%) underscored faculty efforts to address the problem. Academic Senate engaged in focused dialogue and action culminating in the development of an assessment of student readiness for online courses (Item IIA-6).

IIA-2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

The College does not use departmental course and/or program examinations.

IIA-2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

The course outline of record (see CurricUNET; Item IIA-32) forms the basis of the educational contract between the student and the instructor and the College. The outline identifies the expectations that are the core of the student's grades and delineates the fundamental components of the course, such as instructional objectives for the class, content, methods of instruction, characteristic course assignments, *etc.* These are the criteria for student achievement that provide the basis for awarding credit. Units of credit are awarded based on the successful completion of the course as enumerated in the course outline.

The Curriculum Committee ensures that all course outlines meet the standards set out in Title 5 and the Program and Course Approval Handbook (Item IIA-46) . Units of credit per course are in line with Carnegie Unit metrics and regulations of the California Education Code and Title 5—to wit: One unit of credit is awarded for 54 hours of student work.

IIA-2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

General Education outcomes have been written for the College and are also being used as institutional outcomes (Item IIA-9). Every course across the campus has also written student learning outcomes (see CurricUNET; Item IIA-22). Every certificate program must also identify student learning outcomes that are necessary to complete that certificate program. Faculty are required to place SLOs on the course syllabus so that students can see what is expected of them.

Faculty are required to measure student performance in terms of stated course objectives, and the final class grade must be based on demonstrated proficiency in the subject matter of the course (Item IIA-44).

Students receiving a certificate or degree have successfully completed all course work required, and program learning outcomes are assessed in courses required to complete the program. If the student has successfully completed all course work required to earn a certificate or degree then that same student has also met the student learning outcomes.

Evaluation, Standard IIA-2

Standard IIA-2a: The College use of established procedures resulted in the identification of SLOs for 100% of courses and its general education program. Evaluation of courses and programs is achieved through curriculum review processes and integration of SLOs and other student achievement data in its annual program review, planning, and resource allocation process. The centrality of faculty in maintaining quality and ensuring course and program improvement is authorized by board policy, formally guided through established administrative procedures, and demonstrated throughout the long history of active involvement by faculty in program review and planning.

Standard IIA-2b: The College reliance on faculty advice and expertise on all academic and professional matters is established through board policy, particularly in connection with student competencies and learning outcomes. The re-invigoration and formalization of a system supporting the integrated use of CTE advisory councils bodes well for programs being able to record the use of industry feedback in establishing student competency levels and assessing outcomes. Institutionally, student learning indicators are compiled and reported annually. There is a need to specify how course outcomes are linked to program outcomes to better enable regular assessment of student progress towards those outcomes.

Standard IIA-2c: Many processes exist to ensure the College's programs include high quality of instruction with appropriate breadth, depth, rigor, sequencing and time to completion, as well as synthesis of learning. Cyclic review of all curricula works to ensure depth and rigor of instruction in all course offerings. Expert faculty involvement in the design of courses, with peer review and feedback from the Curriculum Committee ensures checks and balances are in place in proposing and evaluating courses and programs. All of these processes require continual dialogue among faculty, and between faculty and administration throughout development of courses and programs. Commencing a program mapping project will further solidify quality control processes relative to instruction and program development.

Standard IIA-2d: The College provides many different delivery modes and its various technologies are leveraged to enable assessment of students learning needs. While many faculty are utilizing a variety of different modes and methodologies, the College would benefit from more systematic, focused analysis of the impacts thereof on student learning.

Standard IIA-2e: Well-established systems are in place within the institution to evaluate courses and programs: Curriculum Committee review and an annual program review cycle are utilized in an ongoing way to evaluate all programs in terms of effectiveness (including

assessments of student learning), efficiency, and future needs. This year's inaugural attempt to ensure the distributed approach to evaluation and planning enforced the role of deans/managers as collaborator, coordinator, and was marginally successful. With better enforcement and clarification of procedures, resourcing the future needs emerging from evaluation of courses and programs will be facilitated. The College's P.R.A.I.S.E. process is evolving, and noticeable strides continue to be made.

Standard IIA-2f: The College has a long-history of robust participation by faculty in its program review and planning processes. In addition, recent efforts to formalize evaluation and planning processes have been very productive—yielding the drafting and/or adoption of several board policies and administrative procedures aimed at aligning and integrating all evaluation and planning activities for the purposes of institutional improvement that drives plans and budgets. Emphasis now must be placed on formalizing student learning assessment to include all departments across the College, and on how to engage dialogue about findings in the College's annual report, for purposes of improving outcomes as necessary and communicating those efforts to appropriate constituencies.

Standard IIA-2g: The College does not use departmental course and/or program examinations.

Standard IIA-2h: Faculty have developed SLOs within their academic area based on specific and clearly stated measurable outcomes and such standards are reviewed by the Curriculum Committee to ensure that all courses and programs are appropriate. Credit is awarded based on these criteria as contained within the course outline of record for each course. Such criteria are in line with Title 5 of the California Code of Regulations and reflect the policy and standards of the College.

Standard IIA-2i: While the College has SLOs for all courses and at the institutional level as general education SLOs, not all programs have defined their SLOs.

IIA-3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

IIA-3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Description

The philosophy of general education adopted at the College is derived from Title 5, §55061 of the California Code of Regulations and is stated in full in Board Policy 4025 Philosophy and Criteria for the Associate Degree and General Education (Item IIA-17). The summary of this philosophy that is published in the catalog describes the College's general education program as an introduction to the major areas of knowledge and that the associate degree represents successful completion of learning experiences that increase knowledge, develop competencies, enhance insights, and encourage lifelong learning (Item IIA-27; see page 53).

The College requires all students awarded an Associate of Arts or Associate of Science degree to complete a general education course sequence of at least 18 units distributed across five categories. In accordance with the College's philosophy of general education, courses must be completed in three major areas of knowledge: the natural sciences, the humanities, and the social and behavioral sciences. In addition, the general education curriculum requires completion of courses in several areas that develop essential competencies and the capacity for life-long learning: written and oral communication, analytical thinking, quantitative reasoning, and information competency. All courses that may be used to satisfy each category within the general education program are identified in the College catalog (Item IIA-27).

The Academic Senate's Graduation Requirements Committee defined the categories within the general education program and aligned general education standards with the requirements of the California State Universities. As a result, only CSU transferable courses are approved for general education. Discipline faculty propose courses for inclusion in the general education curriculum when submitting proposals to the Academic Senate's Curriculum Committee by means of CurricUNET®, the College's curriculum management software (Item IIA-22). Student learning outcomes for courses are not required for curriculum approval or included in the course outline of record. However, the description, content, and instructional objectives for each proposed course are reviewed by the members of the Academic Senate's Curriculum Committee in order to determine transferability and, thus, qualification for the general education curriculum.

General education student learning outcomes were developed by the graduation requirements

committee and approved by the Academic Senate on April 3, 2008 (Item IIA-29). These learning outcomes were designed to incorporate the standards for courses meeting the California State University general education breadth standards, the course standards for California's Intersegmental General Education Transfer Curriculum, and Title 5, Section 55063 of the California Code of Regulations (Minimum Requirements for the Associate Degree). The College's general education learning outcomes are now published as Administrative Procedure 4025, General Education Student Learning Outcomes (Item IIA-9).

As stated in the Academic Senate's Student Learning Outcome Assessment FAQs (Item IIA-32), general education student learning outcomes are intended to be achieved by students who complete the general education requirements for the associate degree. Accordingly, the achievement of general education student learning outcomes is determined by means of course-embedded methods of assessment selected by individual instructors of courses approved for the general education curricula (Item IIA-32).

Administrative Procedure 4025, General Education Student Learning Outcomes, states that students who complete the general education requirements at the College will attain the following knowledge and skills in the areas of the natural sciences, the social and behavioral sciences, and the humanities (Item IIA-9):

Category I: Natural Sciences

1. Define and discuss the basic principles, concepts, and theories of the natural sciences.
2. Explain and apply the methods scientists use to explore natural phenomena, including observation, hypothesis, measurement, experimentation, evaluation of evidence, and quantitative analysis.
3. Critically evaluate the limitation, sustainability and social impact of scientific study.

Category II: Social and Behavioral Sciences

1. Discuss and apply the central theoretical concepts and methods of contemporary social or behavioral science.
2. Critically analyze individual or social behavior in a variety of contexts, including contemporary, historical, Western, non-Western, and minority.
3. Identify and evaluate the foundations and principles of responsible citizenship, including the rights, responsibilities, and routes of participation for citizens.

Category III: Humanities

1. Identify, discuss, and evaluate works of major philosophical, historical, literary, artistic, and/or cultural importance.
2. Critically analyze conceptions of human meaning and forms of self-expression and self-understanding that represent the perspectives of different periods of time, cultures, social and ethnic groups.
3. Reason effectively about values, including the application of ethical principles and ethical analysis of proposed solutions to social problems.

According to the College’s Annual Report 2009 (Item IIA-4) student learning outcomes have been assessed for courses that incorporate the general education learning outcomes in the areas of the natural sciences, the social and behavioral sciences, and the humanities.

Table II- 6. SLOs Assessed x General Education Categories I, II, III

General Education Category	Percentage of Courses in the Category Assessed (Fall 2009)	Course Success Rate for the Category (Fall 2008)
I. Natural Sciences	31%	65.9%
II. Social and Behavioral Sciences	13%	59.8%
III. Humanities	14%	58.6%

Student achievement in the natural sciences category exceeded the College’s overall Fall 2008 course success rate of 61.9%. However, student achievement in the social and behavioral sciences and humanities categories was below the overall College success rate.

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

Description

Administrative Procedure 4025, General Education Student Learning Outcomes, states that students who complete the College’s general education program attain the following learning outcomes that support the capability for individual productivity and lifelong learning (Item IIA-9):

Category IV: Language and Rationality

A. English Composition

1. Compose a variety of essays and revise these compositions for clarity, organization, and mechanical and grammatical correctness.
2. Summarize, synthesize, and paraphrase various types of source materials.
3. Define, access, and evaluate research information from a variety of sources and using a variety of tools.
4. Prepare documented research papers using a variety of resource material and MLA citation/documentation.

B. Communication and Analytical Thinking

1. Create and deliver oral presentations that are suitable to the topic, purpose, and audience.
2. Communicate orally with civility and attention to diversity using a wide range of media and in a variety of settings.
3. Actively listen with literal and critical comprehension of ideas and information transmitted in oral language.
4. Recognize, analyze, and evaluate arguments, including the identification of common logical errors or fallacies of language and thought.
5. Reason soundly using elementary inductive and deductive processes.
6. Distinguish fact from judgment, belief from knowledge, and assumption from conclusion.

Category V: Mathematics

1. Communicate mathematical concepts formally, using appropriate notation and terminology, and informally by using everyday language.
2. Effectively organize, present, interpret and summarize quantitative information using symbolic, numerical, and graphical methods.
3. Solve problems by evaluating the available information and type of problem, choosing an appropriate technique, applying the technique, and verifying whether or not the solution is reasonable.
4. Use mathematical concepts and methods to understand, analyze, and express applications in quantitative terms.

Category VI: Information Competency

1. Determine the nature and extent of information needed and identify a variety of types of formats of potential sources of information.
2. Utilize research tools and/or the Internet to effectively locate and retrieve information resources.
3. Analyze and evaluate information using the criteria of credibility, relevance, authority, currency, and point of view or bias.
4. Organize and communicate information for a specific purpose and in accordance with legal and academic standards.

Skill in scientific reasoning is included in the learning outcomes for general education.

Category I. Natural Sciences, as well as Category IVB Communication and Analytical Thinking. Computer literacy is not included in the College's general education learning outcomes.

According to the College's Annual Report 2009 (Item IIA-4) student learning outcomes have been assessed for courses that incorporate the general education learning outcomes in the areas of communication, analytical thinking, and mathematics but not in the areas of English composition and information competency:

Table II- 7. SLOs Assessed x General Education Categories IV, V, VI

General Education Category	Percentage of Courses in the Category Assessed (Fall 2009)	Course Success Rate for the Category (Fall 2008)
IVA. English Composition	0%	61.9%
IVB. Communication and Analytical Thinking	11%	69.7%
V. Mathematics	36%	54.9%
VI. Information Competency	0%	61.9%

Student achievement in courses in English composition, communication, analytical thinking, and information competency matched or exceeded the College’s overall course success rate of 61.9% for Fall 2008. By contrast student achievement in general education mathematics classes was below the overall College course success rate (Item IIIA-4).

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

Qualities, attitudes, and skills that are essential to ethics and citizenship are distributed across several general education learning outcomes, as stated in Administrative Procedure 4025, General Education Student Learning Outcomes (Item IIA-9):

1. Critically evaluate the limitation, sustainability and social impact of scientific study. (Category I: Natural Sciences)
2. Critically analyze individual or social behavior in a variety of contexts, including contemporary, historical, Western, non-Western, and minority. (Category II: Social and Behavioral Sciences)
3. Identify and evaluate the foundations and principles of responsible citizenship, including the rights, responsibilities, and routes of participation for citizens. (Category II: Social and Behavioral Sciences)
4. Identify, discuss, and evaluate works of major philosophical, historical, literary, artistic, and/or cultural importance. (Category III: Humanities)
5. Critically analyze conceptions of human meaning and forms of self-expression and self-understanding that represent the perspectives of different periods of time, cultures, social and ethnic groups. (Category III: Humanities)
6. Reason effectively about values, including the application of ethical principles and ethical analysis of proposed solutions to social problems. (Category III: Humanities)
7. Communicate orally with civility and attention to diversity using a wide range of media and in a variety of settings. (Category IVB: Communication and Analytical Thinking)

On June 3, 2010, the Academic Senate approved (Item IIA-29) a new diversity requirement for the associate degree. As a result, the following “Global Citizenship” general education learning outcome is now included in Category II: Social and Behavioral Sciences: “Explore, identify, and evaluate the factors that have shaped our global community to gain an understanding of the individual’s roles in relationship to other individuals and systems on a global level.”

Evaluation, Standard IIA-3

Standard IIA-3a: The College has approved a philosophy of general education in Board Policy 4025, Philosophy and Criteria for the Associate Degree and General Education. A brief summary of this philosophy is published in the College catalog. Courses are approved for inclusion in the general education curriculum after a review of each course outline of record by the Academic Senate Curriculum Committee. General education learning outcomes that include the content and methods of disciplines in the humanities, natural sciences, and social and behavioral sciences have been approved by the Academic Senate and published as Administrative Procedure 4025, General Education Student Learning Outcomes. General education learning outcomes are assessed using course embedded methods within the courses approved for one or more general education category.

Standard IIA-3b: Students who complete the College’s general education attain skills necessary for individual productivity and lifelong learning in the following areas: English composition, communication and analytical thinking, quantitative reasoning, and information competency. The College’s general education curricula do not incorporate computer literacy.

Standard IIA-3c: Aesthetic and historical sensitivity, appreciation of diversity, civility, ethics, and citizenship are incorporated into the College’s general education learning outcomes for the natural sciences, the social and behavioral sciences, the humanities, and communication and analytical thinking. Appreciation of diversity will also be addressed through the newly designed “Global Citizenship” requirement.

<p><i>IIA-4. All degree programs include focused study in at least one area of inquiry or in an established inter-disciplinary core.</i></p>
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Description

In accordance with the mission of California Community Colleges, the College offers transfer degree programs and vocational (career and technical education) degree programs. In the 2010-2011 Catalog there are 13 transfer associate degree programs and 10 vocational associate degree programs approved the by the California Community College Chancellor’s Office.

The College requires that all Associate of Arts (AA) and Associate of Science (AS) degree programs complete a minimum of 60 total semester units. Both these degrees include focused study or an interdisciplinary core. Units to be counted toward graduation must include 18 or more units in an approved departmental major or in a certificate program having 18 or more units (from the catalog).

The general education requirements for the College associate degrees include the completion of 3 units each in English and communication and analytical thinking, 3 units in natural sciences, 3 units in behavioral sciences, 3 units in humanities, and 3 units in mathematics. The vocational (career and technical education) associate degrees, certificate of achievement and certificates of proficiency are identified in the College catalog. Several of the faculty at the College work with employers and sit on vocational advisory committees in order to define student learning outcomes and skills needed for a successful vocational career.

Students earning a degree concentrate in at least one area of focused study or interdisciplinary core. The major provides students with specialized knowledge in a particular field of study. Depending on the major selected, students are awarded an AA or AS degree.

Evaluation, Standard IIA-4

All degree programs include focused study in at least one area of inquiry or in an established inter-disciplinary core. All Associate degree programs require at least 18 units of focused study.

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

Description

The College offers 22 associate degrees, 46 certificates of achievement and 83 certificates of career preparation. Certificates of achievement are short-term certificates with 18 or more units of course work designed to prepare students for employment in particular career areas. Certificates of achievement offered by the College require State of California Chancellor's Office approval. Those programs are identified in the College catalog (Item IIA-35). As shown in the Annual Report (Item IIA-4), approximately 1,000 degrees and 500 certificates are conferred upon students annually.

Certificates of achievement are short-term programs typically requiring fewer than 18 units of course work which introduces the student to one aspect of a trade or occupation. Certificates of career preparation are designed to get students ready for a career. Short-term certificates of career preparation do not require the approval of the California Community College Chancellor's Office before being awarded by a College. Students may be interested in pursuing a certificate of proficiency in order to be more competitive for a new job in an industry. The certificate may also assist the student in transferring within a particular industry by improving this/her skill level. All coursework required for a certificate of proficiency can be used towards a vocational degree thereby allowing students to earn a certificate while completing coursework towards a certificate of achievement and/or degree.

The Board of Trustees has approved programs to train students for specific jobs to help provide greater vocational opportunities within the College's service area. The College offers technical

and vocational programs offering specialized classes in areas such as electronics, automotive technology, welding, agriculture, drafting, computer-integrated design and graphics, administration of justice and construction technologies. The College has an auto shop with specialized equipment, several greenhouses for the cultivation and study of various plants and agricultural crops, and a construction technology lab.

Many of the vocational programs offer certification. In Fire Technology for instance, each student who completes a program of courses meeting the specified requirements is entitled to a certificate of achievement in that field. For example, the Fire Fighter certificate is awarded to students who successfully complete the required courses. These courses meet the minimum qualifications and competencies required by National Fire Protection Association and California State Fire Marshal's Fire Fighter I certification program. The Associate Degree of Science in Nursing is approved by the California Board of Registered Nursing. The graduate is eligible to take the National Council for Licensure Examination for Registered Nursing (NCLEX-RN) and, upon successful completion, becomes eligible for licensure as a Registered Nurse in the state of California.

Career and technical education courses measure student success based on five core indicators in order to receive federal (Carl D. Perkins Act) funding. These indicators are technical skill attainment, credential, certificate or degree completion, persistence or transfer placement, non-traditional student participation, and non-traditional student completion.

All programs require approval and are monitored by the Curriculum Committee. This ensures that each program and the program courses have student learning outcomes (SLOs) and meet the needs of the particular area of the labor industry. The individual advisory, certification and licensure boards also monitor vocational programs in order to maintain certification standards. These external accrediting agencies require programs to provide evaluations and feedback (with the contributions from respective Advisory Councils).

As shown in the Annual Report (Item IIA-4), the following data represent student performance in several CTE programs on certification that leads to employment:

Table II- 8. Success Rates in Administration of Justice

ADMINISTRATION OF JUSTICE				
Course	2006	2007	2008	Average
AJ 30	60.7%	59.2%	51.8%	57.2%
AJ 58	84.2%	92.8%	88.4%	88.5%
AJ 64	85.7%	76.2%	85.2%	82.4%
AJ 80	79.0%	74.6%	77.4%	77.0%
AJ 81	57.1%	100.0%	78.4%	78.5%

Success (passing grade) in Correction Standards and
 AJ 30 Firearms Training
 AJ 58 PC 832 Law Enforcement Course
 AJ-64 Basic Corrections Officer Academy
 AJ 80 Level III Modulated Basic Course
 AJ 81 Level II Modulated Basic Course

Table II- 9. Exams Passed, Certified Nursing Assistant

Test Type	CERTIFIED NURSING ASSISTANT											
	2008			2008			2009			2010*		
	Taken	Pass		Taken	Pass		Taken	Pass		Taken	Pass	
Skills	33	32	97.0%	61	49	80.3%	78	65	83.3%	11	10	90.9%
Written	31	29	93.5%	56	56	100.0%	71	66	93.0%	11	10	90.9%
TOTAL	64	61	95.3%	117	105	89.7%	149	131	87.9%	22	20	90.9%

*Awaiting additional reports for 2008 ordered from NNAAP from Pearson Vue.

Table II- 10. Exams Passed, EMT-Basic

EMERGENCY MEDICAL TECHNICIAN-BASIC			
	2007	2008	Average
First attempt pass	53%	56%	54.5%
Cumulative pass 3 attempts	65%	65%	65%
Cumulative pass 6 attempts	67%	66%	66.5%

Nationally First Attempt 2007 = 70% (NREMT Annual Report 2007)

Table II- 11. Exams Passed, Phlebotomy

Testing	PHLEBOTOMY											
	2005			2006			2007			2008		
	Pass	Fail	Avg Score	Pass	Fail	Avg Score	Pass	Fail	Avg Score	Pass	Fail	Avg Score
1st Time	86.7%	13.3%	77.1%	81.7%	14.3%	77.4%	78.0%	22.0%	76.1%	79.0%	21.0%	76.0%
2nd Time	61.5%	38.5%	72.6%	62.5%	37.5%	68.0%	50.0%	50.0%	68.0%	100.0%	0.0%	77.5%

Table II- 12. Exams Passed, Registered Nursing

NCLEX-RN	REGISTERED NURSING					
	2005/2006		2006/2007		2007/2008	
	Tested	Pass	Tested	Pass	Tested	Pass
	76	86.8%	67	88.1%	69	95.7%

National Council of State Boards of Nursing, Inc. (NCSBN) develops and administers the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Table II- 13. Exams Passed, Respiratory Therapy

RESPIRATORY THERAPY									
Exam	2005		2006		2007		2008		Average
	Tested	Pass	Tested	Pass	Tested	Pass	Tested	Pass	
CRT	14	100%	23	87%	15	100%	5	100%	96.8%
CSE	5	100%	10	90%	7	85.7%	NA		91.9%
RRT	6	83.3%	11	81.8%	8	87.5%	NA		84.2%

Certified Respiratory Therapist (CRT)
 Clinical Simulation Exam (CSE)
 Registered Respiratory Therapist (RRT)

The Registered Respiratory Therapist exam is two parts: RRT written and CSE Clinical simulation exam.

The RRT is a higher level of testing and subsequent pay level.

Our program is set up as an RRT program.

Evaluation, Standard IIA-5

In recent years, all occupational programs have been engaged in the development of SLOs. Over the next several years, programs will begin assessment of their SLOs to gauge overall student performance and the program’s success in preparing students for employment. For programs that have specialized accrediting agencies, the evaluation of a student’s preparedness for licensure or employment occurs through a combination of preparatory exams and licensure exams. For example, in the vocational nursing program, the first measure of student preparedness for licensure is successful demonstration of course objectives as distinguished from course student learning outcomes. To achieve this, students are required to take standardized tests composed of validated questions at the end of specific instructional units. The exams measure the students’ abilities to pass a standardized competency exam similar to the licensure exam. If the students do not pass the standardized tests, a remediation plan is required to help prepare for the licensure exam.

In addition to using standardized exams and board licensure pass rates as a measure of the students’ preparedness for professional practice, accredited programs use input from their advisory boards. Staff from community facilities serve as members of the advisory board and provide formal feedback on the quality of students and their preparedness for practice on an annual basis or more often as needed. Vocational nursing program faculty members who work in the community also observe past students at work and receive ongoing feedback from community facilities.

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

IIA-6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description

The College's website provides students with easy and convenient access to the College catalog, schedule, department information, student learning outcomes and more. The College catalog is the principal source of information for students and prospective students regarding educational courses and programs. The catalog contains information on degrees, certificates and courses available to students providing descriptions and requirements. Through the Bridge Program counselors meet with prospective high school students to advise them on their educational goals. Counselors also meet with current students to assist them in developing an educational plan.

Student learning outcomes are also available to students on the syllabus given out on the first day of class (Item IIA-44). Faculty are required to submit a syllabus to their respective Dean and the documents are maintained on record in the dean's office.

The College Catalog and class schedules clearly indicate which classes are eligible for transfer to California State University and University of California. Counselors are available to aid students in understanding transfer-of-credit policies and students are encouraged to speak to counselors at the beginning of their enrollment at the College. According to Board Policy 4050 (Item IIA-36),

“The Superintendent/President shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions. The procedures also may support articulation with institutions, including other community Colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.”

The College has articulation agreements with multiple schools including UC Riverside and California State University, San Bernardino (Item IIA-37). For other California community Colleges in our region, many courses have also been articulated (see Region 9 Course Matrix; Item IIA-38) through the efforts of our articulation officer in regional meetings. These agreements direct the policies regarding transfer. The College has a Transfer Center and provides counseling for students to help them understand the transfer process and the appropriate

classes which are needed for the students to achieve their educational and career goals. This year, college transfer applications have increased by 33%. The College is considering the construction of a One Stop Center for admissions and records, transfer, counseling, financial aid, DSPS, EOPS and other basic student needs in order to provide a comprehensive center with effective interdepartmental communication to simplify the process for students.

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

Description

If a program is to be discontinued pursuant to the related administrative procedure (Item IIA-39), the College assesses the number of students needing to complete the program and will make arrangements that will allow those students to complete their required classes before completely eliminating the program. The College also allows students to petition for a change in graduation requirements so that they can still earn their associate degree if a class or a particular aspect of their program is eliminated.

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

Description

The College catalog and website are a student's main source of information regarding the College. The catalog contains information regarding all degrees and certificates awarded for each area of study including course descriptions, requisites, and student units awarded for all courses. The catalog and schedule are available online at www.vvc.edu. The College's website presents in-depth information for both prospective and current students as well as the public and College personnel. The website is maintained by the College Webmaster who continuously updates the site. The Vice President of Instruction and Student Services collaborating with the Catalog Committee reviews the catalog annually. This committee also continuously reviews policies, procedures and publications related to class offerings. The board reviews institutional policies and procedures annually.

The Office of Instruction and Student Services is responsible for collecting, organizing and preparing all information for publication in the catalog and schedule of classes. Department chairs and division deans are responsible for providing information for course scheduling.

Accuracy and clarity of content in all printed material is extremely important to the College. This accuracy is obtained by reviewing multiple drafts prior to each publication.

The College's website provides a wide-range of information on academic programs, departments, degrees and certificates as well as student services, the library, staff Directory and other relevant links. The College publishes the schedule of classes twice a year for the summer/fall and winter/spring semesters. The schedule is sent out to registered students and residents in the service area. The class schedule is also online and downloadable for better student access.

There are also several brochures the College publishes each year in order to describe and advertise various programs—like the College catalog and schedule of classes; these brochures are sent by mail to prospective students. Any other special campus events such as workshops, plays, and musicals are also advertised by mailers, e-mail, and the College website.

New student orientation is also provided every semester for incoming students. During the orientation the students receive a Student Handbook as well as other materials, including financial aid information, a map of the campus, information on Student Services such as DSPS and EOPS and information on all programs. Students may also pick this information up in the Student Services department all year long.

Evaluation, Standard IIA-6

Standard IIA-6a: The College catalog is a comprehensive, well-maintained document that is readily accessible to students in paper format and on the College's website for ease of access. The College meets the requirements for this standard by providing information on transfer-of-credit, certifying learning outcomes for transferred courses are comparable to the College's courses, and providing articulation agreements with California State University, San Bernardino and University of California, Riverside.

Standard IIA-6b: The College has a clearly defined administrative procedure that delineates program discontinuance processes. The College adheres to the board policy when considering discontinuance. If a program is discontinued the College will make arrangements for students who are already enrolled in the program to complete their education in a timely manner.

Standard IIA-6c: Ultimately the Office of Instruction and Student Services has primary responsibility for all College publication as well as the content on the College website. There are division websites, and faculty are given the ability to post course material on their personal web pages. The Webmaster must first approve any changes to the content of faculty websites.

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

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

Description

According to Board Policy 4030, academic freedom in relation to teaching duties is fundamental and essential to the teaching profession:

1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Teachers and Board of Trustees must develop procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Individuals or groups, which seek to inhibit academic freedom, must not have influence over the hiring, firing, promotion or due process rights of teachers.
3. The same policies and protections applied to full-time teachers apply also to part-time and temporary teachers.
4. Teachers must be free to evaluate, criticize, and/or advocate personal points of view concerning educational matters in the classroom. Teachers must not be restricted when assisting their colleagues in the event their academic and/or professional freedoms are violated.
5. Teachers must be employed, promoted, or retained in relation to their teaching abilities and performance without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. The presence during class of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom.

Faculty at the College are guided by the Statement on Professional Ethics which was adopted by the Academic Senate on August 11, 1991. As stated in this document, faculty are “to seek and state the truth as they see it,” and “practice intellectual honesty and exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.” This statement also asserts that:

- Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

- They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own.
- They promote conditions of free inquiry.

Faculty responsibilities in the Faculty Handbook (Item IIA-41) compel faculty to "Avoid slanderous, libelous, fallacious or defamatory remarks about any student, staff member, or administrator" and to "Present material to students without distortion" and within limits, "Give all relevant points of view a fair hearing."

The Code of Ethics of the Educational Professional adopted by the faculty affirms the following commitments to students and to the profession:

- to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
- to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons (Item IIA-51).

IIA-7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Description

Board Policy 5500 (Item IIA-42) states that students will be disciplined for "Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty." Administrative Procedure 5220(a) (Item IIA-43) defines the procedures for student discipline. According to both the College catalog and student handbook: "Any student found guilty of misconduct...will be suspended from the College for at least one semester."

The term "cheating" includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, or acquisition, without permission, of tests or other academic material belonging to a member of College faculty or staff.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty... includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

In addition these policies, the College has also provided faculty with access to academic honesty verification websites and programs such as Turn It In.com in order to authenticate student academic honesty. Faculty members are also encouraged to bring students' attention to academic honesty issues by including Board Policy 6080 in their syllabi and discussing it in their class lecture.

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

Description

The College does not attempt to instill specific beliefs or worldviews beyond that of cultural diversity as appears in the mission statement and general academic standards, such as academic honesty.

Evaluation, Standard IIA-7

Standard IIA-7a: The College has policies and procedures in place for faculty to understand the difference between personal conviction and the accepted views of the discipline. Faculty understand that while they are allowed the academic freedom to present their views, they must also present data and information fairly and objectively in order to allow students to use critical thinking to make their own conclusions.

Standard IIA-7b: The College provides students and faculty with clear expectations for academic honesty and consequences for academic dishonesty.

Standard IIA-7c: This standard does not apply to the College.

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

Description

This standard does not apply to the College.

Summary of Opportunities for Improvement, Standard IIA

There is a need to resolve the conflict about what constitutes faculty responsibility for assessment, specify the expectations for supporting effective assessment practice on the part of faculty and administration, and move quickly to institutionalize assessment data management,

sound analysis of that data, and regular, productive dialogue about quality improvement of teaching and learning across the College.

There are examples of course-level and program SLO assessment across campus, but the College has no systematic means of documenting the dialogue and action resulting from such assessment activities. Moreover, faculty have yet to discuss an assessment schedule or to develop and operationalize a College-wide plan for assessment, and the College has not begun to explore its options for managing assessment data. Disagreement over the nature and scope of faculty responsibility for assessment must be resolved quickly in order to move the College from its late development stage of assessment practice toward proficiency in SLO assessment.

Planning Agenda, Standard IIA

By January 2012 the Superintendent/President will identify processes to support discussion of assessment data and the use of assessment to improve teaching, learning, and service. Such processes should include quality training of faculty, staff, and administrators, as well as software to facilitate the collection, management, analysis, and constructive use of assessment data (Standard IB-3, IIA-1 and IIA-2).

Evidence in Support of Standard IIA

- Item IIA-1. [Board Policy 1200, District Vision, Values, Mission, and Goals](#)
- Item IIA-2. [Board Policy 4000, Standards of Educational Excellence](#)
- Item IIA-3. [P.R.A.I.S.E. Documents](#)
- Item IIA-4. [Annual Report, 2009](#)
- Item IIA-5. [Online Classes @ VVC](#)
- Item IIA-6. [Online Classes @ VVC, Student Readiness Survey](#)
- Item IIA-7. Curriculum Committee Agenda and Minutes
- Item IIA-8. College planetarium Website
- Item IIA-9. [Administrative Procedure 4025, General Education Student Learning Outcomes](#)
- Item IIA-10. [Administrative Procedure 4000, Sustaining Standards of Educational Excellence](#)
- Item IIA-11. Campus Climate Survey 2010
- Item IIA-12. [Board Policy 4035, Academic Collegial Consultation](#)

- Item IIA-13. [Career and Technical Education Programs Advisory Council Handbook](#)
- Item IIA-14. [CTE Program Meeting Notes](#)
- Item IIA-15. [Syllabus for GUID 107, Learning Strategies and Study Skills](#)
- Item IIA-16. [Syllabus for GUID 70, Alternative Learning Strategies](#)
- Item IIA-17. [Board Policy 1202, Institutional Effectiveness](#)
- Item IIA-18. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IIA-19. [Program Review Division Summaries](#)
- Item IIA-20. [Program Review and Budget Development Training, Administrators Edition](#)
- Item IIA-21. [Program Management Flowchart](#)
- Item IIA-22. [CurricUNET @ VVC](#)
- Item IIA-23. [Administrative Procedure 3250, Institutional Planning Systems](#)
- Item IIA-24. [Faculty SLO FAQ & training schedule](#)
- Item IIA-25. [Agreement with Victor Valley College Faculty Association, California Teachers Association, Chapter 1169, CCA/NEA](#)
- Item IIA-26. [Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education](#)
- Item IIA-27. [2010-2011 College Catalog, Programs of Study](#) (page 53)
- Item IIA-28. [Global Citizenship Requirement](#)
- Item IIA-29. [Academic Senate Minutes, April 3, 2008](#)
- Item IIA-30. [Academic Senate Minutes, June 3, 2010](#)
- Item IIA-31. [Academic Senate Approved Documents](#)
- Item IIA-32. [Student Learning Outcomes Assessment FAQs](#)
- Item IIA-33. [Senate-approved definitions of course modes of delivery](#)
- Item IIA-34. [Senate-approved SLO Assessment Report form](#)
- Item IIA-35. [2010-2011 VVC Catalog](#)
- Item IIA-36. [Board Policy 4050, Articulation](#)

- Item IIA-37. Articulation Agreements (UCR and CSUSB)
- Item IIA-38. Region 9 Course Matrix
- Item IIA-39. Administrative Procedure 4020, Process for Program Discontinuance
- Item IIA-40. Board Policy 4030, Process for Program Discontinuance
- Item IIA-41. VVC Faculty Handbook
- Item IIA-42. Board Policy 5500, Standards of Conduct
- Item IIA-43. Administrative Procedure 5220(a), Student Discipline Procedures