

Substantive Change Proposal

For change in location or geographic area served – Establishing an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program

**Regional Public Safety Training Center
19190 Navajo Road
Apple Valley, CA 92307**



**Victor Valley College
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Accrediting Commission of Junior and Community Colleges
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A. Description of and Rationale for the Change

The voters of the High Desert voted to approve Measure JJ in November of 2008. This measure provided sufficient funds to design/build a public safety training center in Apple Valley, one of the communities served by Victor Valley College (VVC). A public safety training center was deemed by the Board of Trustees and the VVC administration to be an important addition to the College's infrastructure. Public safety training, including Emergency Medical Services, Fire Technology, and Administration of Justice courses had previously been offered in a variety of unsatisfactory locations around the main campus. The proposal was to bring all of these programs together into one location which would provide both economy of scale, and a convenient location for students to study and train away from the distractions of the main campus.

Relationship to VVC Mission

These public safety programs provide a public benefit which support regional economic development, meaningful employment of local residents and, therefore, advances the VVC vision, values, mission and goals as established in VVC's Board Policy 1200 (District Vision; **Evidence Item 1**). VVC is seeking approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer 100% of its public safety training programs, including supporting general education courses, at the new Regional Public Safety Training Center (RPSTC) in the fall of 2013.

Reasons for the Change

Approval of Measure JJ for a general obligation bond provided an opportunity to capitalize on an established partnership with other local public agencies. As supporters of the measure, the citizens of the Town of Apple Valley, through their fire chief, made an offer to co-locate a safety training center on property which had been donated by Wal-Mart to the Apple Valley Fire Protection District. As proposed, the center could be used by students enrolled in VVC's fire training program, as well as by fire fighters from local agencies to meet their ongoing training purposes. In order to capitalize on the opportunity to teach in a new facility, VVC elected to co-locate all of their public safety training programs (Fire Technology, Emergency Medical Services, and Administration of Justice) at the RPSTC. By so doing, students have the opportunity to take all the courses needed for employment in the safety and protective services industry within one, fully equipped, state-of-the-art facility.

Relationship to Recommendations

In order to meet the recommendations, Victor Valley College requests that the Substantive Change Committee approve the substantive change proposal for the Regional Public Safety Center, located in Apple Valley, CA, approximately 17 miles from the main campus. In order to demonstrate the need for the proposal to be approved, the College is providing a cross reference to the recommendations:

Recommendation 1: In order to meet the Standards, the College should revise its planning documents to reflect the current mission so that the mission is central to institutional planning and decision making. Furthermore, the College should adhere to its policy of annually reviewing its mission statement and update its Educational Master Plan using its current mission statement. (I.A.3, I.A.4)

In 2008, Victor Valley College was able to obtain approval from the voters in the District for Measure JJ. This measure was justified based on the opportunity to lease a piece of property in Apple Valley which was donated to the Apple Valley Fire Department by Wal-Mart. The decision to build a Regional Safety Training Center on the property leased from the Fire Department then became central to the planning of all public safety courses at VVC. The use of the Public Safety Center for Instruction and community education became a central theme to the following:

- Facilities Master Plan
- Program Review for Fire, Administration of Justice, and Paramedic/EMT.
- Fiscal Plan
- VVC Distance Education Plan
- The Technology Plan

Recommendation 2: As noted in recommendations 1 and 6 of the 2005 Accreditation Evaluation Report, and in recommendations from the reports of 1993 and 1999, and in order to meet the Standards and the Eligibility Requirements, the College should establish and maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (I.B.1, ER19) This process should include:

- *Goals to improve effectiveness that are stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed. (I.B.2)*
- *An evaluation of all programs throughout the College so that it assesses progress toward those goals and ensures that participation is broad-based throughout the College. (I.B.3, I.B.4)*
- *Documented assessment results for all courses, programs, and the institution. (I.B.5, II.A.1.a, II.B.4)*
- *Formal processes to evaluate the effectiveness of its ongoing planning and resource allocation processes. (I.B.6, I.B.7)*
- *Integration of planning with decision-making and budgeting processes to ensure that decisions to allocate staff, equipment, resources, and facilities throughout the College are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data. (I.B.2, I.B.3, I.B.6, III.C.2, IV.B.2.b)*

- *An integration of the total cost of facilities ownership in both the short and long term planning processes. (III.B.1.c) [NOTE: III.B.1.c does not exist; the team probably meant III.B.2.a, given context]*
- *An assessment of physical resource planning with the involvement of the campus community. (III.B.1.a, III.B.2.a, III.B.2.b)*
- *A systematic assessment of the effective use of financial resources, with particular regard to meeting the needs of Library materials and technological resources, and the use of the results of this assessment as the basis for improvement. (II.C.1, II.C.2, III.D.3)*

This recommendation requires that there be an evaluation of all programs throughout the College to assess progress and ensure broad-based participation. In 2008, an extensive evaluation of public safety courses was completed by the faculty and staff of the College. It was determined that the facilities available for the instruction of these classes were entirely inadequate. A new facility would be required if there was to be successful assessment of those programs. A broad-based group of faculty and staff recommended that a new facility be built which could provide for appropriate facilities for the instruction of these programs, and also provide a facility that could be used to train local fire, police, and medical personnel at a fee. The long-term planning goal for the facility is that the facility will become a Center for the College, and will accommodate students for the East and North sides of the Victor Valley.

Recommendation 6: In order to meet the Standards, the College should develop long-term fiscal plans that support student learning programs and services that will not rely on using unrestricted reserves to cover deficits. Additionally, the College should provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution. (III.D, III.D.1.a, III.D.1.c, III.D.2.b, III.D.2.c, Eligibility Requirement 17)

The College is approximately 600 FTES over its reimbursed base enrollments, which cannot be sustained over a long period of time. The College is remaining over cap to ensure that a million dollars in apportionment funds for a medium-sized college continue to be provided. These funds are supporting the needs of students who otherwise would not be able to enroll in classes.

The creation of the RPSTC ensures the continued efficacy of the revenue stream in the future once the center reaches 1000 FTES. At this point, the \$1 million currently being reimbursed due to its base size will be substituted by the revenue from the RPSTC as a state-designated center, and will assist in the creation of a fiscal plan resulting in the College having a balanced budget without the need to rely on reserves.

A further revenue stream which will be available to the College is the use of the state of the art gun range facility by the San Bernardino County Sheriff's department, the California Highway Patrol, Barstow Police Department, and other local and regional police forces. In addition, The College is completing a proposal to train Federal Firefighters at the facility. Currently, Federal Firefighters must go to Arkansas or Maryland for training.

A. Description of Program Offered

Educational Purposes

The vision for the RPSTC is to serve as the main hub of public safety programs that would provide students, employers, and the community with training and educational programs that meet the current and future needs of public safety in this region, as well as across the State and nation.

The RPSTC would combine three areas of public safety training: Administration of Justice, Fire Technology, and Emergency Medical Services. These programs are not new to the District and have been offered on the main campus. Current programs are in need of additional facilities to serve the need within the region. Additionally, new facilities not currently available at the main campus will allow for greater training opportunities and new coursework at the RPSTC. This will provide for a full public safety program.

Only two public safety centers exist in the region (in Palomar and Riverside) that offer something similar to the RPSTC. Those facilities have demonstrated that the dynamic model driving program design at the RPSTC increases training capacities. The RPSTC would provide an environment to develop and implement hybrid curricula and training programs that VVC and local agencies do not currently have.

Continuing education units for professionals in the field, specialized training that responds to public agencies and their staff development requirements, and community services classes would be offered at this site. Distance education modes would be available at the RPSTC to address training and college credit offerings for the High Desert region.

In addition to specialized public safety training, VVC will offer complementary general education curricula to fulfill the requirements associated with the associate degrees embedded in our public safety programs—one of which is transferable to university (A.S., Administration of Justice).

All of the programs located at the RPSTC are currently part of the Health Sciences and Public Safety Division. They are described individually below.

Administration of Justice

The Administration of Justice program is designed to prepare students for careers in law enforcement, corrections, and security at the operational and administrative levels. The Administration of Justice department provides training for State prison correctional officers.

The Administration of Justice department currently offers four major areas of study available to students; law enforcement training academy, corrections training academy, criminal justice studies, and forensic sciences. The following degree and certificates are available: associate in science for Administration of Justice, Administration of Justice certificate, correctional science

certificate, corrections certificate, fingerprint recognition, forensic specialist certificate, juvenile corrections certificate, level II/III modulated basic academy, PC 832 certificate, police technician specialist certificate and school police certificate.

Emergency Medical Services (EMS)

Emergency Medical Technician (EMT)

The emergency medical technician (EMT) program provides the beginning level for response personnel. EMT is the minimum preparation required to work on an ambulance, for a fire department and many other public safety positions. This program is intended as an introductory course to provide students with the basic skills and knowledge required to advance to paramedic training.

Paramedic Academy

The paramedic academy provides students in the Emergency Medical Services (EMS) professions an educational program that is state of the art and dynamic as the services they perform. The requirements and resources set forth by the National Association of EMS Educators (NAEMSE) and the Commission on Accreditation of EMS Programs (COAEMSP) would be fully provided. Obtaining and maintaining continuous accreditation are hallmarks of this program. An educational model that demands constant evaluation for continuous improvement is required.

Fire Technology

The Fire Technology department provides courses and training for students who seek career advancement, certification, and advancement within the fire protection service field. The department offers accredited courses which prepare students with the skills required to pass employment examinations and apply for the Firefighter I Academy. Successful completion from the academy will earn the student a certification that meets the professional standards, as required by the California State Fire Marshal's Office, to become an entry level firefighter.

Victor Valley College is accredited as a Regional Training Facility through the State Fire Marshal's office. This accreditation allows the Fire Technology program to deliver advanced courses for fire officer development, chief officer development and other specialized positions within the fire service. This gives existing employees within the fire protection industry the ability to take advanced courses at the College for promotional opportunities.

The department offers an Associate Degree in Science with a major in Fire Technology. Certificates are offered for firefighter certification, fire prevention officer certification, and fire officer certification.

Other Programs

The public safety programs will expand its program offerings once established in the new RPSTC and as growth and funding allow. An expansion would include coursework for credit, non-credit, or specialized training on topics that include (but are not limited to) the following: emergency medical responder course; defensive driving program, ambulance; a paramedic licensure refresher course; CPR/first aid courses for the community; citizens emergency response team program; noncredit continuing education courses for EMS; an EMS leadership academy; and a paramedic preparatory course. General education courses will also be added as funding allows.

Distance education capacity would exist at the RPSTC and could result in the provision of credit classes, continuing education units, and specialized training to professionals in public safety throughout the region and beyond.

A list of courses offered under each program is attached as **Evidence Item 2**.

B. Description of the Planning Process

Relationship of Change to Institutional Planning Processes and Mission

VVC utilizes an annual program review, planning, and budget development process known as PRAISE (Program Review and Allocations for Institutional Strategies for Excellence). This annual planning process supports VVC's vision, values, mission, and goals as adopted by the Board of Trustees (BP 1200; **Evidence Item 1**), and is aligned to the Educational Master Plan (**Evidence Item 3**).

Assessment of Needs and Resources

The assessment of needs and resources to support the RPSTC started in 2008 with an amendment to the Educational Master Plan in place at that time, which established the need for an educational center located on the east side of the region served. The primary focus of the RPSTC would be on training Emergency Medical Services professions. This new plan spawned the development of a bond measure, which was successfully passed by the voters in November 2008.

The RPSTC is currently supported by the following staff:

Management: 0.2 FTE Educational Administrator (Dean)

Faculty: 16.8 FTEF for Emergency Services; 3.8 FTEF for Administration of Justice; 12.4 FTEF for Fire Technology

Classified: 0.2 Grounds Keeper; 1.0 FTE Custodian; 1.0 FTE Police; 0.2 FTE Administrative Secretary II; 1.0 FTE Instructional Assistant; 0.25 FTE Instructional Program Specialist.

Anticipated Impact on VVC's other Programs and Services

The RPSTC's impact on other programs and services at VVC has been assessed and discussed since its inception in 2008. Other programs will benefit from the use of the facilities vacated by the programs that will be housed at the RPSTC full-time upon approval of this proposal. Furthermore, development of student support services at the RPSTC is an integral part of the VVC Distance Education Plan, evidencing thorough consideration and planning to meet the needs of students at the RPSTC.

Statement of Intended Benefit

Intended benefits include satisfying the national need for new Emergency Medical Services personnel, as well as ongoing training of such personnel. The intended benefits of this program to students are to develop skilled workforce members for the Emergency Medical Services occupation, as well as to prepare them from transfer to 4-year institutions. Those students, in turn, will personally benefit by earning the expected wages and industry recognized certificates or degrees available through the programs housed in the RPSTC.

Description of Preparation and Planning for Change

In addition to the past 8 years of gradual development and systematic strategies to establish the RPSTC along with key regional partners, VVC's last 2 master planning cycles identified public safety training as a priority. As discovered during the accreditation self-study process recently completed in preparation for its last comprehensive visit in March 2011, VVC has experienced many changes both within and outside of the institution. In response to such changes, VVC has realized the importance of partnering with local community organizations, other educational segments and public agencies to meet shared our regional needs for workforce and economic development. The RPSTC represents the culmination of many years of co-planning with county and local entities.

C. Analysis and Provision of Resources to Ensure Quality

Evidence of Adequate and Accessible Student Support Services

The main campus provides administrative oversight and critical student support services, safety and security, and facilities and maintenance to the Regional Public Safety Training Center (RPSTC). RPSTC students have full access to the essential student services functions of Victor Valley College such as Admissions and Records, Orientation, Assessment, Financial Aid, Academic Advising, Counseling, Career and Transfer services, and student support services including CalWORKS, Extended Opportunities Program and Services/CARE, and Disabled Student Programs and Services.

A description of student services offered is displayed on digital signage at the Center. The student services programs available to Victor Valley College students at the RPSTC include the following:

Admissions. The admissions process is available online via CCCApply, an internet based application portal. Once enrolled, students may register for classes, pay their fees, and update their contact information via WebAdvisor – a student web portal provided by the District. Students may access the academic calendar, important deadlines, online forms, and general information on the Admissions and Records website. In addition, students can view grades and order transcripts online.

Orientation. All students may use an online scheduling tool to schedule an in-person orientation. Students may also complete their orientation online at <http://www.vvc.edu/offices/admissions-records/online-new-student-orientation.shtml>.

Assessment. All students may use an online scheduling tool to schedule an appointment for their assessment test. Students may schedule to take their assessment test at the RPSTC.

Financial Aid. All students have access to financial aid information through the financial aid website. Information includes instructions on the process and online video tutorials. Federal financial aid applications are available online. A part-time financial aid advisor is available at the RPSTC by appointment to answer general questions. Students have access to financial aid specialists on the Victor Valley College campus for more in depth and/or personal assistance.

In the spring of 2012, the Financial Aid Office implemented the Higher One debit Card. This system allows financial aid disbursements to be deposited directly to a debit card or transferred to the student's bank account. California Residents can also apply for the Board of Governors' Fee Waiver online via the FAFSA application.

Academic Advising, Counseling, Career and Transfer. A part-time Victor Valley counselor provides academic advising and counseling by appointment at the RPSTC throughout the academic year. The Victor Valley College Transfer Center's website provides RPSTC students access to information on events, transfer FAQs, university representative schedules, CSU, UC and private university counseling information sheets, transfer requirements, AA-T/AS-T degree information, TAG agreements, scholarship opportunities and a link to a career exploration website.

Support Services. A part-time VVC counselor performs initial assessments and makes referrals to the main campus for EOPS/CARE, CalWorks and DSPS services including learning disability assessment, test proctoring, and specialized tutoring. The budget for these services is provided through the general fund and categorical budgets.

Evidence of Sufficient and Qualified Faculty, Management, and Support Staff

Administrative Procedure 7120, Recruitment and Hiring Procedure (AP7120; [Evidence Item 4](#)) addresses the District's recruitment and hiring of all employees with the exception of full-time

faculty. The Full-time Faculty Hiring Procedures Agreement between the Faculty Senate and Victor Valley Community College District (**Evidence Item 5**) addresses the hiring of full-time faculty. The agreement for the hiring of full-time faculty was approved by the Board of Trustees in March 2003.

Both documents ensure that the District meets the minimum qualifications set forth by the State and ensures that adequate recruitment is provided to ensure a fair and equitable opportunity for those who can demonstrate they hold the qualifications to apply for positions at the College.

Positions requiring special licensing, degrees, or certification are advertised in the position openings and documentation must be submitted to be considered for employment. Faculty positions require that applicants meet the minimum qualifications; hold a credential that allows teaching in the particular discipline; or the equivalent. For equivalency, the Academic Senate is responsible for its review and approval, with final approval by the Board of Trustees.

For academic year 2010-2011, the Public Safety Programs at the Regional Public Safety Center served 598.09 FTES in the following areas:

- Administration of Justice - 210.66
- Emergency Medical Services (EMS) - 234.08
- Fire Technology - 153.35

The following is the current organization structure of the program which provides adequate staffing to support the students attending programs at the Regional Public Safety Training Center:

- Management - Dean of Health Sciences and Public Safety, 0.2 FTE
- Full-time faculty - Regional Center Facilitator is a non-instructional assignment for an existing full time faculty; EMS Instructors, 3 FTEF; Administration of Justice Instructor, 1 FTEF; Fire Technology Instructor, 1FTEF
- Part-time faculty - EMS instructors, 13.8 FTEF; Administration of Justice instructors, 2.8 FTEF; Fire Technology instructors, 11.4 FTEF
- Classified – Grounds Keeper, 0.2 FTE; Custodian, 1FTE; Campus Police, 0.5 FTE morning shift, 0.5 FTE evening shift; Administrative Secretary II, 0.2 FTE; Instructional Assistant, 1 FTE; Instructional Program Specialist, 0.25

Evidence of Fiscal Resources, Appropriate Equipment and Facilities

As shown on **Evidence Items 6 through 8**, VVC has made a substantial investment in equipment and facilities at the RPSTC.

Evidence of Plan for Achievement of Outcomes, Student Success, Retention, and Completion

The public safety programs housed at the RPSTC follow an evaluation plan that assesses efficiency and effectiveness using key indicators consistent with federal requirements (Title IC, a/k/a "Perkins"), State accountability measures (Accountability Report for Community Colleges, a/k/a "ARCC"), and VVC program review and institutional outcome measures. Data may include but are not limited to those listed below. See **Evidence Item 15** for most recent assessment results.

- Total participants served;
- Total number of participants beginning education/training activities;
- Total number of participants completing education/training activities;
- Total number of participants who complete education/training activities that receive a credential;
- For participants who complete education/training activities that receive a credential, identify the type(s) of credential to be received and the total number of credentials to be received for each type identified;
- Total number of credentials received for all participants. This outcome refers to participants who complete education/training activities that receive a credential, and any additional credentials received;
- Total number of participants who complete education/training activities and who enter unsubsidized employment. This outcome category includes individuals who are employed when they begin education/training activities and enter a new position of employment after completion education/training activities, even if the new position is with the same employer, as long as the individuals use the same competency or competencies they acquired through education/training activities in their new position;
- Total number of participants who complete education/training activities and who are placed into unsubsidized employment who are employed in the first and second quarters following initial placement;
- Total number of participants who complete education/training activities and who enter training-related unsubsidized employment. This outcome includes individuals who are employed when they begin education/training and enter a new position of employment after completion of education/training activities, even if the new position is with the same employer, as long as the individuals use the competency or competencies they acquired through education/training in the industry or occupation on which the grant-funded education/training focused.

- Total number of participants who complete education/training activities and who enroll in further education on the same career pathway.

Presently, all three disciplines in the Public Safety Department conduct regular faculty and staff meetings. Evidence of these meeting agendas and minutes are uploaded into SharePoint and are readily available for viewing. Common discussion and action points include Student Learning Outcomes (SLO), Program Learning Outcomes (PLO) & assessment proficiency amongst faculty as a means to drive our processes and increase student success and proficiencies.

Additionally, all three disciplines are required to hold external Advisory Committee meetings at least annually. These carefully assembled committees provide oversight, vision and accountability to the programs and assist in driving best practices in curriculum delivery.

At the termination of each course and semester, SLO assessment data is uploaded into TracDat. Evidence of all internal meetings, advisory committee meetings, department chair meetings and division meetings are available in SharePoint.

Summary of Goals and Schedule for Evaluation Activities

The overarching evaluation goal for program reviews conducted at VVC is to articulate program activities in order to understand the reasons driving those activities, and making sure the allocation of time, effort and material resources are having the impacts intended such as:

1. program outreach and marketing efforts have increased numbers of student prospects;
2. instructional program has prepared students for certification and employment in terms
3. of knowledge acquired and skills developed;
4. access to the program and its services are equitable so that disadvantaged populations are not unduly disproportionately impacted (pursuant to matriculation regulations); and
5. program activities are having their intended impacts in as efficient manner as possible.

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| <p><u>Core Indicators for Federal Career Technical Education Funds</u></p> |
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| <p><i>(Title IC a/k/a "Perkins")</i></p> |
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|--|
| <p>Technical Skills Attainment Credential, Certificate, or Degree Earned Student Retention or Transfer Student Placement (military, transfer, or employment) Nontraditional Student Participation Nontraditional Student Completion</p> |
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Evaluation Timeline

The timeline of the evaluation for this program will follow established institutional practices. VVC conducts program reviews on an annual basis as part of their planning and budget development cycle. As a career technical program, the proposed program will additionally participate in planning for Perkins allocations in order to develop a comprehensive budget (unrestricted and restricted funds). The VVC annual cycle begins in the fall with program review, followed by planning in early Spring, and budget development in late Spring. Career technical programs have additional procedures to address Perkins allocation along with their planning and budget development process.

D. Internal and External Program Approvals

Statement of Internal Approvals

The proposed location has been formally identified as a proposed center since 2008. As shown on the course outlines of record (attached as **Evidence Item 9**), curricula for the courses to be offered at the proposed center were most recently approved through VVC's curriculum approval process in 2007, 2008, 2009, 2010, and 2011 and have been approved by the Board of Trustees and the Chancellor's Office.

Legal or Other Regulatory Requirements

Location approval was granted by the California Community College Chancellor's Office in 2009, 2010, 2011 and 2012 (**Evidence Item 10**). In addition, every municipality in the VVC serving area has resolved to support the location of the RPSTC (**Evidence Item 11**).

Statement of Board of Trustees Approval

VVC's Board of Trustees has set the general direction for College programs through Board Policy 1200, District Vision, Values, Mission and Goals (**Evidence Item 1**). In addition to establishing an administrative procedure to fulfill that policy that specifies PUBLIC SAFETY as a District priority, the Board of Trustees confirmed its approval of this program by several board actions: A resolution approving the location dated April 14, 2009 (**Evidence Item 12**) and a Board of Trustees item dated January 15th, 2013 approving the location and the courses to be offered at the location (**Evidence Item 13**).

E. Meeting Eligibility Requirements

1. Authority

VVC is authorized to operate as an educational institution and award degrees under the auspices of Victor Valley Community College District. Such authority is granted under the California Education Code, and the College has been officially recognized by the California Community College Chancellor's Office since 1961. The College is regulated by a Board of Trustees and is accredited by the Western Association of Schools and Colleges and other specialized accrediting agencies. Educational quality of the programs will be regulated by several entities:

Table 1. Professional Accrediting Bodies.

| Administration of Justice | Emergency Medical Services | Fire Technology |
|--|-----------------------------------|---|
| State Training Corrections (STC) | Paramedic Accreditation Agency | California Office of the State Fire Marshal |
| Police Officers Standard Training (POST) | | International Fire Service Accreditation Congress (IFSAC; in process) |

VVC will maintain primary academic control and authority over the RPSTC, ensuring compliance with all regulations and standards.

2. Mission

VVC’s current mission was developed through a campus-wide collegial process and was revised by the Board of Trustees in 2007. Goals were recently updated in 2011, followed by revision to Board Policy 1200 (District Vision; **Evidence Item 1**). The statement as adopted clearly defines our institutional commitment to the achievement of student learning, and the related mission-critical priorities related to our institutional effectiveness pursuant to Administrative Procedure 1202.

3. Governing Board

The Board of Trustees of Victor Valley Community College District is comprised of five elected members in addition to one student trustee. The Board is responsible for maintaining the quality, integrity, and financial stability of VVC through its policy-setting function. Trustees are evaluated, and comply annually with the State’s Conflict of Interest Code to demonstrate that they have no personal financial interest in the institution. As a governing board, the direction and priorities for the College that ensure its institutional effectiveness have been identified by the Board of Trustees and adopted via Administrative Procedure 1201 (**Evidence Item 14**)

4. Chief Executive Officer

VVC’s Superintendent/President is appointed by the Board of Trustees and serves as the Chief Executive Officer responsible for oversight of all programs and for the administration and operation of the College.

5. Administrative Capacity

VVC has sufficient number of administrators to supervise the programs and services established in accordance with the VVC mission statement. All administrators are selected using District guidelines and are qualified by education and experience to perform their assigned duties. The administrator in charge of the RPSTC is the Dean of Industrial Technologies, Health Sciences, and Public Safety.

6. Operational Status

VVC enrolls approximately 18,000 full and part-time students in a variety of courses leading to two-year degrees, certificates, and transfer to four-year colleges and universities.

7. Degrees

Overall, VVC offers 23 degree programs. Students may also earn certificates of achievement and/or proficiency. Certificate and degree opportunities and transfer courses are clearly identified in the VVC catalog. Several awards can be earned in the programs housed at the RPSTC:

- Administration of Justice, A.S.
- Administration of Justice Certificate (CA¹)
- Corrections Certificate (CP²)
- Fingerprint Recognition and Classification Certificate (CP)
- Forensic Specialist Certificate (CP)
- Law Enforcement Modulated Course Level II Certificate (CP)
- Law Enforcement Modulated Course Level III Certificate (CP)
- Module A Reserve Academy Firearms Only Certificate (CP)
- PC 832 Law Enforcement Course Certificate (CP)
- Police Technician Specialist Certificate (CP)
- School Police Course: PC 832.3 Certificate (CP)

- Emergency Medical Services, A.S.
- Emergency Medical Technician I (Ambulance) Certificate (CP)
- Emergency Medical Technician (Refresher) Certificate (CP)
- Paramedic Certificate (CP)

- Fire Technology, A.S.
- Fire Company Officer Certificate (CA)
- Fire Fighter Certificate (CA)
- Fire Prevention Officer Certificate (CA)

¹ Certificate of Achievement

² Certificate of Career Preparation

8. Educational Programs

The programs housed at the RPSTC comply with regulations set forth by our regional accreditor (ACCJC) as well as professional accreditors shown in Table 1 above. These programs are also consistent with VVC's mission and with recognized fields of study in American higher education. Each award program is sufficient in content and length, and maintains appropriate levels of rigor and quality pursuant to VVC's board-adopted policy on program, curriculum, and course development; more importantly, program components adhere to rigorous industry standards in terms of content, pace, sequence, and assessment of skills/student learning.

9. Academic Credit

VVC awards academic credits based on Carnegie units, a standard generally accepted practice in degree-granting institutions of higher education. Board-adopted policies on transfer and award of credit are described in the VVC catalog. The VVC programs housed at the RPSTC uphold these established standards for academic credit while simultaneously fulfilling requirements of other relevant regulatory agencies.

10. Student Learning and Achievement

VVC defines and publishes regularly updated program educational objectives in its catalog, in occupational brochures, and in instructional and departmental planning documents. In addition, student learning outcomes for general education, for some programs, and for all courses have been developed, and course learning outcomes are included in each Course Outline of Record. Student learning and its assessment specific to the programs housed at the RPSTC will follow the prescriptive regulations set forth by relevant accrediting bodies for assessment and documentation of skills and knowledge students acquire in the program. A combination of locally developed and other methods of assessment have been and will continue be used (**Evidence Item 15**).

11. General Education

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge pursuant to Title 5 of the California Code of Regulations, §55806. The quality and rigor of these courses are consistent with academic standards appropriate to higher education. The general education component of the programs housed at the RPSTC conforms to Title 5 §55063 requirements for the Associate Degree and meets the California State University General Education breadth requirements and the University of California Intersegmental General Transfer Curriculum (IGETC) requirements. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

12. Academic Freedom

VVC has a Board-adopted policy on academic freedom that empowers faculty to exercise their responsibility for academic and professional matters, and to freely examine and test all knowledge appropriate to their subject matter as deemed appropriate by the academic community in general. VVC maintains a collegial climate in which intellectual freedom and independence exist in the service of student learning, regardless of location (on campus, off campus or online).

13. Faculty

VVC has a core of qualified and experienced full- and part-time faculty to support all of its educational programs. A statement of faculty professional responsibility for curriculum review and learning assessment is included in a board-adopted policy and accompanying administrative procedures on educational excellence. Faculty members specific to this program have extensive backgrounds not only as instructors but as Emergency Medical Services personnel. Each takes prides in integrating hands-on experiences with “real world” discussions about how to learn, how to work, and how to contribute meaningfully to society.

14. Student Services

VVC provides appropriate student services and programs that address the needs of a diverse student population regardless of the location or method of instruction. These services include Admissions and Records, Counseling, Orientation, Assessment, Financial Aid, Matriculation, Extended Opportunity Program and Services (EOPS), programs and services for students with disabilities (DSPS), Transfer and Career Services, Cal-WORKS, and services for veterans. RPSTC students have open access to a computer lab at the site that provides access to several resources:

Online Processes. Students may apply, register for classes, order transcripts, apply for financial aid and access a range of Admissions and Records and Financial Aid forms online.

Online Orientation. An online orientation to Victor Valley College is offered at: <http://www.vvc.edu/offices/admissions-records/online-new-student-orientation.shtml>.

Online Scheduling. Students may schedule an assessment test appointment, a counseling appointment, or a student success workshop online at: <https://appointments.vvc.edu>. Counseling is available to all students, on a “by-appointment” or “drop-in” basis at the RPSTC and at the main campus.

The Victor Valley College Student Services Division has completed service area outcomes that have been assessed and are currently included in program review, process improvement, planning and budgeting. Service area outcomes are designed to assess the overall effectiveness of student services programs without regard for location.

15. Admissions

Admissions requirements are published in the VVC catalog and on the website, and the qualifications for admission are clearly stated.

16. Information and Learning Resources

As with online student support services, VVC also provides access to information and learning resources to support student learning. On campus, the library provides a wide range of print material, books, periodicals, newspapers, and access to a comprehensive array of electronic databases. Other learning resources include the Advanced Technology Center and various labs and skill centers across campus that support instruction in writing, mathematics, ESL, foreign languages, and other specific programs. In addition to these on campus resources, students will have access to a wide range of services online from the computer lab at the RPSTC and/or from their own homes.

17. Financial Resources

VVC is funded by local property taxes and State apportionment. A Board-approved budget is developed on an annual basis following College program review processes. Grants from a variety of sources enhance the ability to provide programs and services for students, faculty and staff. Currently, this program's first year of operation will receive generous support from federal funds VVC receives for the purpose of improving upon career technical education (CTE). Furthermore, several grants have been submitted and are under review to enable more enhancements to this program and other programs on campus with off-site students. The program's anticipated enrollments will sustain its base costs.

18. Financial Accountability

VVC undergoes regular external audits by a firm of certified public accountants, the findings of which are reviewed annually by the Board of Trustees. This includes general funds in addition to categorical- and grant-funded programs such as those used in part to seed the programs. Two significant forces for accountability specific to this program are included in Title 1C (aka Perkins), which has very prescriptive demands on how funds are used and how those activities are planned and reported. The most recent audit completed for fiscal year 2012 showed no qualified, material findings.

19. Institutional Planning and Evaluation

The RPSTC and the programs housed there have been part of VVC's Educational Master Planning processes since 2007. In May 2011, the Board of Trustees identified four goal areas on which VVC will focus in the coming years: (1) fiscal stability; (2) student success; (3) responding to accreditation; (4) image. Establishing the RPSTC contributes to student success by enabling opportunities to prepare for high demand, high wage, technical careers. It will also

contribute to the VVC image by meeting demonstrated need of the communities we serve. Given that demonstrated need, commitment of resources to date by VVC and by the County of San Bernardino to this program, and recent Board of Trustees actions in support of this program, it is anticipated this program will be reaffirmed through the next educational master planning process for expansion and development.

20. Integrity in Communications with the Public

VVC's mission statement is published in the catalog and the website. Both the catalog and website also include critical information for students regarding degrees and curricular offerings, student fees, financial aid, refund policies, student grievance procedures, non-discrimination policy, admissions policies, information about transfer requirements, and academic credentials of faculty, staff and administration. Additional information about organization and leadership, including the names of the members of the Board of Trustees, is published on the VVC website. These documents will be distributed to RPSTC students along with information about the VVC website and the services available therefrom.

21. Integrity in Relations with the Accrediting Commission

The Board of Trustees provides assurance in its policies and actions, and in its validation of this substantive change proposal that VVC adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC).

F. Meeting ACCJC Policies and Standards

The following is a summative assessment of how well VVC meets the standards as a whole and the anticipated impact the RPSTC will have on VVC's performance on the standards. In recent years VVC has actively addressed and resolved ACCJC recommendations from its comprehensive visit in March 2011—all in the midst of significant organizational changes. As a result, while VVC meets all the accreditation standards, several opportunities for improvement were identified in three of the four standards. Expansion of programs in critical career technical pathways like emergency response and public safety will not adversely impact VVC's capacity to continue to meet the standards.

Standard I: Institutional Effectiveness and Mission

Institutional Mission

VVC's current mission statement was adopted by the Board of Trustees on October 9, 2007 as Board Policy 1200, and was most recently updated in August 2011 (**Evidence Item 1**). The current Educational Master Plan is readily supported by the RPSTC and the programs housed there.

Improving Institutional Effectiveness

Substantial internal and external changes drove the development and adoption of the current Educational Master Plan, recently completed last year (**Evidence Item 3**). In addition, recent improvements to annual program review, planning, and resource allocation processes have operationalized specific links to the Educational Master Plan which enables us to assess VVC's progress on District priorities. Development of an "institutional effectiveness (IE) scorecard" (**Evidence Item 16**) also provides a systematic approach for gathering, analyzing, and communicating progress on institutional effectiveness to the community, thereby facilitating plans for improvement. The first such IE scorecard will be compiled following the conclusion of this year's program review and planning cycle.

Standard II: Student Learning Programs and Services

Instructional Programs

The RPSTC and related program by design utilize learning assessment and instructional strategies designed to provide feedback to students and teachers that will improve learning. In addition, instructional content and assessments must comply with professional accrediting bodies. These required practices, in addition to the locally (instructor-) developed methods, are indeed systematic and have a proven track record in other career technical programs at VVC. Hence, addition of the RPSTC to VVC's current offerings will be a positive move in the direction of progressive, effective practices for educational institutions in the 21st century.

Student Support Services.

College faculty and staff work to ensure that student services are available equally to students regardless of the location or method of instruction of the courses they take. An online orientation to Victor Valley College is offered at: <http://www.vvc.edu/offices/admissions-records/online-new-student-orientation.shtml>.

Students may schedule an assessment test appointment, a counseling appointment, or a student success workshop online at: <https://appointments.vvc.edu>. Counseling is available to all students, on a "by-appointment" or "drop-in" basis at the RPSTC and at the main campus.

The VVC Student Services Division has completed service area outcomes that are currently assessed and included in program review, process improvement, planning and budgeting. Service area outcomes are designed to assess the overall effectiveness of student services programs without regard for location.

Library.

The library must continue to meet the learning needs of a growing student population by providing adequate access to high quality information resources and computer technology. As off-campus learning centers are developed, the library must plan to provide seamless access to information resources for off-campus students. Simultaneously we are dealing with challenges related to budget reductions to the online and printed collections and staffing deficiencies resulting from a full-time faculty librarian vacancy. The library will use institutional planning processes for program review to request replacement of the full-time faculty librarian position, a designated library department chair, and general fund budget restoration for library materials. The library will implement an assessment program that will be used to improve student learning, library instruction and services, and the collection. At this time, the impact the addition of the RPSTC has on library resources will be mitigated through the use of alternative resources specifically allocated to seed new programs. In addition, specialized library resources needed by RPSTC students are already available at the school site, given it is an established training facility; online resources are also available to students wherever they have access to the internet.

Learning Resources.

VVC provides access to information and learning resources to support student learning at the RPSTC online. On campus, the library provides a wide range of print material, books, periodicals, newspapers, and access to a comprehensive array of electronic databases. Other learning resources include the Advanced Technology Center and various labs and skill centers across campus that support instruction in writing, mathematics, ESL, foreign languages, and other specific programs. In addition to these on campus resources, students will have access to a wide range of services online from the computer lab at the RPSTC and/or from their own homes.

Standard III: Resources

Human Resources.

VVC is faced with meeting hiring priorities and training staff with increasing budgetary challenges and retirements of experienced faculty and staff. VVC must take steps to streamline processes with fewer staff due to budget constraints and provide appropriate training to ensure that employees are current in their professions. The addition of the RPSTC will provide another competing demand for faculty; however, the program should remain a Board priority and, therefore, will be a hiring priority.

Physical Resources.

VVC's Facilities Master Plan is a living document and will continue to be a work in progress; therefore, these planning documents need to be flexible. Through annual evaluation, these planning tools help to ensure effectiveness and accuracy of the needs of the students, faculty, and

staff. To improve efforts to meet the legal requirements for holding regular safety meetings, the Environmental Health and Safety Committee has implemented nine Cal-OSHA mandated programs through its insurance carrier. These two areas of improvement will not be impacted by adding the RPSTC to VVC's physical plant. Although the program requires specialized facilities, it will be housed at SCLA and maintained by the SCLA Authority at no charge to VVC.

Technology Resources.

The District realizes the critical importance of communication and technology systems in providing equal service to students at the RPSTC. The District has deployed a proprietary microwave communication system to connect RPSTC to the main campus. This system provides connectivity for voice and digital communication. The District has also developed Mac and PC computer labs for students' use and maintains these systems in a similar fashion as the labs on the main campus. Videoconferencing equipment provides an alternative option to driving to attend meetings or for instructional collaboration between the two locations. The District has invested in the latest technologies by providing a number of mannequins for the EMT program. A real time video broadcast system transmits student activities from the labs and "Cert City"—a simulation facility for conducting true-to-life urban disaster training scenarios. The broadcast system enables students and faculty members in lecture halls to observe fellow students respond to these simulated training situations—a powerful teaching and learning tool. RPSTC is technologically well-equipped and the District is committed to maintaining these systems in the future.

Financial Resources.

VVC operates on a balanced budget will continue to do so in the future. In order to achieve this, VVC has implemented cost cutting measures to reduce expenses. For the RPSTC, additional fiscal resources have been allocated to cover operations in the areas of custodial, security, clerical, maintenance and operations, and technical staff. As the instructional programs transition to the RPSTC, the District will assign additional resources to provide students and administrative services proportionate to the increased instruction at the site as indicated in the 3 phase budget in Section G below.

Standard IV: Leadership and Governance

Decision-Making Roles and Processes.

Participative governance structures at VVC were formalized in 2007 and have since been implemented. Results from the Campus Climate Survey 2010 indicated a review of established administrative procedures was needed to make the necessary improvements to both campus climate and in participative governance operations. The College's efforts to address these improvements must be consistently applied and expected as *the new norm* by each member of

the College workforce in order to hasten the College's transition to a transparent, more trusting and trustworthy, organization. Decision-making roles and processes need to be well understood across campus, and equitable access by all members of the VVC workforce to those processes must be safeguarded. The proposed addition of the RPSTC will not unduly impact VVC's decision making roles and processes. Ensuring representation of the RPSTC in the participative governance process will be the responsibility of the assigned Dean or his/her designee.

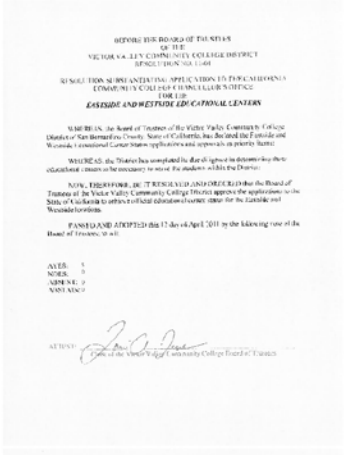
Board and Administrative Organization.

The District has a 5-member Board of Trustees elected at large. Each member serves for 4-year staggered terms. Board and Administrative Organization will not be impacted negatively by the addition of the RPSTC as current structures in place will ease integration of the facility into current operations. A graphic depiction of the organizational structure focused on the RPSTC and its programs is provided in Section G below.

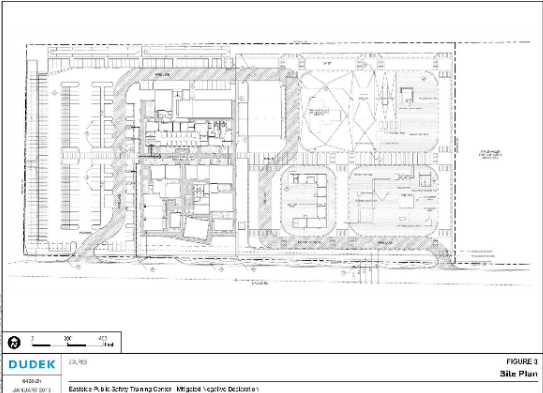
G. Other Information: Elements for Inclusion in Selected Substantive Changes – New Campus or Additional Location

(double click on document to open as separate file)

1. Board Resolution, and Memorandum of Understanding with Apple Valley Fire Protection District for RPSTC, and Ground Lease



2. Floor and Site Plans



3. Operating Budget and Analysis

| | PHASE 1 | PHASE 2 | PHASE 3 |
|--------------------|-----------|-----------|-----------|
| Construction | 1,000,000 | 2,500,000 | 1,500,000 |
| Equipment | 500,000 | 1,000,000 | 750,000 |
| Operating Expenses | 1,500,000 | 3,000,000 | 2,250,000 |
| Revenue | 1,000,000 | 2,000,000 | 1,500,000 |
| Net Cost | 1,000,000 | 3,500,000 | 2,500,000 |

4. Class Schedule excerpt for RPSTC

Section Selection Results
For Additional Information, click on Section Name or Title Row

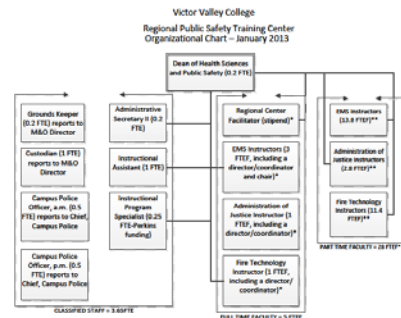
| Year | Module | Section | Location | Meeting Information | Prereq. | Units | Days | Time | Days | Time |
|------|--------|-----------|----------|---------------------|---------|-------|------|------|------|------|
| 2013 | | RPSTC 101 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 102 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 103 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 104 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 105 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 106 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 107 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 108 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 109 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 110 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 111 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 112 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 113 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 114 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 115 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 116 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 117 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 118 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 119 | ... | ... | ... | ... | ... | ... | ... | ... |
| 2013 | | RPSTC 120 | ... | ... | ... | ... | ... | ... | ... | ... |

https://webhome.pro.edu/~tad/Admsr/~/Admsr/~/TOR/2012-13-14/RPSTC/2012-13-14

5. Map, RPSTC in relation to main campus



6. Organizational Chart



* Department chair, director/ coordinator and facilitators are selected following the provisions of the contract for non instructional assignments.
 ** based on spring 2013 approximate number of part-time faculty:
 • EMS - 23
 • Administration of Justice - 10
 • Fire Technology - 25

H. Other Supporting Evidence

- Item 1. [Board Policy 1200, District Vision](#)
- Item 2. [List of Courses for Administration of Justice, EMS, and Fire Technology](#)
- Item 3. [Educational Master Plan 2012](#)
- Item 4. [Administrative Procedure 7120, Recruitment and Hiring Procedure](#)
- Item 5. [Full-time Faculty Hiring Procedures Agreement](#)
- Item 6. [RPSTC Equipment List](#)
- Item 7. [Map of RPSTC physical plant](#)
- Item 8. [RPSTC Budget](#)
- Item 9. [Course Outlines of Record](#)
- Item 10. [CCCCO approval of RPSTC location](#)
- Item 11. [Support of RPSTC by municipalities](#)
- Item 12. [April 14, 2009 Board resolution approving location](#)
- Item 13. [January 15, 2013 Board approval of location and courses](#)
- Item 14. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item 15. [Results of evaluation of student learning and achievement in RPSTC disciplines](#)
- Item 16. [Draft of VVC Institutional Effectiveness Scorecard metrics](#)