

# **VICTOR VALLEY COLLEGE**

18422 Bear Valley Road, Victorville, CA 92395



## **FOLLOW-UP REPORT #3**

This report summarizes resolution of the ACCJC Evaluation Team Recommendations made on the basis of the April 19, 2012 site visit

**October 15, 2013**

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## Certification of Follow-Up Report #3

We certify that this Follow-Up Report #2 accurately reflects the nature and substance of the College with respect to the Commission recommendations it has been asked to address, and that there was broad participation in the preparation of this Report.

Signed:

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| Peter Allan<br>Interim Superintendent/President, Victor Valley College | Date |
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| Lorrie Denson<br>President, Board of Trustees, Victor Valley Community College District | Date |
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| Peter Maphumulo<br>Vice President, Instruction and Student Services and<br>Accreditation Liaison Officer, Victor Valley College | Date |
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| Tracy Davis<br>President, Academic Senate, Victor Valley College | Date |
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| Frederick Board<br>President, California School Employees Association Chapter 584<br>Victor Valley College | Date |
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| Evelyn Blanco<br>President, Associated Student Body, Victor Valley College | Date |
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## Statement on Report Preparation

This 3<sup>rd</sup> Follow-Up Report was prepared by the Accreditation Liaison Officer (ALO) and a steering committee that gathered information from all College constituents, including full and part time faculty, classified staff, students, and managers/administrators. The members of the steering committee are shown below:

- Tracy Davis, Professor, History and Academic Senate President
- Lisa Harvey, Professor, Biology and SLO Assessment Facilitator
- David Gibbs, Associate Professor, Biology and Chair, SLOA Committee
- Jessica Gibbs, Associate Professor, Biology and Chair, Instructional Program Review Committee
- John Sweet, Professor, Automotive
- Dave Oleson, Assistant Professor, Paramedic
- Mark Clair, Institutional Research Coordinator and Chair, Non-Instructional Program Review Committee
- Virginia Moran, Executive Dean, Institutional Effectiveness
- Gh Javaheripour, Vice President, Administrative Services
- Peter Maphumulo, Executive Vice President/Accreditation Liaison Officer (ALO)
- Peter Allan, Superintendent/President

Drafts of this report were posted on SharePoint for review and edited by members of the Steering Committee. A consultation draft was posted on the College website on October 1, 2013. The final report was approved by the Board of Trustees at its regular monthly meeting on October 8, 2013.

The final report was disseminated to the College community on September 30, 2013 and posted on SharePoint along with all evidence files. The ALO asked all recipients to review the report for accuracy and to send in specific suggestions for correction wherever needed.

The ALO and steering committee reviewed all the feedback received and incorporated it as appropriate into each draft. The Cabinet reviewed drafts and made corrections as deemed necessary. The final report was reviewed and discussed by the College Council at its October 4, 2013 meeting, after which the ALO distributed the final Report to the entire campus community and posted it on the SharePoint portal, along with the updated evidence files. The Board of Trustees received and reviewed the final Report in preparation for its November 4, 2013 site visit.

# Responses to the Commission Action Letter

## Team Recommendation 2: Integrated Planning and Continuous Improvement

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 dialog 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)

## **Resolution, Analysis, and Evidence**

### **Conclusion from Team Report, 11/7/2012**

*“The College has made very substantial progress on this recommendation just in the past few months. There remains work to be done, but the team is confident that with continued focused effort, the planning issues identified by the 2011 accreditation visiting team will be resolved.”*

### **Response Letter from ACCJC, 2/11/2013**

*“With regard to Recommendation 2 above, the commission noted that Victor Valley College has continued to refine program review and planning process (sic), though there is still work to do. The College has adopted a definition of programs, created a list of programs to undergo program review, and established a cycle for review. The College has moved from a six-year to three-year cycle for instructional program review and a one-year cycle for non-instructional programs. The College has created a handbook of procedures and timelines for program review. There remains, however, some confusion regarding the definition of a program and also the non-instructional programs to be reviewed. Another remaining issue is that most instructional program reviews do not currently include assessment reporting. Assessment was a required portion of the existing program review process, but according to the Follow-Up Team Report most programs only report assessment definitions and plans, and little assessment information itself (see also Recommendation 3).”*

At Victor Valley College, the role of program review as a vehicle for planning and continuous improvement goes far beyond the immediate purpose of assurance and compliance with the ACCJC’s eligibility requirements. Program Review and integrated planning have been utilized as instruments for documenting continuous improvement in support of the College’s mission and strategic priorities. The following actions do not document an exhaustive list of all the efforts the College has carried out in response to the ACCJC’s requirements and to its own desire to learn, evolve and improve. However, these actions and events concisely document with compelling evidence an institution on a clear path to sustainable effectiveness. Therefore, these actions provide a representative sample of key performance indicators undertaken in a cross-section of the College units.

Recommendations 2, 3 and 6 have irreducible similarities and reciprocity features. Therefore, the responses to the three recommendations will have alliterative and overlapping elements. Recommendation 2 is a core that binds the other two recommendations since it embodies all the traits of institutional effectiveness. As mentioned above, the concept of program review at the College has been a central point of reference for decision making and improvement of the College’s future capabilities for many years. Following the Commission’s Action Letter, the College focused on (1) establishing clear definitions of a program for program review purposes; (2) creating an approved list of instructional and non-instructional programs to be reviewed; and (3)

ensuring that all program reviews conducted include defined outcomes, assessment results, and the application of these elements to needed improvements.

### **Clarifying the Definition of “Programs”**

In response to the ACCJC’s identified deficiencies, the Academic Senate’s Instructional Program Review Committee (IPRC) made a recommendation to the Academic Senate to revise the definition of an Instructional Program. The previous definition was:

*An instructional program is defined as a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education (Senate approved on December 1, 2011). [R2-1]*

Under the previous definition, all disciplines were defined as a program. This definition was not only ponderous, but it was too ambiguous since a number of disciplines do not offer a sequence or group of courses that culminate into a certificate or degree. The Academic Senate ultimately concluded that conducting program level assessment for individual disciplines whose courses did not cumulatively lead to a certificate or degree was not the best outcome.

To forestall further confusion, IPRC proposed separate definitions of the term “program” within the instructional areas. Two definitions allowed the College to meet its two objectives of formulating definitions that serve two distinct purposes: one definition for the conduct of instructional program review and another definition for the assessment of Program Level Outcomes (PLOs). The definition for the assessment of PLOs is focused on student learning.

The definitions were widely discussed and ultimately adopted by the Academic Senate on May 2, 2013 [R2-2] and ratified by College Council on May 8, 2013. [R2-3] The newly adopted definitions are as follows:

#### *Definition of an Instructional Program for the Purpose of Program Review [R2-4]*

*For the purpose of Program Review, an “instructional program” is defined as an organizationally distinct planning and evaluation unit with formally recognized discipline leadership (coordinator, facilitator), which is specified in the Program List and has an identified function, mission, and/or purpose. A program may consist of a single discipline or a group of related disciplines that share joint leadership and academic purposes.*

Definition of an Instructional Program for the Purpose of Program Learning Assessment

*For the purpose of program learning assessment practice and reporting, an “instructional program” is a defined sequence or grouping of courses within a discipline required for the completion of a major, degree, or Chancellor approved certificate.*

**Implementation of New Program Review and Assessment Cycles**

During the 2012 Follow-Up Site Visit, there were two lists representing 2 different planning cycles. As shown in Figure 1 below, during 2012-2013 academic year, several improvements were made. These improvements were intended to impact future program review processes. The new definitions have since delineated which instructional programs are supposed to participate in the program review process, which type of review is to be conducted (annual update or comprehensive). The new definitions have further clarified which instructional programs are to participate in annual PLO assessment. Program lists will be updated annually as deemed necessary following each year-end process evaluation. [R2-5] Instructional program reviews are conducted on a three-year cycle basis with Annual Updates in the interim years and include assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) for those programs required to assess at the program level. Process oversight is provided by the IPRC, which works closely with faculty as the processes for program review, planning, and budget development are implemented (known locally as the **Program Review, Allocations, and Institutional Strategies for Excellence** or “PRAISE” cycle). [R2-6]

Non-Instructional program reviews are conducted on an annual basis and include Service Area Outcomes (SAOs) assessments. Process oversight is provided by the Non-Instructional Program Review Committee (NIPRC), which works closely with program managers as the annual processes for program review, planning, and budget development are implemented during the PRAISE cycle. [R2-7]

Figure 1 below demonstrates the history of improvements to last year’s program review cycle. Figure 2 represents this year’s PRAISE cycle for the 2014-2015 fiscal year (in progress).



Figure 1. 2012-2013 Timeline of Program Review Process Improvements

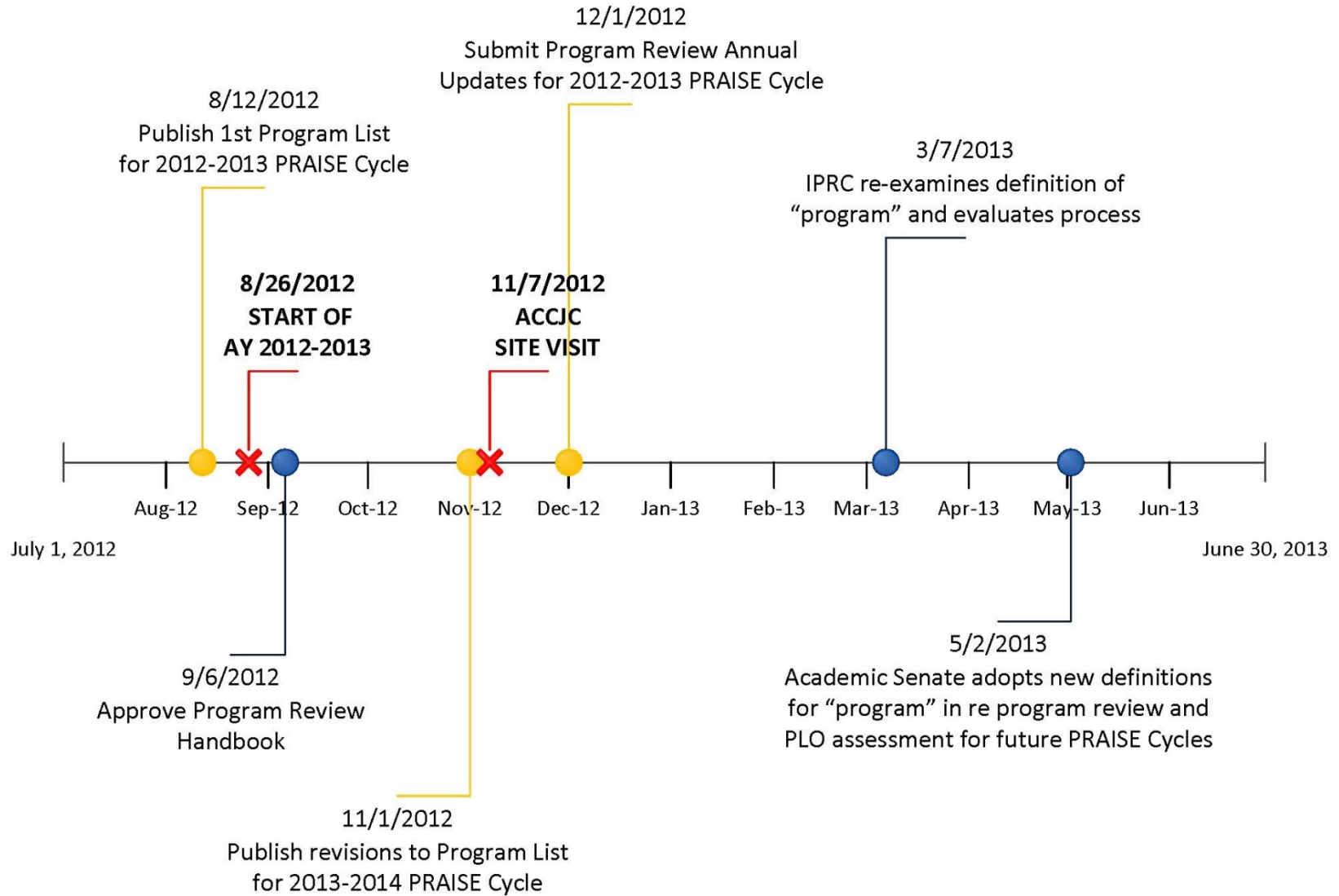
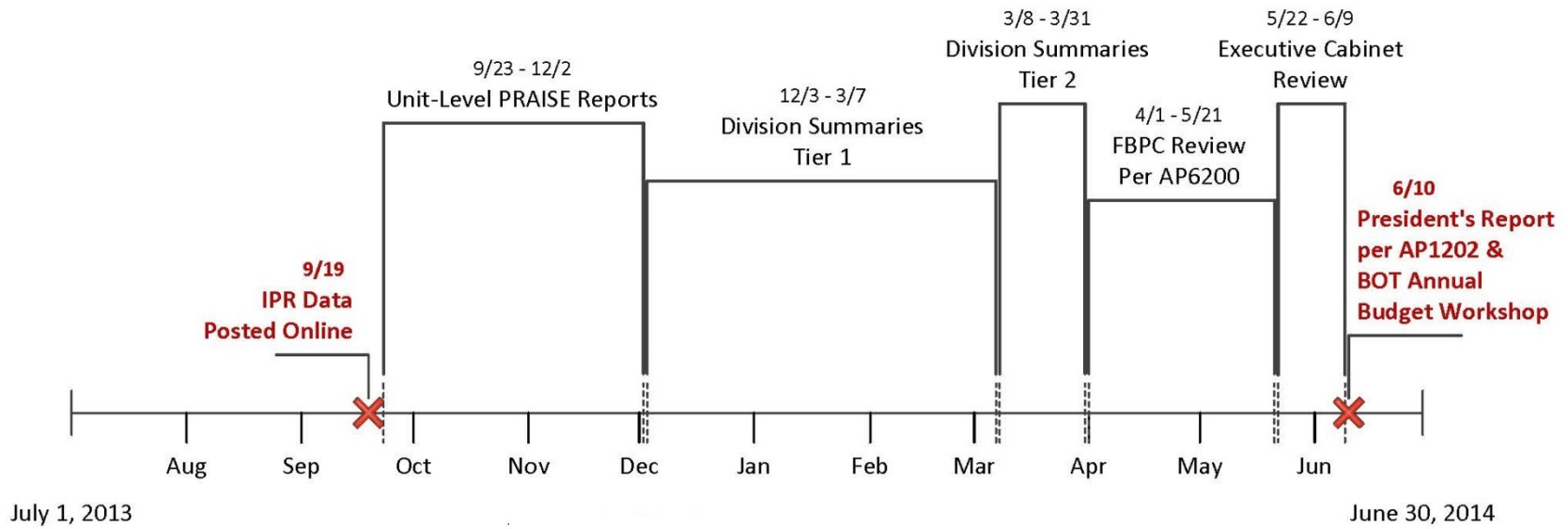


Figure 2. 2013-2014 PRAISE Cycle for Fiscal Year 2014-2015



## Approved List of Instructional and Non-Instructional Programs

Lists of programs to be reviewed are approved for instructional programs by the IPRC and for non-instructional programs by the NIPRC. While any organized entity on campus can participate in program review for purposes of continuous quality improvement, the established lists are used to indicate which programs are required to submit a program review as part of the annual PRAISE cycle. Any program not listed is considered optional. For example, during the 2012-2013 PRAISE cycle, the following programs submitted documents for planned improvements: Model United Nations, PACE Program, Honors Program, and Study Abroad Program. Even though these programs submitted plans for continuous improvement, their participation was optional because they were not in the established list of the annual PRAISE cycle. The optional programs will be processed per the norm. The following table demonstrates how program participation works by providing specific examples.

**Table 1.** shows program participation for last year's and this year's PRAISE cycle.

| <b>Table 1.<br/>PRAISE Cycle</b> | <b>For Budget<br/>Year</b> | <b>#Required Program<br/>Reviews</b>         | <b>#Programs Reviews<br/>Submitted</b>   |
|----------------------------------|----------------------------|--|--|
| 2012-2013                        | 2013-2014                  | Instructional = 41<br>Non-Instructional = 33 | Instructional = 41 required;<br>5 optional for 46 total<br>Non-Instructional = 33      |
| 2013-2014                        | 2014-2015                  | Instructional = 48<br>Non-Instructional = 33 | Instructional = due<br>December 1, 2013<br>Non-Instructional = due<br>January 10, 2014 |

Both the IPRC and NIPRC reviewed and revised the program lists from the 2012-2013 PRAISE cycle and applied changes to the 2013-2014 PRAISE cycle. The current 2013-2014 PRAISE cycle will include a Comprehensive PRAISE Report for instructional programs on Track A and an Annual Update Report for instructional programs on Tracks B and C. [\[R2-6\]](#) Comprehensive PRAISE Reports are required for all non-instructional programs every year. [\[R2-7\]](#)

During the spring and early fall 2013 terms, the IPRC applied a general technical rubric [\[R2-8\]](#) to the 2011-2012 PRAISE cycle (an old format in need of improvement), and to the 2012 Annual Updates to create a baseline and, thus, a gauge for how well the new process is working as the Peer Technical Review [\[R2-9\]](#) is applied to the draft submissions of the comprehensive PRAISE reports due in October 2013. Obtaining this baseline will allow an analysis of improvement of the Instructional Program Review process as well as identification of areas for future improvement. It was evident in the review of the 2011 reports that little discussion of assessment occurred. Review of the 2012 Annual Updates also indicates that faculty members were still in the data gathering and analysis phase and had little to report on the incorporation of the results into the 2012 Annual Update at the time they were due (December 1, 2012).

A technical review process was implemented for non-instructional program reviews [R2-10] to provide formative feedback during the PRAISE development phase, as well as to identify opportunities for improvement for future cycles. Results have been posted on the website, along with a summary of the year-end process evaluation. [R2-7]

### **Program Reviews and Reporting Assessment Results**

To fully address one of the Commission's identified deficiencies, the College updated Instructional and Non-Instructional Program Review templates. Programs are now required to define outcomes, include assessment results, and apply what is learned to needed improvements.

To further ensure that program reviews were completed and that the College was continuously addressing Commission concerns, the IPRC and Student Learning Outcomes Assessment Committee (SLOAC) created the 2012-2013 Assessment Dialogue Templates. [R2-11] These documents served to guide discussion of SLO and PLO assessments within programs during the 2012 year and now include some discussions from the spring 2013 term. [R2-12] The Annual Updates previously submitted in the 2012 PRAISE cycle are now accompanied by a completed Assessment Dialogue, which was submitted by instructional programs during the fall of the 2013 term. Completed PRAISE reports and accompanying Assessment Dialogue for each program are available on SharePoint. The Assessment Dialogue templates will be included in either a program's 2013 comprehensive program review or annual updates, depending on the program review track. Program review documents for the 2013 PRAISE cycle are due December 1, 2013.

To assess the effectiveness of PRAISE in instructional units, the College created a new baseline and thus, a new method of assessing how well the new process is working as Peer Technical Review is applied to the draft submissions of the comprehensive instructional PRAISE reports due in October 2013. [R2-9] It was evident in the review of the 2011 reports that very little discussion of assessment occurred. Reviews of the 2012 Annual Updates also indicated that faculty members were still in the data gathering and analysis phase. There was little reporting on the incorporation of the results into the 2012 Annual Updates.

The newly created Center for Institutional Excellence, the Academic Senate SLO website, and presentations by SLOAC and IPRC [R2-13; R2-14] provided extensive support for the assessment dialogue process. In addition, the 2013 Convocation held on August 30, 2013 provided ample opportunities for faculty, staff, and management to discuss, learn, and plan for the upcoming 2013-2014 PRAISE cycle (discussed in more detail under Response to Recommendation 3).

TracDat© continues to serve as a central repository for instructional assessment data at the course, program, and institution levels. This repository facilitates the data entry, storage and distribution of instructional assessment reports for broad-based dialogue that are used in instructional program review annual updates. Because annual non-instructional program reviews are comprehensive, all assessment reports are embedded in the program review documents found in SharePoint and have not been updated in TracDat©. As the

work system for campus-wide assessment reporting is evaluated and improved, TracDat© will be updated and will house all assessment reports.

## Conclusion

This recommendation is fully resolved. The annual College PRAISE cycle integrates planning, resource allocation, and continuous improvement from the program level to the institutional level in both instructional and non-instructional areas. The College has clarified the definition of “program” in the instructional areas so that program reviews and PLO assessment can be conducted effectively. The Instructional and Non-Instructional program lists operationally define the programs required to complete a program review, in addition to enabling any optional submissions for other work entities seeking to improve. All Instructional and Non-Instructional programs have completed a program review and have commenced the current PRAISE cycle for budget year 2014-2015. The instructional comprehensive program reviews and annual updates will incorporate Assessment Dialogues within the report for this year; non-instructional program reviews already include assessments and their results in its annual comprehensive program reviews. This ensures that all program reviews conducted include defined outcomes, assessment results, and the application of these elements to needed improvements. Administrative Procedures, process documents, and institutional agreements support sustainable continuous quality improvement pursuant to the ACCJC Rubric for Evaluating Institutional Effectiveness.

## Supporting Evidence/Documentation

- R2-1. [Academic Senate Minutes, December 1, 2011](#)
- R2-2. [Academic Senate Minutes, May 2, 2013](#)
- R2-3. [College Council Agenda, May 8, 2013](#)
- R2-4. [Definition of an Instructional Program](#)
- R2-5. [VVC Instructional Program List](#)
- R2-6. [Instructional Program Review Site](#)
- R2-7. [Non-Instructional Program Review Site](#)
- R2-8. [Instructional Technical Review Rubrics - General](#)
- R2-9. [Instructional Technical Review Rubrics - Comprehensive](#)
- R2-10. [Non-Instructional Technical Review Rubric](#)
- R2-11. [Assessment Dialog Form](#)
- R2-12. [Assessment Dialog submissions](#)
- R2-13. [Training Material: “How to Make Your Data Meaningful”](#)
- R2-14. [Training Material: PLO Training PowerPoint](#)

## **Team Recommendation 3: Student Learning Outcomes**

As noted in recommendation 2 of the 2005 Accreditation Evaluation Report, and in order to meet the Standards and the Eligibility Requirements, the College should complete the development of student learning outcomes for all programs and ensure that student learning outcomes found on course syllabi are the same as the student learning outcomes found on the approved course outlines of record. The institution must accelerate its efforts to assess all student learning outcomes for every course, instructional and student support program, and incorporate analysis of student learning outcomes into course and program improvements. This effort must be accomplished by fall 2012 as a result of broad-based dialog with administrative, institutional and research support. Student learning outcomes need to become an integral part of the program review process, including incorporating detailed documented analysis from SLO assessments and data-based research. Additionally, faculty and others directly responsible for student progress toward achieving stated learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes (I.B.1-7, II.A.1.c, II.A.2.a-b, II.A.2.e-f, II.B.4, II.C.2, III.A.1.c, Eligibility Requirement 10).

### **Resolution, Analysis, and Evidence**

#### **Conclusion from Team Report, 11/7/2012**

*"The College has made significant progress on Recommendation 3. However, the Commission noted in Recommendation 3 that efforts must be accelerated to assess all SLOs for every course, instructional and student support program and incorporate analyses into improvements and that this must be accomplished by fall 2012. As detailed above, there are remaining components to address in this recommendation. The team finds that the College partially met this recommendation."*

#### **Response Letter from ACCJC, 2/11/2013**

*"With regard to Recommendation 3, there remains need (sic) for a sufficient mechanism for storing and reviewing assessment data as per the planned adoption of TracDat. At the time of the visit not all course-level SLOs had been assessed. Out of a total of 39 disciplines, 21 have assessed at least half of the course-level SLOs; 28% have assessed less than half; 10% have assessed 100% of their course-level SLOs; 7% have not been assessed. For the institution as a whole, 51% of course-level SLOs have been assessed. As detailed in the evaluation report, there are remaining components to address in this recommendation."*

In the past year, the College has gone through revolutionary changes across a number of deficient areas highlighted by the Commission in its 2005 Accreditation Evaluation Report and in its February 11, 2013 Action Letter to the College. The most notable transformation has occurred in the College's overall response to the pressing call for establishing authentic and enduring principles for effective assessment of student learning. Using the graduated rubric continuum established by the Commission as a baseline, it is appropriate to note that the College has attained the proficiency level. More precisely, the College has responded positively by developing and describing specific experiences that students

should expect to gain from the courses and programs offered. The College has accelerated not only the development of student learning outcomes, but it has multiplied its effort to develop appropriate methods for assessing student achievements.

A number of actions have been taken in the past year. These actions demonstrate that the College has been steadily growing a maturing culture of self-introspection, shared discourse, data-driven decisions and continuous improvement.

The College's analysis of completion of assessments includes active courses and programs offered between Fall 2010 and Spring 2013. The courses offered in this time frame are described below as "eligible" for assessment.

### **Student Learning Outcomes Defined and Assessed**

Since the ACCJC visit in November 2012, all instructional programs have continued a steady progression of assessing Student Learning Outcomes (SLOs) for all eligible and active courses. [\[R3-1\]](#)<sup>1</sup> The following inventory of activities shows an impressive quantitative evidence of acceleration by the College to fully implement SLOs and Assessment Methods for measuring student learning. The College has a total of 944 College courses (eligible and active courses in the College catalog, offered on the schedule in some rotation). In addition, it is important to observe that SLOs are now required for each course submitted for approval to the Curriculum Committee. All of the eligible College courses have defined SLOs. Of the College courses, 807 have ongoing assessment of learning outcomes. Of those courses, 83% have ongoing assessment of student learning [\[R3-1\]](#). Therefore, the College is on a steady path to exceed the state's current average, which is around 75% according to the ACCJC's "Student Learning Outcomes-The Success Story" News Letter for summer 2013.

### **Program Learning Outcomes (PLOs)**

For purposes of PLO assessment, the College has identified 24 eligible programs offering degrees and certificates requiring 18 or more units. All 24 have conferred degrees or certificates since Fall 2010 and, therefore, are designated as "eligible" to assess PLOs. Of these eligible 24 programs, all 24 have defined PLOs to which all degrees, certificates and courses have been mapped. Of these 24 eligible programs, 13 have conducted assessments and are logged in TracDat©; an additional 6 are submitted and in the queue for submission to TracDat©. [\[R3-2\]](#) The PLOs identified for each program are mapped to the individual degrees and certificates offered by each program. Additional programs are assessing at the PLO level although they are not currently defined as a "program for assessment" by the Academic Senate's definition.

### **Student Learning and Support Activities in Place**

A total of 33 non-instructional programs have participated in program review with defined Service Area Outcomes (SAOs); 27 reported some type of assessment in last year's PRAISE Report. The majority of the SAOs in non-instructional programs are not direct measures of student learning, but rather customer service, program quality, or transactional indicators

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<sup>1</sup> This will take you to the Assessment Reporting Workspace where SLO and PLO assessment forms are uploaded. Each visiting team member will also be provided with TracDat© access through the SharePoint credentials provided, should you prefer to view summary reports of assessments.

used to improve business processes. The bulk of student-level assessment is conducted in Student Services programs in the form of surveys. The NIPRC conducted a technical review of non-instructional PRAISE reports [R3-3], including SAO assessments. Improvements necessary for this year's cycle include (1) management involving staff in the process; (2) refining related documents, particularly budget worksheets; (3) adjusting and adhering to critical due dates, among other things identified in a memo to the College Council from the joint chairs of the IPRC, NIPRC, and FBPC. [R3-4]

### **Institutional Learning Outcomes (ILOs)**

The College has 5 Institutional Learning Outcomes [R3-5; R3-6]. All ILOs have defined Learning Outcomes and ongoing assessment methods. Four of the five were assessed in the spring 2013 term. The fifth, Information Competency, is a newly adopted ILO, which will be assessed in 2014.

### **Assessing the Planning and Assessment Cycles**

It is important to note that the College has had a long and mature tradition of Program Review processes. However, the College has intensified its effort to further refine processes and clearly define the assessment cycle for all programs. As an example, the College developed and instituted a 3-year Assessment Cycle Plan for all Instructional Programs. Non-Instructional Programs have a shorter planning and assessment cycle, which occurs in an annual rotation. [R3-7]

### **Implementation of New Program Definitions**

New changes include a significant improvement in the definition of programs. More specifically, the College has focused on (1) establishing clear definitions of programs for program review purposes; (2) creating an approved list of instructional and non-instructional programs to be reviewed; and (3) ensuring all program reviews conducted include assessment discussions that will be used for improving courses and programs. In keeping with the spirit of ongoing self-evaluation, and using assessment results to improve the College's performance, the Academic Senate's Instructional Program Review Committee (IPRC) proposed and developed separate definitions of the term "Program" in order to better serve two distinct purposes: one definition for the conduct of program review and another definition for the assessment of Program Learning Outcomes (PLOs). [R3-8]

#### **Definition of an Instructional Program for the Purpose of Program Review**

*For the purpose of Program Review, an "instructional program" is defined as an organizationally distinct planning and evaluation unit with formally recognized discipline leadership (coordinator, facilitator), which is specified in the Program List, and an identified function, mission, and/or purpose. A program may consist of a single discipline or a group of related disciplines that share joint leadership and academic purposes.*

#### **Definition of an Instructional Program for the Purpose of Program Learning Assessment**



*For the purpose of program learning assessment practice and reporting, an “instructional program” is a defined sequence or grouping of courses within a discipline required for the completion of a major, degree, or Chancellor approved certificate at Victor Valley College.*

### **Widespread Dialogue and the Culture of Evidence**

On August 30, 2013, all the constituency groups of Victor Valley College participated in an all-College convocation day. The objective of this College-wide convocation was to formalize an institutional practice of reviewing, discussing and committing to continuous quality improvement for the institution as a whole. [\[R3-9\]](#)

This convocation was an outgrowth of smaller all-constituency meetings held throughout the 2012-2013 academic year, which were organized as “Campus Communication Days” (CCDs) and were initiated by response to a campus climate survey distributed to all groups in Spring 2012. One CCD was held monthly in Fall 2012 and Spring 2013. Topics included accreditation updates, role and responsibility of shared governance committees, technology in the classroom, Curriculum and Transfer Model Curriculum Degrees, and SLO and PLO assessment. These CCDs were facilitated and attended by faculty, administration and classified employees. Students were also in attendance at many of these events.

In addition to the CCDs, workshops in Distance Education, SLO/PLO assessment and curriculum, as well as program review were held in Fall 2012 and Spring 2013. These workshops were facilitated by faculty, classified and administrative personnel.

These year-long events naturally progressed to the official Fall 2013 convocation on August 30, 2013, which responded to the need of the institution to further develop a culture and practice of self-assessment and improvement.

The convocation began at 9 a.m. with a “State of the College” address, facilitated by Peter Allan, Interim Superintendent/President; Peter Maphumulo, Vice President of Instruction and Student Services; and GH Javaheripour, Vice President of Administrative Services. ACCJC’s recommendation 2 (Program Review), 3 (SLO/PLO Assessment) and 6 (Financial) were outlined, and questions from campus constituencies were addressed.

The Academic Senate was charged with organizing faculty-centered workshops designed to further inform faculty (and other constituencies) of the progress of ACCJC recommendations. The morning workshop, “Accreditation Update,” was a faculty-based panel discussion by the SLO Coordinator, Instructional Program Review Committee Chair, SLO Assessment Committee Chair, and the Vice President of the Academic Senate.

The first afternoon workshops were held in the classrooms of the Performing Arts Center (PAC) for each academic division in completing “robust dialogue” for inclusion in Instructional Program Review. Members of the Instructional Program Review and SLO Assessment Committee facilitated these workshops.

In the second workshops, faculty scheduled to complete their comprehensive Program Review Allocations and Institutional Strategies for Excellence (PRAISE) attended a

workshop hosted by the chair of the Instructional Program Review Committee. Other faculty were provided the option of self-directed SLO/PLO discussions, and the Communication Center was reserved as it had several small breakout rooms for faculty to use. In addition, the Curriculum Committee chair hosted a curriculum workshop; for Adjunct Faculty, the Academic Senate Adjunct Representatives hosted a question and answer session. For non-instructional personnel, sessions included accreditation, facilities planning, and program review.

### **SLO Report**

The instructional programs have been submitting completed assessments with accompanying dialogue and data for entry into TracDat®. Additionally, as mentioned in the Recommendation 2 discussion, the SLO/PLO Assessment Dialogue Form [R3-10] was created by the Student Learning Outcomes and Assessment Committee (SLOAC) and Instructional Program Review Committee (IPRC) to facilitate the discussion of course SLOs within disciplines. The Dialogue form requires discussion of the following: how assessment methods provide meaningful feedback to instructors, examples of identified strengths and weaknesses, examples of implemented change based on assessment data, examples where loops of assessment have been closed, and examples where assessment data led to identification of required resources for programs. This reporting form will become an integral part of the program review documents starting in the 2013 academic year.

### **Use of Assessment Results to Inform Decision Making and Accelerate the Culture of Continuous Improvement**

In the past year and half, widespread dialogue and robust conversations have occurred regarding the importance of using information and data to guide college decision-making. The College's focus is on the use of information to improve student achievement goals and attain institutional effectiveness. For instance, the SLO/PLO Assessment Dialogue Forms were recently developed and will be paired with the 2012 Annual Updates.

As discussed above, this dialogue will be included in all future program review documents, beginning with the 2013 Comprehensive PRAISE and Annual Update reports due December 1, 2013. The program review reports, representing dialogue among faculty within disciplines, are used for institutional planning across many areas. Shared Governance committees such as the Technology Committee and the Facilities Committee have and will continue to use the program review reports for recommendations to College Council. Additionally, these program review reports are used by division deans to create division summaries. Division summaries are in turn used by the Finance Budget and Planning Committee (FBPC) to generate prioritizations for budget allocations and augmentations. The Education Master Plan summarizes augmentation requests based on assessment from the program review documents.

Recently, assessment discussions occurred at the Fall 2013 convocation among campus constituencies. ILO results were discussed during the convocation as well. [R3-9] SLOAC is in the process of drafting a Dialogue Form that will require disciplines to address ILO results, particularly in the area of critical thinking. The form will also require disciplines and support units to develop plans within courses and programs to improve student success.

### **Faculty Evaluation and the Assessment of Student Learning Outcomes**

The College is currently engaged in a dialogue with faculty and its CTA partners to identify the constituent elements and structure of the evaluation.

### **Educating Students about Outcomes and Assessment of Student Achievement**

As of the fall semester of the 2013 Academic year, all course syllabi have SLOs. SLOs on a course syllabus clearly inform students what they are expected to understand and do as a result of having participated in a course.

### **Summary of Updates and Future Improvement Plans**

The Annual Assessment Report is currently under construction. The Annual Assessment Report will also include a narrative and data on PLOs, ILOs and SAOs in addition to the SLO portion of the report.

PLOs, under the newly revised definition, are required to be completed by programs that offer degrees or certificates 18 units or greater and approved by the Chancellor's Office. Efforts to refine the degrees and certificates to reflect only those that are being offered are underway. The refinement processes will include TracDat©. Refining TracDat© will further enhance the College's capacity to produce accurate reports. The College has trained faculty to fully leverage the use of the TracDat© system to plan, organize, and produce quality and informative reports. [[R3-11](#)]

## **Conclusion**

The College has met the deficiencies identified by the Commission in June 2011, and in a subsequent July 2012 letter to the College. The accelerated rate of developed SLOs and assessment methods eloquently merits full recognition for a proficiency level. The College has demonstrated evidence of institutional maturity and the full commitment to outcomes assessment. Learning outcomes have been developed and assessed in instructional units, student services, and administrative services. The College is on a solid path toward attaining a sustainable culture of assessment and improvement. To paraphrase the Commission directive, SLOs, analysis of SLO assessments and data-based research are an integral part of the program review process.

## **Supporting Evidence/Documentation**

- R3-1. [Assessment Reporting Workspace](#)
- R3-2. [PLOs Status Report as of October 1, 2013](#)
- R3-3. [Non-Instructional Program Review Process Evaluation Summary](#)
- R3-4. [Joint Memo to College Council from the IPRC, NIPRC, and FBPC Chairs](#)
- R3-5. [VVC Institutional Learning Outcomes – 1<sup>st</sup> 4](#)
- R3-6. [VVC Institutional Learning Outcome – Information Competency](#)
- R3-7. [Non-Instructional Program Review Site](#)
- R3-8. [Academic Senate Program Review Site](#)
- R3-9. [2013 Convocation Report, Academic Senate](#)
- R3-10. [Assessment Dialogue Form](#)
- R3-11. [Academic Senate SLO Site](#)

## **Team Recommendation 6: Long-Term Fiscal Plans**

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

### **Resolution, Analysis, and Evidence**

#### **Conclusions from Team Report, 11/7/2012**

*“The Board of Trustees, Superintendent/President and college staff understands (sic) the importance of fixing the structural unrestricted budget deficit. The College entered into an agreement with FCMAT to help identify a fiscal plan to correct the long term deficit position, but at the time of the visit, the plan was not complete. The college did negotiate medical benefit cost reductions and will fund the Other Post-Employment Benefits liability so future years will be funded by interest earnings.”*

#### **Response Letter from ACCJC, 2/11/2013**

*“The College has provided timely, accurate, and comprehensive financial data and budget projections for review and discussion throughout the institution, but implementation of a plan to correct the long-term structural budget deficit has not been accomplished and is vital to the long-term health of the college; results of the FCMAT team will enable the College to develop and implement this plan.”*

Like all community colleges in California, fiscal resources at the College are constrained by public funding sources. However, the College has exercised a constant and disciplined effort to both cut and contain overall expenditures under these severe financial conditions. The College has always maintained a balanced budget with required reserves. As other California community colleges were turning away students and cutting critical programs, the College weathered the financial storm while maintaining programs and service levels to meet student needs. Several indicators support the College’s continuing fiscal stability, some of which are reported on the College Scorecard [[R6-1](#)]:

- Maintained enrollment target for a mid-sized college and the minimum full-time faculty obligation, despite losing full-time faculty to retirement.
- Online technologies have been leveraged to accommodate student access to support services without expanding the budget.
- Scheduling efficiencies (high, stable fill rates) have been achieved with no negative impact on student achievement.
- Many cost saving strategies have been implemented to reduce annual operating costs—an important component of the College’s Long Range Financial Strategies and Action Plans (described in detail below [[R6-2](#)]).

As indicated on the team report and response letter, a Fiscal Review was completed on April 3, 2013 by the Fiscal Crisis and Management Assistance Team (FCMAT). The report was distributed to the campus community and made available to the public from the [College website](#).

The Finance, Budget and Planning Committee (FBPC) charged its members with reading the report in preparation for discussion at its regularly scheduled committee meetings on May 1 and 15, 2013 [R6-3], for the purpose of developing and submitting its formal recommendations to the Superintendent/President—recommendations that provide some key strategies in the District’s long-term fiscal plan. The recommendations approved by the FBPC on June 5, 2013 and formally submitted to the College Council and Executive Cabinet are as follows:

*After due consideration of the Fiscal Review dated April 3, 2013 conducted by the Fiscal Crisis and Management Assistance Team (FCMAT), members of the Finance, Budget and Planning Committee hereby make the following recommendations to the Superintendent/President:*

- 1. It is recommended that the Board of Trustees reconsider Board Policy 6320, Investments, in light of the FCMAT recommendation to determine whether current language meets district needs—to wit “The investment program must remain sufficiently flexible to permit the district to meet all operating requirements.”*
- 2. It is recommended that the District negotiate salary caps for all employees.*
- 3. It is recommended that the District negotiate benefit caps for all employees.*
- 4. It is recommended that the District develop and implement a long-term Faculty and Staff Hiring Plan to guide future new hires consistent with the College Educational Master Plan for 2012 and beyond.*
- 5. It is recommended that the District’s collective bargaining team representing administration include a representative from the budget or fiscal services offices to ensure that financial analyses of proposals at the table are conducted and discussed before an agreement is reached.*

Due to the absence of important constituency groups at the June 12, 2013 College Council meeting [R6-4], these recommendations were postponed for further discussion at the next meeting on September 11, 2013. At that meeting, the recommendations were forwarded to Executive Cabinet with commentary [R6-5]. Of particular concern among constituency groups represented were recommendations regarding salary and benefit caps. The FBPC recommendations *in toto* were subsequently approved by Executive Cabinet. Based on those recommendations, the FBPC continued its work on a long range plan for District finances [R6-2]. The FBPC identified a work group that developed strategies and the action plans, taking into account much of the work completed over recent years that has addressed deficit spending with reductions in expenditures across campus.

The College’s long range planning document is currently being vetted. Included in that plan are 5 strategies:

- Strategy 1 – Cost Saving Measures
- Strategy 2 - Realigning District Investment Policy
- Strategy 3 – Mitigating District Structural Budget Deficit
- Strategy 4 – Developing a Human Resources Plan
- Strategy 5 – Sustaining Sound Financial Practices

Each strategy includes specific objectives and actions to be taken to meet those objectives. Once agreement is reached on planning objectives through established shared governance channels, specific metrics will be developed in order to monitor and report on the College's progress.

While the College's long-range planning document specifies its key strategies for addressing its future fiscal stability, several areas of progress should be noted relative to the College's response to FCMAT recommendations:

- Based on evaluation of last year's process, this year's Program Review Allocations and Institutional Strategies for Excellence (PRAISE) cycle was refined through use of a detailed rubric for evaluating the augmentation requests prioritized for each of 5 divisions: Executive, Instruction, Student Services, Human Resources, and Administrative Services.
- The District negotiating teams have eliminated the Point of Services (POS) option of the health and welfare benefits.
- The District has agreed to an "opt out" for employees with other health insurance coverage, thereby minimizing costs.
- The District has included the VP of Administrative Service on its negotiation team to ensure analysis of fiscal impact is conducted on items being negotiated.
- The District has adopted a revised management salary schedule, which reduces the entry level range in order to minimize costs of future hires.
- The College will consider all FCMAT recommendations—for example: summer pay for faculty; maximum/minimum class size and their costs; numbers of elective courses; 75/25 compliance; section caps for adjunct faculty; full-time faculty hires; voluntary "stacking" of classes in certain appropriate disciplines; retiree health benefits re-enrollment plan; budget alignment with payroll activity; salary ranges for classified staff; costs of longevity.

In addition to progress on documenting the College's Long Range Financial Strategies and Action Plans, and as positively noted by the Commissioners in their February 11, 2013 Action Letter, the College continues to provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution. Examples include, but are not limited to:

- The Vice President of Administrative Services presents budget workshops before the Board of Trustees on a regular basis. [\[R6-6\]](#)
- College Council meetings have robust discussions regarding budget matters and reports from the Finance, Budget and Planning Committee. [\[R6-7\]](#)

- The Fall 2013 Convocation had several in-depth budget discussions. [[R6-8](#)]
- The bi-monthly Finance, Budget and Planning Committee regularly discusses the College budget and related issues. [[R6-3](#)]
- The Academic Senate has regular reports on the College budget and related issues at the monthly general meetings. [[R6-9](#)] [[R6-10](#)]
- The College President posts the institution's budget message on the Fiscal Services page of the College website [[or watch video here](#)]. Included are the college's CCFS-311 reports, audit reports, and links to pertinent financial information, and budget statements. [[R6-11](#)]
- Instructional and Non-Instructional Program Reviews include budget needs which are prioritized and considered based on Administrative Procedure 1202 [[R6-12](#)] and Administrative Procedure 6200 [[R6-13](#)].

## Conclusion

This recommendation is resolved. The College has developed its Long Range Financial Strategies and Action Plans consistent with recommendations by FCMAT in its Fiscal Review Report dated April 3, 2013. Several key strategies have been implemented, with the remaining strategies to be implemented at various times throughout this academic year. The plan considers multiple approaches of ensuring the College's future fiscal stability—from cost saving measures, to evaluating and updating board policies and administrative procedures, to creating and monitoring its plans using established structures and work systems. In this way, the College strengthens the organizational foundation upon which practices and operations are conducted.

## Supporting Evidence/Documentation

- R6-1. [College Institutional Effectiveness Scorecard – Fiscal Stability](#)
- R6-2. [Long-Range Financial Strategies and Action Plans](#)
- R6-3. [Finance, Budget, and Planning Committee Agenda and Minutes](#)
- R6-4. [College Council Minutes, June 12, 2013](#)
- R6-5. [College Council Minutes, September 11, 2013](#)
- R6-6. [2013-14 Budget Workshop Presentation](#)
- R6-7. [College Council Agenda and Minutes](#)
- R6-8. [2013 Fall Convocation Report](#)
- R6-9. [College Academic Senate Newsletters and Board Reports](#)
- R6-10. [College Academic Senate Minutes](#)
- R6-11. [Budget Information on the College Website](#)
- R6-12. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- R6-13. [Administrative Procedure 6200, Budget Development](#)

## Appendix A - Master List of Evidence

### Recommendation 2

- R2-1. [Academic Senate Minutes, December 1, 2011](#)
- R2-2. [Academic Senate Minutes, May 2, 2013](#)
- R2-3. [College Council Agenda, May 8, 2013](#)
- R2-4. [Definition of an Instructional Program](#)
- R2-5. [VVC Instructional Program List](#)
- R2-6. [Instructional Program Review Site](#)
- R2-7. [Non-Instructional Program Review Site](#)
- R2-8. [Instructional Technical Review Rubrics - General](#)
- R2-9. [Instructional Technical Review Rubrics - Comprehensive](#)
- R2-10. [Non-Instructional Technical Review Rubric](#)
- R2-11. [Assessment Dialog Form](#)
- R2-12. [Assessment Dialog submissions](#)
- R2-13. [Training Material: "How to Make Your Data Meaningful"](#)
- R2-14. [Training Material: PLO Training PowerPoint](#)

### Recommendation 3

- R3-1. [Assessment Reporting Workspace on SharePoint](#)
- R3-2. [PLOs Status Report as of October 1, 2013](#)
- R3-3. [Non-Instructional Program Review Process Evaluation Summary](#)
- R3-4. [Joint Memo to College Council from the IPRC, NIPRC, and FBPC Chairs](#)
- R3-5. [VVC Institutional Learning Outcomes – 1<sup>st</sup> 4](#)
- R3-6. [VVC Institutional Learning Outcome – Information Competency](#)
- R3-7. [Non-Instructional Program Review Site](#)
- R3-8. [Academic Senate Program Review Site](#)
- R3-9. [2013 Convocation Report, Academic Senate](#)
- R3-10. [Assessment Dialogue Form](#)
- R3-11. [Academic Senate SLO Site](#)

### Recommendation 6

- R6-1. [College Institutional Effectiveness Scorecard – Fiscal Stability](#)
- R6-2. [Long-Range Financial Strategies and Action Plans](#)
- R6-3. [Finance, Budget, and Planning Committee Agenda and Minutes](#)
- R6-4. [College Council Minutes, June 12, 2013](#)
- R6-5. [College Council Minutes, September 11, 2013](#)
- R6-6. [2013-14 Budget Workshop Presentation](#)
- R6-7. [College Council Agenda and Minutes](#)
- R6-8. [2013 Fall Convocation Report](#)
- R6-9. [College Academic Senate Newsletters and Board Reports](#)
- R6-10. [College Academic Senate Minutes](#)
- R6-11. [Budget Information on the College Website](#)
- R6-12. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- R6-13. [Administrative Procedure 6200, Budget Development](#)