

## **Standard IB Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

**IB.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### **Description**

The College promotes a robust dialog about all aspects related to student success (outcomes, equity and student learning) starting from the Mission Statement, which has a mandate to cultivate, inspire, innovate and empower students [IB.1-01]. It further posits a central goal of student success [IB.1-01]. The Mission Statement states one of its central Values as integrity [IB.1-01]. It stresses equity through Values of accessibility and diversity [IB.1-01].

These values and goals disseminate through the College's practices through a variety of means. The school has a strong, award-winning Associated Student Body (ASB) organization, which frequently challenges faculty and staff on best practices. In its 2016-2017 Goals, the ASB asked for a variety of improved measures in equity, such as online education plans, tutoring services in STEM, and increased library hours for night students (goals 3,7, 9) [IB.1-02]. The Board of Trustees espouses collegial discussion through a number of Board policies. The Academic Senate addresses them in AP policies, and faculty engages a robust dialog through discussions at every level.

The dialogs about purposes and methods of academic quality have formed most definitively around Student Learning Outcomes (SLOs). Since the Midterm Report, the College has increased its application of SLOs to essentially one hundred percent [SharePoint Assessment Reporting Workspace; IB.1-03]. These SLOs are now tied to PLOs through departmental practices. Departments debate the application of SLOs, their meanings and their purposes. This practice has been practiced through department meetings and informal discussion. The College has institutionalized the constant dialog through its instructional program review processes.

#### **Evaluation**

The College meets the standard. It has brought its practice from a place of limited use to a place in which it has incorporated dialog and methods of assessment into part of the institution's climate. The dialogs about purposes and methods of academic quality have formed most definitively around Student Learning Outcomes (SLOs). Since the Midterm Report, the College has continued its practice of SLO assessment [IB.1-03]. These SLOs are now tied to PLOs through departmental practices. Departments debate the application of SLOs, their meanings and their purposes. This practice has been practiced through department meetings and informal discussion. The College has institutionalized the constant dialog through its instructional program review processes.

## Action Plan

Superintendent/President Wagner charged a Mission Review Task Force to review the current mission statement. They met for the first time on October 31, 2016, and will make recommendations to College Council. The consultation draft is on the College Council Agenda for a first reading on December 7, 2016.

### IB.1. Evidence

- IB.1-01 [Board Policy 1200, District Vision, Values, Mission, and Goals](#)
- IB.1-02 [Associated Student Body Goals 2016-2017](#)
- IB.1-03 [SharePoint Assessment Reporting Workspace](#)

### IB.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

#### Description

The College maintains student learning outcomes (SLOs) in CurricUNET and reports of assessment results in SharePoint [[IB.2-01](#)]. These SLOs map to program learning outcomes (PLOs) determined by each department. These map to institutional learning outcomes (ILOs) that are guided by the College's mission statement [[IB.2-02](#)]. SLOs, PLOs and ILOs are recorded in CurricUNET and SharePoint, and SLOs are recorded on syllabi for individual class sections. Each full-time instructor—and each part-time instructor with a contractual obligation to do so—assesses the SLOs for his or her section, and the department evaluates data compiled from the individual sections for assessment and disaggregation according to procedures established by the department and overseen by deans and the Executive Vice President of Instruction and Student Services.

#### Evaluation

The College meets the standard. It responded to grave shortcomings in previous evaluations with a focused several-year effort that has resulted in student learning outcomes for all currently taught classes [[IB.2-01](#)] and has archived classes without student learning outcomes on CurricUNET [[IB.2-03](#)]. During that period of time, the College established a hierarchy of methodology. Instructors assess for their individual classes. Their data are incorporated into department-wide data, which are uploaded to SharePoint for assessment of progress over the years, not only departmentally but divisionally and across the institution. The College has established several college-wide institutions to facilitate the writing, standardization and implementation of SLOs. Academic Senate has disseminated information defining, explaining and facilitating employment of SLOs [[IB.2-04](#)]. The Student Learning Outcomes/Assessment Committee (SLOAC) establishes best practices, providing information on Assessment Background and Philosophy [[IB.2-05](#)], Course SLO Guide [[IB.2-06](#)], Mapping Course SLOs to PLOs [[IB.2-07](#)], General Education Student Learning Outcomes [[IB.2-08](#)], and Institutional Learning Outcomes [[IB.2-09](#)]. It works closely with departments and divisions to inform institutional practice, beginning with templates

for SLOs [[IB.2-10](#)], and the Curriculum committee works to ensure that SLOs are available and standardized.

### **Action Plan**

No Action Plan Required

### **IB.2. Evidence**

- IB.2-01 [SharePoint Assessment Reporting Workspace](#)
- IB.2-02 [Board Policy 1200, District Vision, Values, Mission, and Goals](#)
- IB.2-03 [CurricUNET](#)
- IB.2-04 [Academic Senate Student Learning Outcomes webpage](#)
- IB.2-05 [Assessment Background and Philosophy](#)
- IB.2-06 [Course Student Learning Outcomes Guide](#)
- IB.2-07 [Mapping Course Student Learning Outcomes to Program Learning Outcomes](#)
- IB.2-08 [General Education Student Learning Outcomes](#)
- IB.2-09 [Institutional Student Learning Outcomes](#)
- IB.2-10 [Templates for SLOs](#)

**IB.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

### **Description**

The College has incorporated standards that are informed by the mission statement and filtered through institutional learning outcomes to program learning outcomes, which become most concrete in student learning outcomes assessed in every class section. The mission statement aims to “Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs” [[IB.3-01](#)]. Board Policy 4000 calls for the institution to “honor and uphold high standards of educational excellence in the quality and currency of curriculum, the measurement and improvement of student learning, the evaluation of enhancement of overall effectiveness as an institution of higher learning, and the ongoing development of professional instructional competence” [[IB.3-02](#)]. The College follows the call of its mission and Board Policy 4000 by employing a robust and interdisciplinary dialog about student learning outcomes (for more detail, see IB.1), implementing and assessing student learning outcomes, implementing majors, credentialing programs and other programs of interdisciplinary practice.

In addition, the College formally establishes institution-set standards as part of its annual practice on the State’s Institutional Effectiveness Partnership Initiative (IEPI) and submission of its annual report to the ACCJC. The targets are established by Cabinet and Academic Senate leadership and vetted through established shared governance procedures [[IB.3-03](#)]. Documents are then published on the College’s website [[IB.3-04](#)] as its scorecard on Student Success [[IB.3-05](#)], as well as on the California Community Colleges Chancellor’s Office IEPI reporting portal [[IB.3-06](#)].

## Evaluation

The College meets the standard. It has undergone a vigorous improvement in its thought and implementation of standards for student achievement [IB.3-03]. It has established a list of general student learning outcomes [IB.3-07] and has implemented methods of measuring them throughout the departments. Some departments set a class toward the end of the major process with a particular assignment that operates as a de facto capstone assignment. These have many applications in Program Learning Outcomes, General Education Learning Outcomes and Institutional Learning Outcomes. In addition, the College has defined standards for student achievement, and monitors and publishes its progress on its website [IB.3-04].

## Action Plan

No Action Plan Required

## IB.3. Evidence

- IB.3-01 [Board Policy 1200, District Vision, Values, Mission, and Goals](#)
- IB.3-02 [Board Policy 4000, Standards of Educational Excellence](#)
- IB.3-03 [VVC IEPI Consultation Documents, 2015 thru 2016](#)
- IB.3-04 [VVC Institutional Effectiveness Scorecard Portal](#)
- IB.3-05 [VVC Student Success Scorecard](#)
- IB.3-06 [CCCCO Institutional Effectiveness Indicators Reporting Portal](#)
- IB.3-07 [General Education Student Learning Outcomes](#)

## IB.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### Description

Though the College has yet to close the loop in assessment of PLOs and ILOs, it is making great strides. Over the past several years, it has institutionalized a climate of assessment that will by natural course close that loop with constant and systemic assessment. The College posts an Institutional Effectiveness Scorecard, which publishes relevant data [IB.4-01]. The website was last updated on October 25, 2016. It evaluates institutional effectiveness through data on fiscal stability, student success, accreditation, and image. The school has established a Student Learning Outcomes Committee (SLOAC) to de-mystify and systematize SLO practices. This led to the creation of the Center for Institutional Excellence, which started as a forum for understanding what SLOs are and has grown into a college-wide forum for discussion of Learning Outcomes at all levels. It is taking the lead in the College's attempts to close the loops between SLOs, PLOs and ILOs. The College has many individual divisions, and departments have established methods that are detailed under Standard IIA.

## Evaluation

The College meets the standard. No class may be taught without standing SLOs. Instructors have been assessing their classes according to SLOs for two years. These map to PLOs, and College-wide, PLOs map to ILOs. Each department now assesses its performance, providing data on PRAISE reports, which the administration uses to allocate resources. The College has made great strides in systematizing its operations and will soon complete its first full round of PRAISE reports. It will further improve transparency by increased use of TracDat and assessment by continued systematization of PRAISE reports.

## Action Plan

No Action Plan Required

## IB.4. Evidence

IB.4-01 [VVC Institutional Effectiveness Scorecard Portal](#)

## Institutional Effectiveness

**IB.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

## Description

The Institutional Effectiveness Scorecards (IES) represent the College's performance assessment system relative to its progress on board-adopted, mission-centric goals regarding student success, fiscal stability, meeting accreditation recommendations, and image [IB.5-01]. Included on the IES are quantitative and qualitative data, as well as institution-set standards or targets for performance against which the College can gauge its progress in order to identify opportunities for improvement.

With regard to progress on student success, the spring 2013 administration of the ETS Proficiency Profile established that student success rates at the College are in line with those at other two-year colleges in fields of critical thinking, reading, writing, and mathematics, levels 1-3 [IB.5-02]. Performance on other indicators of student success included on the IES show the College has met its target on English and ESL remediation; but many other opportunities to improve exist across all other indicators of student success [IB.5-03].

In addition to overall institutional performance on student success represented on the IES, instructional program data are provided to support department chairs and deans through the College's annual program review, planning, and budget development processes. This year the College worked with Nuventive TracDat to facilitate the development of instructional program review documents and delivering supporting data by establishing a single platform [IB.5-04].

Deans are also provided with access to weekly enrollment reports [\[IB.5-05\]](#) as they ensure student access to the courses they need to be successful while balancing their fiduciary responsibility. Other reports are provided as demanded and described in Standard IA.2.

With regard to fiscal stability, the IES indicates that “The College's financial resources will remain sufficient to support quality programs and services, and the ongoing improvement of all college operations” [\[IB.5-06\]](#). The IES on fiscal stability indicates that the college has met its production (FTES) target as well as its institution-set standard for Fund Balance. The IES shows the College’s performance on other fiscal stability indicators, but has yet to set its targets or standards on the following: salary and benefits; annual operating excess; cash balance; and audit findings. Recommendations for these will be developed by the Fiscal, Budget, and Planning Committee and vetted through established shared governance procedures.

With regard to meeting accreditation recommendations, the College resolved its 8 accreditation recommendations and was re-accredited without sanction on June 29, 2015, allowing it to fulfill its missions and goals for its students [\[IB.5-07\]](#). The institution’s image in the community was shown to be positive during its last master planning effort, wherein focus groups were conducted across the College’s service area. Responses by 171 community members to the prompt, “Please characterize VVC in one word,” represented on a word cloud [\[IB.5-08\]](#) indicated that one of the most often appearing words was “struggling.” This was superseded by “Opportunity” and appeared only a little more often than “necessary” and “important.” Responses by 1590 students to the same prompt on a survey of student campus climate show words such as “good,” followed by “great,” “okay” (just as often in the form of “OK”) and “nice” [\[IB.5-08\]](#). Responses by employees on an employee survey of campus climate show “campus” most often, followed by “faculty” and “classified” [\[IB.5-08\]](#).

### **Evaluation**

The College meets the standard. The biggest challenge for the College is ensuring integrity of data collection processes across campus and improving practices for effective use of data and analysis.

### **Action Plan**

No Action Plan Required

### **IB.5. Evidence**

- IB.5-01 [VVC Institutional Effectiveness Scorecard Portal](#)
- IB.5-02 [ETS Results for VVC](#)
- IB.5-03 [VVC Institutional Effectiveness Scorecard – Student Success](#)
- IB.5-04 [VVC TracDat Portal](#)
- IB.5-05 [Weekly Enrollment Report - Sample](#)
- IB.5-06 [VVC Institutional Effectiveness Scorecard – Fiscal](#)
- IB.5-07 [ACCJC Reaffirmation Letter, 6/29/2015](#)
- IB.5-08 [VVC Institutional Effectiveness Scorecard – Image](#)

**IB.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### **Description**

The College began an organized response to accreditation-related shortcomings in data utilization. It employed means of data storage, such as SharePoint [[IB.6-01](#)] and TracDat [[IB.6-02](#)]. Headcount reports disaggregated by instructional modality have been developed for this Institutional Self-Evaluation and are available on the College website (see chapter on Student Achievement Data and Institution Set Standards).

Through the College's TracDat portal, a means will be provided to further disaggregate data by mid-2017, allowing the College to analyze data by method of instruction and demographics of age and ethnicity. The implementation of PRAISE reports provides a vehicle for divisions to allocate funds through data drawn and gathered by individual departments and programs. Though the College has historically used imprecise and ad hoc means of funds allocation, the use of TracDat, SharePoint and PRAISE reports will allow it to more effectively systematize funding decisions.

### **Evaluation**

The College meets the standard. The College employed Nuventive TracDat for this year's review and planning cycle, with instructional data that was disaggregated by instructional modality and student demographics. The analysis will allow the College to identify places where effective methods map through SLOs to PLOs. The identification of strengths and weaknesses will allow the institution to effectively allocate funds where they will work most effectively.

### **Action Plan**

No Action Plan Required

### **IB.6. Evidence**

IB.6-01 [Assessment Reporting Workspace](#)

IB.6-02 [VVC TracDat Portal](#)

**IB.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

### **Description**

Before the 2011 report, the College had no effective PRAISE report system. The Educational Master Planning Task Force established several priorities with targeted completions in mid-2012 [[IB.7-01](#)]: updating the mission statement, a technology master plan, Program Review,

Allocations, and Institutional Strategies for Excellence (PRAISE) Handbook [[IB.7-02](#)]. The 2014 “Follow-up Report,” [[IB.7-03](#)] responded to several team recommendations—in particular, those related to integrated planning. The actions and response to the original recommendation drove improvements at the College over several years that resulted in resolving those recommendations, as evidence in the Visiting Team Report [[IB.7-04](#)].

### **Evaluation**

The College meets the standard. The improvements suggested in 2011 and 2014 have been implemented through various the College’s established shared governance processes. Since then, all departments and programs have participated in annual planning, with this year’s cycle involving comprehensive reviews for all programs across campus. As an annual program review, planning, and budget development processes, PRAISE provides the means through which the College regularly and systematically evaluates its policies and practices across all operations.

### **Action Plan**

No Action Plan Required

### **IB.7. Evidence**

- IB.7-01 [EMP Task Force Workspace](#)
- IB.7-02 [Instructional Program Review Handbook](#)
- IB.7-03 [VVC Follow-Up Report #4, 3/14/2014](#)
- IB.7-04 [Visiting Team Follow up Report, 4//2016](#)

**IB.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

### **Description**

VVC broadly communicates all its activities. For example, the Board of Trustees and the college communities reviewed annual updates on the College’s Student Success Scorecard [[IB.8-01](#)]. The Superintendent /President provides routine reports to the College communities regarding major efforts and emerging issues [[IB.8-02](#)]. Various units provide reports on the status of campus initiatives [[IB.8-03](#), [IB.4-04](#), [IB.4-05](#), [IB.8-06](#)]. Department Chair meetings provide opportunities to engage in discussions about outcomes assessment, curriculum, student success and Program Review. During “Super Meetings,” which are meetings held to provide classified staff with the platform to receive and share updates about the College activities, the President presents awards in recognition of outstanding individual efforts. On a weekly basis, the College communities receive enrollment updates showing where the College is in terms of achieving its projected enrollment targets [[IB.8-07](#)].

The College has some work to do in terms of creating a shared understanding of its strengths and weaknesses. On March 3, 2016, the Academic Senate passed a resolution regarding data reporting for academic and career technical programs, citing the lack of timely and complete data,



inconsistent definitions of success, lack of cooperation from the Executive Dean, and “no forum to openly and professionally discuss a program’s definition of success based on complete, timely and accurate data” [IB.8-08].

### **Evaluation**

The College meets the standard. Some work needs to be done to get the College to broadly communicate the results of all its assessment and evaluation activities so that its constituencies have a shared understanding of its strengths and weakness. However, the foundation has been built for the future.

### **Action Plan**

The College needs a systemic plan for communicating the results of its assessment and evaluation activities, strengths and weaknesses. The College will implement changes as recommended by the IEPI PRT scheduled to visit in February 2017.

### **IB.8. Evidence**

- IB.8-01 [VVC Student Success Scorecard](#)
- IB.8-02 [Emails from President Wagner](#)
- IB.8-03 [Student Services Newsletter](#)
- IB.8-04 [Puente Newsletter](#)
- IB.8-05 [Distance Education Newsletter](#)
- IB.8-06 [Administrative Services Newsletter](#)
- IB.8-07 [Weekly Enrollment Report - Sample](#)
- IB.8-08 [Academic Senate Resolution, 3/3/2016](#)

**IB.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

### **Description**

The College has developed and employs systematic, broad-based evaluation, assessment, and planning processes in its operations in order to accomplish its mission and values. College policies emphasize short- and long-term institutional planning [IB.9-01], improving institutional effectiveness [IB.9-02] as well as educational excellence [IB.9-03], both of which are integrated into its approach to planning. Planning processes also integrate performance assessments to measure the College’s effectiveness in achieving its mission; this includes instructional program review data [IB.9-04], service area outcomes for non-instructional programs [IB.9-05], and the Institutional Effectiveness Scorecard [IB.9-06].

College planning processes have evolved considerably over the past 5 years, demonstrating collective efforts to continuously improve since the 2011 accreditation site visit, which resulted in a recommendation to address integrated planning. Pursuant to the Visiting Team Report of November 23, 2013 [IB.9-07] based on Follow-Up Report #3 [IB.9-08], the College resolved this recommendation and was “commended for the very substantial work” accomplished at the time. Such work included clarifying the definition of “program,” which enabled the College to make significant progress in the continuous refinement of its well-established annual program review and planning processes—locally referred to as “PRAISE” (Program Review, Allocations, and Institutional Strategies for Excellence). Instructional programs adopted a shorter cycle for comprehensive review (3 years as opposed to 6 years) with annual updates between comprehensive reviews to enable monitoring of progress and budget augmentations where needed. Moreover, the reporting of learning outcomes assessments became an integral part of program review. Compliance for all instructional and non-instructional program reviews has been consistent following the improvements made; more importantly, program reviews include defined outcomes, assessment results, and planning for improvement to justify requests for budget augmentations.

### **Evaluation**

The College meets the standard. While the lessons learned from the last few PRAISE cycles indicate a clear need to make adjustments to the process, the College’s approach to integrated planning and continuous improvement has matured enough to evaluate and address the needed changes within existing governance and administrative procedures. Furthermore, monitoring progress on institution-set standards for student achievement and overall measures of institutional effectiveness facilitate the College’s short- and long-range planning efforts.

### **Action Plan**

Following recent improvements made to the annual PRAISE process, the College needs to evaluate recent revisions to its process to determine impact of recent changes and identify new opportunities for improvement.

### **IB.9. Evidence**

- IB.9-01 [Board Policy 3250, Institutional Planning](#)
- IB.9-02 [Board Policy 1202, Institutional Effectiveness](#)
- IB.9-03 [Board Policy 4000, Standards of Educational Excellence](#)
- IB.9-04 [Instructional Program Review Data - Sample](#)
- IB.9-05 [Summary of Service Area Outcomes, PRAISE 2015-16](#)
- IB.9-06 [VVC IE Scorecard Portal](#)
- IB.9-07 [ACCJC Visiting Team Report, 11/23/2013](#)
- IB.9-08 [VVC Follow-Up Report #3, 10/15/2013](#)

## Standard IC Institutional Integrity

**IC.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### Description

The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations through its published materials, web presence, and through various social media platforms such as Facebook [IC.1-1]. Furthermore, the College assures that it provides accurate information to students, faculty, staff, and the public about its accreditation status, including the ACCJC, by employing many communication channels, such as the College's website and catalog. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the curriculum. To further ensure the currency of the catalog content, the College recently added a catalog Addendum. In addition, information about the College's Mission, Values, Vision, and Goals, Learning Outcomes, Program Learning Outcomes, Institutional Learning Outcomes, program offerings, and academic support services is contained in the College's catalog, academic program brochures such as the Student Equity and Success Division brochures, course outlines of record, and College website. The College also informs students and prospective students, personnel, and persons or organizations about its mission, learning outcomes, educational programs, and the services it provides to students through electronic signs located at the entrance to the institution. The College also provides information about its planning and strategic priorities through Institutional Effectiveness Plan Initiative (IEPI) [IC.1-2]. To provide information to the public regarding the College's mission statement, the College publishes its mission statement under many places including the College website, Board Policies [IC.1-3], and under "About VVC" [IC.1-4].

All College courses are expected to have student learning outcomes (SLOs). Courses without SLOs may not be scheduled for offering [IC.1-5]. Course level information is also communicated to students through the approved course outlines of record. Course outlines of records are available on the web through the CurricUNET [IC.1-6]. Students also receive information about the course on the syllabus. It is the College's requirement that all Course syllabi must contain SLOs.

### Evaluation

The College meets the standard. The College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations through its published materials, web presence, and through various social media platforms such as Facebook. Furthermore, the College assures that it provides accurate information to students, faculty, staff, and the public about its accreditation status including the ACCJC, by employing many communication channels, such as the College's website and catalog. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the College's curricula. The College will continue working at refining and