

## **Institutional Analysis of Standard II Student Learning Programs and Support Service**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **Standard IIA Instructional Programs**

**II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

#### **Description**

The College offers academic programs that meet the needs of its diverse students from across the vast service area that the College represents. The mission of the College is the foundation of all institutional goals, including the Education Master Plan and instructional programs. The mission forms the basis for all instructional programs and in turn, instructional programs reflect and are offered in accordance with the principles of the College's mission. The College offers an extensive array of basic skills, transfer courses, noncredit and career and transfer courses, degrees and certificates. The principles of the mission are also reflected in other fields of study, including career technical education (CTE), basic skills, noncredit courses, English as a Second Language (ESL), lower division (first two years of college level courses), and contract education; these are consistent with the College's mission. The mission of the College as stated in Board Policy 1200 [\[IIA.1-01\]](#) provides the direction for all new and established instructional programs.

The College offers the majority of instructional programs at its main campus in Victorville and at the Regional Public Safety Center in Apple Valley. These programs are designed to be appropriate to higher education and uphold a high standard of educational excellence as stated in Board Policy 4000 [\[IIA.1-02\]](#) regardless of location or means of delivery. All programs conferring awards have defined student learning outcomes [\[IIA.1-03\]](#), and the College's institutional effectiveness is in part determined by its performance on institutional-set standards of achievement on student success [\[IIA.1-04\]](#). All fields of study, including non-instructional areas, have well-defined Student Learning Outcomes (SLOs). SLOs, Program Learning Outcomes, (PLOs), and Service Area Outcomes (SAOs) are systematically embedded into every course and program of study. These learning outcomes culminate in successful completion of courses, achievement of degrees and certificates, and attainment of employment. To sustain continuous

improvement, all courses and programs go through systemic evaluation. They are evaluated for quality, need for resources, student needs, and relevance to curricula in general to insure consistency. To be transparent, SLOs are included in course syllabi, CurricUNET and Ellucian Colleague.

Wherever and by whatever means or location, all instructional courses and programs carrying the College's name are developed following the same curricular rigor and processes. The appropriateness of the courses and instructional programs is assured on many levels of institutional policies and processes. Irrespective of location, mode of delivery, the College requires all its courses and instructional programs to go through the same detailed, planning, and review processes.

All courses must have a Course Outline of Record (COR). In addition, courses are required to have course title, description, units of the course, student learning outcomes, instructional methods, and textbooks. Determining the appropriateness of the courses and programs begins at the curriculum approval level where discipline faculty follow the procedures outlined in the College's Curriculum development and approval policies. In order to assure quality, the process incorporates many levels of institutional stakeholders who are involved in the process of ascertaining the appropriateness of the programs offered. The assurance process is comprised of faculty members proposing the course, department chairs, division deans, and finally, the Board of Trustees, which approves courses and degree programs.

New programs are required to meet rigorous standards set by the California Community Colleges Chancellor's Office Program and Course Approval Handbook, 5<sup>th</sup> edition [[IIA.1-05](#)]. Pursuant to Administrative Procedure 4025 [[IIA.1-06](#)]. General education and degree programs must facilitate student attainment of the knowledge and skills in 5 categories: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Mathematics, and Information Competency.

In addition, the College's instructional programs provide students with essential skills necessary to transfer to baccalaureate institutions of higher education. The College's course and program review process is the means by which it insures the achievement of degrees, course completions, and certificates. Assessment of programs for currency and performance on achievement and student learning outcomes occurs annually through Program Review [[IIA.1-07](#)]. Program Review data are segmented by instructional modality (face-to-face, hybrid, or online) to enable analysis of performance across all means of delivery.

### **Evaluation**

The College meets this standard. The College has established systems to ensure on a regular basis that all instructional programs continue to be offered in fields of study consistent with the mission and with the rigor expected of higher education. The College's effectiveness on institution-set standards of student success are regularly assessed, published, and discussed in order to establish achievable targets. There is clear and consistent evidence showing that all programs of study are based on the College's mission. All goals and objectives are aligned with the College's mission and Educational Master Plan. The College ensures the high quality and appropriateness of its educational programs through a rigorous course, certificate, and degree review system. Ongoing

assessment in all course and program aspects and continuous improvement based on assessment results clearly demonstrate appropriateness. Ongoing dialogue, which is based on assessment results, distinctly shows the systemic process by which the College ensures the alignment of all the goals with its mission. Instructional programs, regardless of location or mode of delivery, meet a rigorous test in order to determine their suitability to higher education. Most importantly, the College offers quality programs and provides comprehensive, appropriate facilities, and resources to ensure that students receive sufficient academic support they need to accomplish the goals.

### **Action Plan**

No Action Plan Required

### **IIA.1 Evidence**

- IIA.1-01. [Board Policy 1200, District Vision, Values, Mission and Goals](#)
- IIA.1-02. [Board Policy 4000, Standards of Educational Excellence](#)
- IIA.1-03. [SLOs Website](#)
- IIA.1-04. [Standards of achievement on student success](#)
- IIA.1-05. [California Community Colleges Chancellor's Office Program and Course Approval Handbook, 5<sup>th</sup> edition](#)
- IIA.1-06. [Administrative Procedure 4025, Associate Degree and General Education](#)
- IIA.1-07. [Instructional Program Review website](#)

**IIA.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

### **Description**

The College's full-time and part-time faculty ensure that the content and methods of instruction meet rigorous academic and professional standards and expectations through a systemic process that starts at the inception of the courses, certificates and degrees and culminates at the outcomes assessment level [[IIA.2-01](#)]. This faculty-driven assurance process is achieved through many levels.

- First, the Curriculum Committee ensures that all courses and degrees that are proposed go through a rigorous vetting process. Secondly, the committee assures that courses and programs continue to meet accepted academic and professional academic standards, courses and programs undergo program review [[IIA.2-02](#)]. The Instructional Program Review Committee (IPRC) carries out on an ongoing basis a program review annually and every six years [[IIA.2-03](#)]. VCC further ensures that content and methods of instruction meet academic rigorous standards and expectations through continuous professional development activities. For example, the Distance Education Advisory Committee (DEAC) holds two Distance Education Academes a year, where faculty from the College

and from across the region come together to share student success strategies and pedagogical discussions [IIA.2-04]. Furthermore, the College has also invested in the Center for Institutional Excellence (CFIE). CFIE is dedicated to assisting faculty and staff in improving the quality of teaching and learning for students. In addition, CFIE is also helping promote and sustain the College's culture of excellence, which leads to:

- Increased enrollments, retention and student success
- Excellent instructional practices and technology
- Building on faculty strengths to enrich professional development
- Supporting dedicated faculty and staff through collegial mentoring and student-centered learning activities
- Supporting the culture of ongoing dialogue and continuous improvement

DEAC and CFIE provide a platform for guiding and mentoring faculty in areas of pedagogy and classroom management that are central to sustaining faculty-driven professional currency [IIA.2-05].

Faculty also ensure continuous improvement of courses and program offerings through course updates. All lower division courses are updated every five years in order to ensure currency and content relevance, while Career and Technical Education (CTE) courses are updated every two years [IIA.2-06].

Course and program development culminate into course syllabi for both online and face-to-face courses. The content of the syllabus has to align with the approved Course Outlines of Record (COR). At the beginning of the semester, each faculty member reviews and updates the accuracy on his or her syllabus for current departmental SLOs. Faculty submit copies of syllabi to the deans' offices where they are checked for the currency of SLOs. Finally, a copy of each syllabus is archived on SharePoint.

Faculty, including full-time, part-time and adjunct, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through multiple strategies, which include course and program development vetting processes, professional development, and program review. Faculty act to continuously improve instructional courses, programs and directly related services through systematic evaluation strategies to assure currency, improve teaching and learning strategies, and promote student success. However, the Program Review Process is the central assurance method by which the College guarantees continuous and systematic improvement.

As an illustration of how the Program Review process is the mainstay of the assurance process, it is worth looking at what Program Review reports consist of. While the following constituent elements of the College's Program Review report are not exhaustive, they nonetheless demonstrate how the college assures continuous and systemic improvement:

- Provide information concerning alignment of a program's mission and goals to the institutional mission
- Provide an analysis of student enrollments and outcome assessment data to assess effectiveness, to identify strengths and weaknesses, and to provide direction for improvement

- Conduct and document dialogue within and across programs to promote the effectiveness and relevance of instruction and the effective use of resources [[IIA.2-07](#)].

### **Evaluation**

The College meets this standard. As clearly demonstrated above, faculty ensure that the course content and methods of instruction meet accepted standards and expectations through multiple methods. Faculty act to continuously improve instructional courses, programs and directly related services through systematic evaluation strategies to assure currency, improve teaching and learning strategies, and promote student success.

### **Action Plan**

No Action Report Required. Continue the current trajectory of assessment and continuous improvements.

### **IIA.2 Evidence**

- IIA.2-01. [VVC CurricUNET website](#)
- IIA.2-02. [Instructional Program Review website](#)
- IIA.2-03. [IPR Committee website](#)
- IIA.2-04. [Distant Education Trainings](#)
- IIA.2-05. [Center for Institutional Excellence Website](#)
- IIA.2-06. [CTE website](#)
- IIA.2-07. [Sample IPR-Welding](#)

**IIA.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

### **Description**

The College identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees, which are vetted in CurricUNET [[IIA.3-01](#); [IIA.3-02](#)]. As an institution, collaboration among faculty and administrators has become vital and invaluable to the assessment process. Faculty are the primary ingredient in defining and assessing learning outcomes for courses, programs, certificates, and degrees. Each discipline identifies the student learning outcomes (SLOs), Program Learning Outcomes (PLOs) in CurricUNET, which are located within the active vetted course outline of record (COR) for SLOs [[IIA.3-02](#)] or the program certificate for PLOs [[IIA.3-01](#)]. The College recognizes the Academic Senate's Curriculum Committee, the College's Board of Trustees (BOT) and the Chancellor's Office as a part of the curriculum vetting process.

1. Courses, programs, degrees and/or certificates are developed and launched in CurricUNET by a faculty member within the discipline [[IIA.3-03](#), [IIA.3-04](#)].

2. Once the purposed courses, programs, degrees and/or certificates have been vetted with Curriculum Committee, the courses, programs, degrees and/ or certificates are then approved by the Board of Trustees [[IIA.3-05](#), [IIA.3-06](#)].
3. If the courses, programs, degrees and/or certificates are updated with substantially changed or new content, they must be approved by the Chancellor's Office to reflect the changes in the inventory list.

The Academic Senate established a Student Learning Outcome Assessment Committee (SLOAC) that implemented the 6-year assessment action plan calendar by discipline [[IIA.3-07](#)] to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) over a 6-year period of time. The College has found that allowing faculty to choose when it is best to assess the SLOs for a particular course by aligning it with the course schedule offerings by term there is buy-in from faculty. A goal as an institution is to assess each SLO twice within a three-year cycle [[IIA.3-08](#)]. The College has learned that it has a few courses such as ENGL 240, 241, 245, 246 that are only offered every 2 years [[IIA.3-09](#)], which doesn't fit the goal of assessing twice within 3 years. This is also true for courses slated to be offered that are canceled due to low enrollment.

1. Each discipline submits a 6-year action plan calendar that identifies when the SLOs for every course are slated to be assessed [[IIA.3-07](#)]. This document is updated periodically by the department as changes take place to their program curriculum.
  - a. New courses
  - b. Courses deactivated
  - c. SLO changes
2. The assessment coordinator (Classified position) merges calendars by division to send a list of scheduled offered courses for the term that are slated to be assessed [[IIA.3-10](#)].
3. The dean and department chair of each discipline then identify who will be assessing the SLOs for that that course. The faculty member is then informed by the dean of the assignment [[IIA.3-11](#)].
4. At the end of the semester all assessments are submitted to the dean's office and uploaded into SharePoint [[IIA.3-12](#)] to be uploaded into TracDat by the assessment coordinator.

As an institution an "instructional program" is defined as a sequence or grouping of courses within a discipline required for the completion of a major, degree, or Chancellor-approved certificate with 18 units or more [[IIA.3-13](#)]. Only the programs with degrees or certificates of 18 units or more are required to assess their PLOs.

In every class section students receive a course syllabus that includes learning outcomes from the College's officially approved course outline [[IIA.3-02](#)]. During the first week of classes, faculty submit an electronic copy of the syllabi to their division dean's office that contains the current active SLOs for the term. The dean's office staff then checks the syllabus to ensure the syllabus contains the active SLOs for the term, then uploads the syllabi into SharePoint via the Center for Institutional Excellence (CFIE) [[IIA.3-14](#), [IIA.3-15](#)]. The assessment coordinator posts a report on the first day of the semester to capture the active SLOs in a spreadsheet located on the CFIE website [[IIA.3-16](#)].

## Evaluation

The College meets this standard in the following areas. The College has adopted and implemented a practice that demonstrates that all SLOs and PLOs are vetted through CurricUNET. The College is continuing to assess all course SLOs as an ongoing approach and is realizing that courses that were slated to be offered may have been canceled due to low enrollment and need to be assessed the next semester. The College has continued to aim for better processes by collecting all syllabi and ensure the faculty have the current active SLOs in the syllabi for students and file them electronically in SharePoint. The College has made a commitment to fully adopt TracDat v5 by purchasing Action/Planning for Program Review in the effort to continue to simplify the process as well as provide a sophisticated institutional capacity to analyze data and produce informative disaggregated data for continuous improvement. In spring 2017, SLOAC, SLO coordinator and the assessment coordinator will be entering phase II by reconfiguring TracDat by implementing the email assignment feature in the assessment module, redefining the assessment template format in TracDat and building reports that identify shortcomings to continue to dialogue as an institution on how the College is serving the student within those courses.

## Action Plan

The College recognizes that the current process is manual and has partnered with the SLO/ Program Review Coordinator, and Assessment Coordinator to begin working with Nuventive (TracDat) with the support of SLOAC to simplify the assessment process.

## IIA.3 Evidence

- IIA.3-01 [Sample AUTO Cert PLOs](#)
- IIA.3-02 [Sample Course Outline SLO 14.B](#)
- IIA.3-03 [CHDV ADT Degree With PLOs](#)
- IIA.3-04 [Paramedic Certificate With PLOs](#)
- IIA.3-05 [BOT-Instructional-Curriculum-Changes](#)
- IIA.3-06 [BOT-Curriculum Recommendation Changes](#)
- IIA.3-07 [SLO Assessment Action Plan Calendars](#)
- IIA.3-08 [Sample MATH-Action Plan](#)
- IIA.3-09 [Sample ENGL Action Plan](#)
- IIA.3-10 [VVC-2016FA-Master-SLO-Calendar-Revised-Final-09142016](#)
- IIA.3-11 [Sample SLO Assignment Letter Draft To AFT Faculty](#)
- IIA.3-12 [CFIE SLO Submission Portal](#)
- IIA.3-13 [VVC Program Learning Outcomes Definition](#)
- IIA.3-14 [Course Syllabi Submission](#)
- IIA.3-15 [VVC Syllabi Submission Process](#)
- IIA.3-16 [Active SLOs Report](#)

**IIA.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

**Description**

The College offers high-quality pre-collegiate courses and instructional programs within departments and through the Basic Skills program. Pre-collegiate level curriculum is designed to prepare students for college level courses. The College's pre-collegiate curriculum is composed of Basic English and Basic Math, both of which provide academic readiness and access skills for students into college level courses [IIA.4-01]. For example, Basic Skills 3 provides essential skills in Reading and Writing; the content of this course prepares students to begin their academic or vocational college careers. Basic Skills 9 provides students with essential skills in mathematics; the content of Basic Skills 9 includes fractions, decimals, percentages, ratios, proportions [IIA.4-02] and word problems. Student preparation for college-level coursework is assessed in the Assessment Center [IIA.4-03] through standardized and validated testing methods prior to students enrolling in any basic skills class. Counselors use multiple measures [IIA.4-04], such as placement exams and diagnostics, to ensure that students are placed accurately.

The Basic Skills Committee is primarily faculty driven with additional representation from a chair, a dean and support services [IIA.4-05]. The committee collects and analyzes basic skills data related to student needs for curriculum and support services. The committee makes recommendations to appropriate program faculty for curricular and programmatic changes based on this analysis. The committee provides the opportunity for in-depth discussion and analysis of basic courses and learning and achievement data. An example of this is the redesign of the English and math basic skills course sequences [IIA.4-06]. Changes made in course sequence in math and English are the result of such dialogue. In all instructional areas, there is a program review process. In addition, there is ongoing dialogue that focuses on assessment results of the student learning outcomes. The dialogue is focused on continuous analysis for the program.

In addition to Basic Skills courses, the English department regularly offers two lower level courses – ENGL 6 (Basic Reading and Writing) [IIA.4-07] and ENGL 50 (Writing Fundamentals) [IIA.4-08] for students who do not place into college-level English. The Math Department offers lower level classes as well (MATH 10, Basic Mathematics Skills, and MATH 12, Pre-Algebra) [IIA.4-09, IIA.4-10], but Math 10 is in the process of being phased out due to changes in the math curriculum based on their participation in the California Acceleration Project [IIA.4-11].

**Evaluation**

The College meets this Standard. The College offers high-quality pre-collegiate courses and instructional programs. The College's Pre-collegiate curriculum prepares students for college level courses, and the curriculum is composed of Basic English and Basic Math, both of which provide academic readiness and access skills for students into college level courses. These courses undergo a regular cycle of assessment of student learning outcomes to assess their effectiveness.



## Action Plan

Work with faculty to explore the possibility of moving some or all basic skills courses to noncredit, Adult Education, or other appropriate venues.

## IIA.4 Evidence

- IIA.4-01 [Academic Senate website](#)
- IIA.4-02 [Basic Skills website](#)
- IIA.4-03 [Assessment Center website](#)
- IIA.4-04 [Administrative Procedure 4261, Course Placement Assessment](#)
- IIA.4-05 [Basic Skills Committee Charge](#)
- IIA.4-06 [New English and Math Course Sequence](#)
- IIA.4-07 [Catalog Description ENGL 6, page 266](#)
- IIA.4-08 [Catalog Description ENGL 50, page 266](#)
- IIA.4-09 [Catalog Description MATH 10, page 340](#)
- IIA.4-10 [Catalog Description MATH 12, page 340](#)
- IIA.4-11 [VVC Scorecard Spring 2016](#)

**IIA.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

## Description

The College offers programs that follow practices common to American higher education. The programs and curricula are of high quality, relevant to community and student needs, and are evaluated regularly to ensure quality and currency as mandated by the College's Board Policy 4020 [[IIA.5-01](#)] and guided by procedures set in place by the Administration as indicated on the Administrative Procedure 4000 [[IIA.5-02](#)]. These procedures include guidelines for reviewing, updating, and approving all curricula and certificate programs at least once every six years (two years for CTE courses/programs). The six-year curriculum cycle also includes a review of student learning outcomes and their methods of assessment.

To decide the breadth, depth, rigor, sequencing, time to completion and synthesis of learning of each of the programs available to the students, the College relies primarily on the subject matter expertise of discipline faculty to make these decisions. Curricula submitted to the Curriculum Committee by faculty developers undergo a rigorous process of review to ensure that courses include the appropriate depth, breadth, rigor, and sequencing, time to completion, and synthesis of learning for each course and program [[IIA.5-03](#)] before any additions or changes can be made to the College's curriculum. All CORs are housed on the college's CurricUNET site and all faculty and administrators have access to all courses and programs. Faculty and administrators are able to

review and faculty are able to edit as necessary course content, instructional objectives, methods of instruction, and methods of evaluation in order to maintain their courses and programs [[IIA.5-04](#)].

The Curriculum Committee uses the requirements of Title 5 [[IIA.5-05](#)] when reviewing degree-applicable courses (i.e. grading, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, level, conduct of course, and repetition) and non-degree applicable courses (i.e. grading policy, units, intensity, prerequisites and co-requisites, conduct of course, and repetition) as guidelines. In addition, distance education courses require separate review and approval, which considers factors such as course suitability for distance education, regular and effective student-instructor contact, and distance evaluation integrity [[IIA.5-06](#)].

In addition, assessment of Student Learning Outcomes (SLOs) for all courses/programs can be used to evaluate quality, rigor, and synthesis of learning [Program Review Handbook – Instructional Programs]. SLOs are proposed by the faculty and reviewed by the Curriculum Committee upon initiation of all new courses/programs and any proposed changes. SLO assessments are completed based on a plan of assessment [assessment calendars] by faculty from each program. Results of these SLO assessments are reported on an annual basis through each program's Program Review, Allocation, and Institutional Strategies for Excellence (PRAISE) report [[IIA.5-07](#)] and are used to drive curricular changes.

To meet the standards and minimum requirements of the associate degrees offered at the College, Baccalaureate degrees are not currently offered. The College utilizes the counselors available in the Counseling Department, the Transfer Center, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Veterans, and CalWORKs to assist all students, including the students enrolled in the Distance Education Program (more detailing information about this service is available in Standard IIC), with course sequencing through the preparation of their detailing Educational Plan that meets the state regulations. External stakeholders such as California State Universities, University of California and private universities are consulted to assure courses and programs offered are in sync with their programs through the Assist.org website [[IIA.5-08](#)] so they can complete their program in a timely manner. Degree programs consist of 60 semester credits made up of at least 21 credits of General Education courses, 18 or more credits of Major courses, and the remainder of the units in Elective courses [[IIA.5-09](#)].

Department Chairs have developed 2-year program course cycles that are used by Counselors and are posted on the website [[IIA.5-10](#)]. These assist counselors in helping students set up their Education Plans by knowing what courses are going to be offered by each department in the upcoming two years. The Transfer Center works with public and private universities across the nation in establishing transfer opportunities and to ensure that course offerings at the College are transferable and current [[IIA.5-11](#)]. They also disseminate this information to students through

college fairs, workshops, college tours, classroom presentations, and transfer kick-off events [[IIA.5-12](#)].

To demonstrate the rigor commonly accepted among like degrees in higher education and to meet the students' expectations, each sample assignment on the official COR is matched to the corresponding instructional objective (s). In addition, each instructional objective is matched with the corresponding methods of evaluation. This linkage ensures that faculty employ the rigor necessary for students to be successful at the four-year level.

### **Evaluation**

The College meets this standard. The College has established procedures through curriculum development and assessment to ensure that degrees and programs conform to accepted practices common to American higher education. Participation of faculty through submission of course and program additions and changes to the Curriculum Committee and that committee's oversight based on Title 5 requirements ensure that the College's curriculum is comparable to other institutions. Through faculty's regular assessment of Student Learning Outcomes, the faculty ensure that courses and programs maintain their currency. Through coordination with Counseling and Transfer services, the College ensures that time to completion and transfer requirements are met and that students have workable educational plans that help them to achieve their goals.

### **Action Plan**

The Professional Development Committee, the Office of Instruction and the Student Success Initiative Program should work together to provide faculty with training opportunities to continue ensuring high quality of instruction and enhancement of the breadth and depth of the understanding of their discipline as well as a wide variety of teaching pedagogies linked with the student learning.

### **IIA.5 Evidence**

- IIA.5-01 [Board Policy 4020, Standards of Education Excellence](#)
- IIA.5-02 [Administrative Procedure 4000, Sustaining Standards of Educational Excellence](#)
- IIA.5-03 [VVC CurricUNET website](#)
- IIA.5-04 [Course Outline of Record](#)
- IIA.5-05 [Title 5, Section 55002, Standards and Criteria for Courses](#)
- IIA.5-06 [Distance Education Plan 2012](#)
- IIA.5-07 [Program Review - Instructional Programs - SharePoint](#)
- IIA.5-08 [Admissions and Records Website - Steps to Enrollment](#)
- IIA.5-09 [2016-2017 VVC Catalog](#)
- IIA.5-10 [Counseling Website - Two Year Program Course Cycles](#)
- IIA.5-11 [Transfer Center website](#)
- IIA.5-12 [Transfer Workshops](#)

**IIA.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

**Description**

The College schedules courses that allow certificate and degree completion at higher educational standards. The College assures that students receive accurate information about courses, programs and transfer policies. Degrees and certificates define purpose, content, course requirements, and Student Learning Outcomes for every class section syllabus and Course Outline of Record. The College offers students transfer classes to fulfill degree requirements, certifies learning outcomes are comparable, and verifies articulation agreements. If programs are changed or eliminated, arrangements are made so students can complete their education with little disruption. Clear representation of courses and programs is offered through catalogs, statements, publications, electronic formats [[IIA.6-01](#); [IIA.6-02](#); [IIA.6-03](#)]. The policies, procedures and publications represent the mission of the College, which is found in the College Catalog and the website, orientations, and counseling services [[IIA.6-04](#), [IIA.6-05](#)].

Agreements with high schools and CSU and UC are articulated and enhanced through Transfer Model Curriculum—ADTs between CSU and community college. The college catalog details requirements for transfer, such as the Intersegmental General Education Transfer Curriculum (IGETC) and CSU general education requirements. Articulated Majors are listed in Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) [[IIA.6-06](#)].

Counseling services are offered to help students with transcript evaluation, including transfer equivalency, particularly in regard to program discontinuance and student progress toward program completion [[IIA.6-07](#)].

Information is provided to students, faculty, staff and the public in printed and electronic version and is reviewed for schedule of classes, regulations, requirements and policies for academic programs.

The student handbook and catalog also explain policies and procedures for certificates, degrees, and transfer courses [[IIA.6-08](#); [IIA.6-09](#)]. Information is also disseminated by newsletters, flyers, Financial Aid, Career and Technical and Workforce Preparation publications, the Admissions office and on the College website. The dissemination of knowledge to students, faculty, staff and public is thorough and is updated regularly.

**Evaluation**

The College meets this standard by providing the students the information they need in order to complete their required training, program or achieve the necessary certificate of completion in an organized and cohesive timeframe and structure. The course sequence is mapped on the students' educational plan that is based on the degree requirements for their program of study offered through college publications.

## Action Plan

Update Student Handbook to current procedures and policies

### IIA.6 Evidence

- IIA.6-01 [Nursing Curriculum 2013-2014](#)
- IIA.6-02 [Paramedic Academy](#)
- IIA.6-03 [Fire Technology](#)
- IIA.6-04 [Board Policy 1200, District Vision, Values, Mission, and Goals](#)
- IIA.6-05 [Administrative Procedures 1200, Review of District Vision](#)
- IIA.6-06 [Transfer Center](#)
- IIA.6-07 [Guidance and Counseling](#)
- IIA.6-08 [Student Handbook, page 31](#)
- IIA.6-09 [Catalog 2016-2016, page 14-15, 41-60](#)

**IIA.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

### Description

The College offers a wide range of classes delivered in multiple formats (traditional lecture, online, hybrid, and web-enhanced) [IIA.7-01] in order to meet diverse and changing needs of students. These options give students the opportunity to find a delivery mode or teaching methodology that best meets their needs. The College also offers a wide breadth of course types including academic (for those looking to transfer to a 4-year college), vocational (for those who want to enter the work force and are not interested in transfer), and public safety (for students looking to enter the career field in the public safety area).

On the academic side, there are courses that range from remedial subject matter (e.g., Basic Skills 3) [IIA.7-02] to 100 and 200-level courses, which are transferable to a 4-year college. On the vocational side, many programs are designed to take individuals with no experience and train them to be employable job candidates [IIA.7-03]. We also offer non-credit classes that individuals take for other purposes such as personal growth (e.g. ESL), fun (e.g. AHOM), or fitness (e.g. ADPE).

Many courses and programs at the College require labs with their classes. This need is determined based on established curriculum requirements. For example, many physical science courses (CHEM 100) [IIA.7-04], some social sciences courses (PSYC 101) [IIA.7-05], and several arts courses (PHOT 101) [IIA.7-06] require laboratory time if hands-on experience is needed. Likewise, most Career-Technical Education classes also require labs (WELD 51) [IIA.7-07] as do the Health Sciences (NURS 223) [IIA.7-08] and Public Safety (FIRE 91) [IIA.7-09] courses. The majority of these courses are offered in a face-to-face format although sometimes these can be offered in a hybrid format.

Department Chairs and administrators strive to provide successful access to all students by scheduling classes to meet student needs including DE students. They attempt to combine a mix of delivery modes and teaching methodologies so that, for example, students who prefer onsite classes and those who prefer online classes will both be accommodated. However, in some areas (such as Vocational Education), delivery method can be dictated by curriculum. That is, some skill sets require either a theoretical knowledge or a practical hands-on knowledge. Other areas are governed by outside certification or accreditation bodies that dictate how they deliver their programs (e.g. NATEF for Automotive, AWS for Welding).

In both department meetings and PRAISE reports, discussion of DE courses ranges from brief mention of offering DE courses to analysis of retention and success rates, including SLOs and assessment. Discussion of improving instruction via new methodologies is also discussed in relation to student performance. In addition, faculty who teach DE courses assess student learning via SLO reporting.

Learning support services, such as tutoring and library services, are readily available on campus. The College has recently completed Phase I of centralizing all tutoring services to a common location as proposed to the Facilities Committee [IIA.7-10]. As part of Phase 1, the Math Success Center was moved to the Advanced Technology Center so that math tutoring services and the Writing Center are housed in the same building. Subsequent phases will move other tutoring services into that building as well.

Currently the Writing Center [IIA.7-14] provides in-person tutoring as well as online tutoring services to all students. The Writing Center is open on Monday-Thursday from 9:00 a.m.-7:00 p.m. and on Friday from 9:00 a.m.-3:00 p.m. The Center also offers workshops that cover some theory, examples, and practice. Most students in writing classes are required, or at least encouraged, to utilize the Writing Center and its tutors. Developmental writing classes also have embedded tutors in their classes. Online students can request an online tutor through use of a form on the library's website [IIA.7-11].

The Math Success Center has tutoring available for both STEM and non-STEM students Monday-Friday from 9:00 a.m.-5:30 p.m. [IIA.7-12]. They also provide hour-long workshops taught by a mathematics professor designed to help students develop confidence and strength in their problem areas and help them to fill in gaps that they may need to be successful in a math class. Students have the ability, through an online form, to request a one-on-one math tutoring session [IIA.7-13].

Library services are available to all students, either through drop-in at the physical library or through accessing their databases online [IIA.7-11]. The library is open on Monday-Thursday from 8 a.m. to 9 p.m., on Friday from 8 a.m. to 3 p.m., and on Saturday from 10 a.m. to 3 p.m.; it is closed on Sundays. The library has a wide collection of databases that are accessible, along with the catalog, both on and off campus. The library also hosts a collection of textbooks placed on reserve by instructors that are available for a limited check-out period determined by the instructor.

Counseling services are available on campus on Monday-Friday from 8:30 a.m. to 5:00 p.m. Students need to meet with counselors after they have completed their admissions application, new student orientation, and assessment test. Appointments may be scheduled online, and appointments are available from 8:30 a.m. to 6:30 p.m. Monday-Thursday and from 8:30 a.m. to

4:30 p.m. on Friday. Counselors are also available that specialize in student support programs such as Cal-Works, Puente Program, ESL, DSPS, and EOPS [[IIA.7-15](#)].

The Disabled Students Programs and Services office on campus is open Monday-Thursday from 8:00 to 5:00 p.m., and other appointments are available. The goal of DSPS is to promote equal access for students with disabilities in the college setting and accessibility is accomplished through support services and academic accommodations based on the individual's educational functional limitations of their documented disability [[IIA.7-16](#)]. Information about DSPS students is available to faculty [[IIA.7-17](#)].

### **Evaluation**

The College meets this standard since it provides multiple modes of delivery and teaching methodologies for both online and onsite students. The attempts to schedule courses, when possible, that can meet the needs of all students are based on discussions and evaluations in forums such as department meetings, PRAISE reports and faculty self-evaluation where face-to-face and DE courses are included.

### **Action Plan**

Provide a link on online class pages to the Counseling Center. Provided embedded online tutors to online students in English 6 and developmental Math classes.

### **IIA.7 Evidence**

- IIA.7-01. [Schedule Section Search](#)
- IIA.7-02. [BSKL 3 Catalog Description](#)
- IIA.7-03. [WELD Certificate/ Degree Catalog Description](#)
- IIA.7-04. [Catalog Description CHEM 100](#)
- IIA.7-05. [Catalog Description PSYC 101](#)
- IIA.7-06. [Catalog Description PHOT 101](#)
- IIA.7-07. [Catalog Description WELD 51](#)
- IIA.7-08. [Catalog Description NURS 223](#)
- IIA.7-09. [Catalog Description FIRE 91](#)
- IIA.7-10. [Facilities Committee Minutes, 2/19/2016](#)
- IIA.7-11. [Library Webpage](#)
- IIA.7-12. [Mathematics Success Center Webpage](#)
- IIA.7-13. [Mathematics Tutor Request Webpage](#)
- IIA.7-14. [Writing Center Webpage](#)
- IIA.7-15. [Guidance and Counseling Webpage](#)
- IIA.7-16. [Disabled Student Program Service Webpage](#)
- IIA.7-17. [Faculty Handbook 2002-2003](#)

**IIA.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

**Description**

The College does not use department course examinations. Some programs in career and technical fields do use industry specific exams for licensure and certifications. These exams are used to demonstrate skill proficiency. However, the College does not use industry specific or prior learning instruments to place students into the programs.

**Evaluation**

The College meets this standard.

**Action Plan**

No Action Plan Required

**IIA.8 Evidence**

No evidence needed

**IIA.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

**Description**

At the attainment of the basis for awarding course credits, degrees, and certificates, units of credit are based on the accepted post-secondary credit systems. The College operates on an academic year divided into two equal semesters of 16-week duration. All courses have Student Learning Outcomes (SLOs) that are statements regarding course content that is critical to student success in the course [[IIA.9-01](#)]. Programs have Program Learning Outcomes (PLOs). Non-instructional areas have Service Area Outcomes (SAOs) [[IIA.9-02](#)]. For every course, SLOs are recorded on the Course Level Record (COR) and are assessed using embedded assessments methods. Instructional programs are engaged in regular assessment, and each discipline has a three-year and a six-year plan.

All new courses and degrees are required to have Student Learning Outcomes both at the course and program levels. These are statements stipulating what graduates will know and are able to do at the completion of an entire course of study. Programs are assessed by examining SLO results that students must achieve in order to demonstrate mastery of the PLOs. Course assessment tasks are graded and are a factor in the awarding of course credit towards degrees and certificates. Thus, the achievement of the PLOs are the basis for awarding degrees and certificates.



Regardless of the means of instructional delivery, Units of Credit for all courses and degrees are consistent with College policies and Higher Education Norms. The Curriculum Committee ensures that the units awarded for degrees and certificates are consistent with College policies and procedures. The Curriculum Committee has developed guidelines that reflect statewide protocols regarding units. In addition, the College follows Title 5 and Ed Code [[IIA.9-03](#)]. The College also follows the Chancellor's Office Program and Course Approval Handbook [[IIA.9-04](#)].

### **Evaluation**

The College meets this standard. Degrees and certificates are awarded after a review of transcripts to ensure that students have passed all the required classes indicated in the catalog during their enrollment. Petitions for degrees are reviewed in the Admissions and Records Office by a graduation evaluator, who confirms course completion from the student transcript. All courses have SLOs. SLOs are assessed with clearly embedded tasks. All degrees and certificates have PLOs, and PLOs are assessed using data from SLOs mapped to PLOs. Units of credit are identified in the course outline of record and follow the Carnegie Rule, Title 5 regulations, California Intersegmental Articulation Council policies, C-ID, and/or CSU/UC norms. Finally, no courses are offered based on clock hours.

### **Action Plan**

No Action Plan Required

### **IIA.9 Evidence**

- IIA.9-01. [Sample Course Outline of Record](#)
- IIA.9-02. [Service Area Outcomes, NIPR 2015](#)
- IIA.9-03. [Title 5, Section 55002, Standards and Criteria for Courses](#)
- IIA.9-04. [Chancellor's Office Program and Course Approval Handbook pg. 143-144](#)

**IIA.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

### **Description**

Transfer students must bring a copy of their transcripts from every prior college to the appointment. Veterans must bring a copy of military transcripts, other college transcripts and their DD214. Incoming transcripts are evaluated by counselors or the Admissions Evaluator, and the transcripts must be from an accredited college, which is listed in the catalogue "Moving On" section along with transfer information [[IIA.10-02](#)]. A transfer process is provided to students during the individual counseling sessions as well as provided in the Transfer Center.

The College currently offers ten associate transfer degrees that comply with the standards set forth by The Student Transfer Achievement Reform Act under SB1440 and now codified in

California Education Code sections 66746-66749, which guarantees admission to a CSU (California State University) [[IIA.10-03](#), [IIA.10-04](#)]. Students must maintain a minimum GPA of at least 2.0 in all CSU-transferable coursework and complete a minimum of 18 semester units with a “C” or better as identified by the college catalog (Title 5 55063). The College lists all of its AS-T (Associates in Science for Transfer) and AA-T (Associates in Arts for Transfer) degrees and their corresponding classes in the College Catalog, pages 79-83 [[IIA.10-02](#)]. The College also has a spreadsheet (page 84) that cross-lists the corresponding AS-T or AA-T to which colleges accept them, along with websites for further student reference [[IIA.10-02](#)].

The College Catalog also outlines the requirements for transfer to either a University of California System or a California State University in the moving on section (pg. 85-93) [[IIA.10-02](#)]. Articulation agreements are either requested by the Articulation Officer or requested by a University. ASSIST.org is the repository for CSU, UC and CC articulation agreements [[IIA.10-05](#)]. Private college articulation agreements are published on the counseling website. There is no internal policy for articulation due to the CSU and UC policy guidelines that the CCs adhere to. When creating articulation agreements with high schools, articulation agreement evaluations were traditionally created between program chairs and their respective high school counterparts. Recently The College has created and implemented Administrative Procedure (AP4050) [[IIA.10-06](#)] and Board Policy (4050) [[IIA.10-07](#)] to clearly define and outline the institution’s articulation policies and processes for creating CTE based articulation agreements with high schools. The Superintendent/President shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions. The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District [[IIA.10-08](#)].

### **Evaluation**

The College meets this standard. The College’s transfer policies are clearly made to all students through the new student orientation that all students must complete online or on campus [[IIA.10-01](#)]. Whether the student is transferring into the College or the student is looking to transfer from the College, the list of transferable courses are made available to them through counseling appointments to set-up their education plan, and with the college transfer sheets that can be found in the College catalog, in the counseling department, and all courses that meet the standard for transfer acceptability are listed with either a UC or CSU designation at the end of the course description that lets students know that those course credits will be transferable. All proposed College courses and certificates must be approved by the Chancellor’s office before being able to be added to the College catalog and offered to students. The creation and implementation of the transfer degree demonstrates the College’s awareness of enrollment trends and transfer trends, which has created a more streamlined transfer process for students [[IIA.10-05](#)]. Also, the creation of the new administrative procedure and board policy has created a uniform and vetted process for the College and partnering high schools to create articulation agreements that follow industry and employment trends [[IIA.10-06](#), [IIA.10-07](#)].

### **Action Plan**

No Action Plan Required

## **IIA.10 Evidence**

IIA.10-01.	<a href="#">Steps to Enrollment Website</a>
IIA.10-02.	<a href="#">Catalog 2016-2017, page 69-76</a>
IIA.10-03.	<a href="#">SB 1440 Associate Degrees For Transfer</a>
IIA.10-04.	<a href="#">SB 1440 VVC/CSU Degrees Matrix</a>
IIA.10-05.	<a href="#">ASSIST Website</a>
IIA.10-06.	<a href="#">Administrative Procedure 4050, CTE Course Articulation</a>
IIA.10-07.	<a href="#">Board Policy 4050, Articulation</a>
IIA.10-08.	<a href="#">Administrative Procedures 4025</a>

**IIA.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Description**

The College employs multiple approaches in determining the rigor, quality, and the breadth of all its programs. It also uses different strategies in incorporating competences into the courses and programs. Learning Outcomes constitute the main strategy by which the College determines appropriate competences across different disciplines [[IIA.11-01](#)]. Among these strategies, the College uses the national and statewide sources, including the Chancellor’s Office Program and Course Approval handbook [[IIA.11-02](#)]. The College also employs the State Academic Senate’s “An Effective Curriculum Processes Primer” [[IIA.11-03](#)], and Title V, Section 55002 [[IIA.11-04](#)]. The Curriculum Committee guidelines, and ACTE advisory committees’ area also used to develop competences. The College has institutional student learning outcomes that include competencies in communication, analysis, critical thinking and computation. For example, the College teaches students how to read and gather information, evaluate, organize, and synthesize that information from a variety of sources, including research and media. Students can then use these skills to analyze and interpret material, problem solve and apply reasoning skills in forming conclusions and offering solutions. When applicable, each course outline of record contains an explanation of how information competency is included in the course. As an example, the library maintains an assignment whereby English 101 [[IIA.11-05](#)] students assess their competency in using the library’s research tools. The ability to use the library is a validation that the students have attained the information competency learning outcome.

### **Evaluation**

The College meets this standard. All programs contain appropriate course and program level outcomes in information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

### **Action Plan**

No Action Plan Required

## IIA.11 Evidence

- IIA.11-01. [Program Learning Outcomes Website](#)
- IIA.11-02. [Chancellor's Office Program and Course Approval Handbook](#)
- IIA.11-03. [ASCCC Effective Curriculum Processes Primer](#)
- IIA.11-04. [Title V, Section 55002, Standards and Criteria for Courses](#)
- IIA.11-05. [English 101 Library SLO - Sample](#)

**IIA.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### Description

The College requires that all degree programs are clearly stated in its catalog. Degree-seeking students complete 21 units of General Education requirements. The philosophy on which this requirement is based is this: "The General Education pattern at Victor Valley College is a comprehensive and integrated introduction to broadly applicable principles, concepts, and methods of the humanities, natural sciences, communication, mathematics, and social studies. The awarding of an Associate Degree by the College is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the student to complete a series of learning experiences designed to increase knowledge, develop competencies, enhance insights, and encourage lifelong learning" [IIA.12-01]. This philosophy is also articulated in Board Policy 4025 [IIA.12-02] and Administrative Procedure 4025 [IIA.12-03].

General Education courses are developed by faculty like all curriculum at the College, and faculty who develop those courses work closely with the department chair in their area of expertise to develop the curriculum. A number of degree-applicable courses fulfill more than one area of General Education. Additionally, the articulation officer verifies the appropriate General Education category assignment(s) based on the College, CSU, and IGETC requirements [IIA.12-04, IIA.12-05]. General Education courses, as all other courses at the College, each have Student Learning Outcomes that are assessed on a six-year cycle.

General Education Requirements are categorized according to the expected development of some of the competencies listed after them (College Catalog 2016-2017, pp. 71-72) [IIA.12-06]. Those categories are Natural Sciences Social and Behavioral Sciences (minimum of 3 units), American Institutions (minimum of 3 units), Humanities (minimum of 3 units), Language & Rationality – Communication & Analytical Thinking (minimum of 3 units), Mathematics (minimum of 3 units) and Language & Rationality – English composition (minimum 6 units).

Students are required to fulfill a requirement that addresses competency in Global Citizenship. Examples of courses that fulfill this competency are Anthropology 102 [[IIA.12-07](#)], History 155 [[IIA.12-08](#)] or Spanish 101 [[IIA.12-09](#)]. Students who complete the General Education requirements for this competency will be able to explore, identify, and evaluate the factors that have shaped the global community to gain an understanding of the individual's roles in relationship to other individuals and systems on a global level.

Students are also required to fulfill a requirement that addresses Information Competency. Examples of courses that fulfill this competency are English 116 [[IIA.12-10](#)] PHIL 114 [[IIA.12-11](#)] and Political Science 114 [[IIA.12-12](#)]. Students who complete the General Education requirements for this competency will be able to determine the nature and extent of information needed and identify a variety of types of formats of potential sources of information, utilize research tools and/or the Internet to effectively locate and retrieve information resources, analyze and evaluate information using the criteria of credibility, relevance, authority, currency, and point of view or bias, and organize and communicate information for a specific purpose and in accordance with legal and academic standards.

The College recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the District's growing and diverse student population [[IIA.12-13](#), [IIA.12-14](#)]. By offering DE, the College enables students to access a quality education, anytime, anywhere. The College includes courses offered fully online and partially online (hybrid). The students have the option to choose face-to-face classes, online or hybrid classes through the class schedule posted online at the college website. When appropriate, traditional face-to-face course use of technology and use of broadcast technology (video conference site-to-site courses) are also considered in the Distance Education Plan [[IIA.12-13](#)].

To ensure that the required skill level of students in DE courses and all instructional programs meet the collegiate standard and rigors, the College follows standards of quality defined in the Distance Education Plan 2012 [[IIA.12-15](#)] to support the development and delivery of effective DE courses that serve students' needs and effectively promote learning and success. Such standards are general standards, course media and material standards, accessibility standards, and privacy and protection standards [[IIA.12-16](#), [IIA.12-17](#), [IIA.12-18](#)]. A Frequent Ask Questions section is available to the students in the Blackboard Online Classes webpage [[IIA.12-19](#)] that leads to a self-assessment to determine whether or not an online course is a good match for an independent learning style [[IIA.12-20](#)].

Students seeking Associate's Degrees for Transfer (AD-Ts) must also satisfy a General Education requirement; however, these requirements are based on the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements depending on where the student plans to transfer to [[IIA.12-21](#)].

As part of the college admissions, and in accordance with the Student Services Act of 2012, all new students arriving at the College need to take an assessment test (currently "Accuplacer") which includes Math, English and ESL also contains computer skills. It tests for such computer

basics as file management, word processing, and information technology. This assessment can determine whether a student has the computer skills that an institution or specific program requires. In addition, students must receive education planning services [[IIA.12-22](#)]; hence, students meet with Counselors to develop their Educational Plans in order to ensure that all General Education requirements are fulfilled. The Counseling Office has several forms available that students can use to keep track of their General Education requirements. College students are awarded degrees upon completion of General Education college credits in addition to program requirements in their major or area of emphasis [[IIA.12-23](#)].

### **Evaluation**

The College meets this standard. The College has a well-established General Education Plan that is based on a thoughtful philosophy clearly articulated in the catalog. This General Education Plan meets the criteria of preparing students for and accepting the responsibility of participation in civil society by requiring fulfillment of the Global Citizenship competency; providing students with skills for lifelong learning and application of learning by requiring fulfillment of the Information Competency and the Social Sciences requirement; and enabling students to have a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences by requiring fulfillment of courses in those areas.

### **Action Plan**

No Action Plan Required

### **IIA.12 Evidence**

IIA.12-01.	<a href="#">Catalog 2016-2017, page 72</a>
IIA.12-02.	<a href="#">Board Policy 4025, Criteria for Degree and General Education</a>
IIA.12-03.	<a href="#">Administrative Procedure 4025, Criteria for Degree and General Education</a>
IIA.12-04.	<a href="#">Administrative Procedure 4050, CTE Course Articulation</a>
IIA.12-05.	<a href="#">Catalog 2016-2017, page 83</a>
IIA.12-06.	<a href="#">Catalog 2016-2017, pages 71-72</a>
IIA.12-07.	<a href="#">Catalog 2016-2017, page 128</a>
IIA.12-08.	<a href="#">Catalog 2016-2017, page 312</a>
IIA.12-09.	<a href="#">Catalog 2016-2017, page 411</a>
IIA.12-10.	<a href="#">Catalog 2016-2017, page 268</a>
IIA.12-11.	<a href="#">Catalog 2016-2017, page 379</a>
IIA.12-12.	<a href="#">Catalog 2016-2017, page 390</a>
IIA.12-13.	<a href="#">Distance Education Plan 2012</a>
IIA.12-14.	<a href="#">Catalog 2016-2017, page 15</a>
IIA.12-15.	<a href="#">Distance Education Plan 2012, pages 10-13</a>
IIA.12-16.	<a href="#">Board Policy 5500, Standards of Conduct</a>
IIA.12-17.	<a href="#">Administrative Procedure 5020, Non-Resident Tuition</a>
IIA.12-18.	<a href="#">Distance Education Plan 2012, Appendix D, E and F</a>
IIA.12-19.	<a href="#">Frequent Ask Questions – Online Classes</a>
IIA.12-20.	<a href="#">Online Classes Readiness Survey</a>

- IIA.12-21. [Catalog 2016-2017, pages 77-88](#)
- IIA.12-22. [SSSP Plan 2014-2015](#)
- IIA.12-23. [Board Policy 4100, Graduation Requirements](#)

**IIA.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **Description**

The College offers an extensive array of courses, certificates and degrees. These courses and degrees prepare students for a vast field of credentials, including Basic Skills and preparation for college level courses, lifelong learning and self-improvement, career and technical qualifications, transfer to senior institutions, and degree attainment [[IIA.13-01](#)]. The College's curriculum development process has established procedures that ensure that new programs and existing programs include focused areas of inquiry and competences. All Associate degrees provide students with the focused knowledge and skills needed to earn a degree, transfer to a four-year institution or prepare for technical and career opportunities. Students have opportunities to earn Associate Transfer Degrees to any of the California State Universities Associate in Arts (A.A.) or Associate in Science (A.S.) or Associate for Transfer (A.A.-T/A.S.-T) degrees [[IIA.13-02](#)]. The College's degrees include focused study in at least one area of inquiry or in an interdisciplinary core [[IIA.13-03](#)]. Individual departments develop and evaluate appropriate degree and certificate content and learning outcomes for all degrees and certificates offered by the College. These outcomes are published in the Course Outline of Record (COR) [[IIA.13-04](#)]. Development of new degrees involves faculty who are subject specialists and have knowledge of the required content and knowledge domains for the degree. Faculty also conduct extensive research to ensure that articulation requirements are met. They also ensure that courses have learning outcomes and that those learning outcomes meet current standards within the discipline and that they include mastery of key learning theories and practices within the field of study [[IIA.13-04](#)]. The College offers degrees with an established interdisciplinary core in four areas: arts and humanities, science and math, performing and visual arts, social and behavioral sciences (18 units in an area of emphasis and electives = 60 units total).

### **Evaluation**

The College meets this standard. The above analysis clearly demonstrates that the College has a well-established system and procedures to ensure that all its degrees are based upon student learning outcomes and competencies and that those competences include mastery at the appropriate degree level of key theories and practices within the field of study. To earn an Associate degree or Associate degree for transfer, students must complete a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis [[IIA.13-03](#)]. The proposed course or degree is then submitted to the Curriculum Committee for further vetting and review. Once approved by the Curriculum Committee, the program is sent to the Board of Trustees and then to the Chancellor's Office for final approval where necessary.

## Action Plan

No Action Plan Required

### IIA.13. Evidence

- IIA.13-01. [Catalog 2016-2017](#)
- IIA.13-02. [SB 1440 Associate Degrees for Transfer](#)
- IIA.13-03. [Board Policy 4025, Criteria for Degree and General Education](#)
- IIA.13-04. [Sample Course Outline of Record \(COR\)](#)

### **IIA.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

#### Description

Student achievement of competency levels that meet employment standards are gauged through student learning outcomes (SLOs) assessments for all career technical education (CTE) courses. SLOs are determined by a formal process that includes a faculty role and an advisory committee role [IIA.14-01]. SLOs are written into the Course Outline, and samples of assessments for the SLOs are written as well [IIA.14-02]. These define the technical and professional competencies expected of students as they progress through their CTE program.

Assessment of those SLOs is the means through which student progress on those competencies is monitored. Assessment in CTE is conducted on an ongoing basis and is recorded [IIA.14-03]. The SLO Assessment Action Plan identifies when a course SLO will be assessed twice within a three-year cycle. All SLO Assessments Action Plan (Calendars) are updated by the department as courses are updated in CurricUNET [IIA.14-03].

An SLO Assessment Template [IIA.14-04] describing the process, essentially an assessment of the assessment, is also expected from the instructor. Once assessment for SLOs is done, the instructor(s) and the department evaluate the effectiveness of the SLOs and the assessment of them. From the information taken in the assessment, the instructor can revise the SLOs or can revise the assessment tools to better accurately measure student accomplishment in the future. When finished with assessment, the instructor writes an Assessment Report detailing the assessment of the students' accomplishments, evaluating the SLOs and assessments and providing suggestions for improving effectiveness. The process is ongoing, continually reviewing assessment and the SLOs to improve instruction and learning. SLOs are also included on each Course Outline of Record [IIA.14-05] and instructor's syllabi and are tracked each semester by the deans' offices for accuracy and implementation on each syllabus.

Additional methods are used to ensure that students completing CTE programs demonstrate the requisite technical and professional skills, ranging from compliance with state and/or federal regulations, to professional accreditation standards, to passing rates on licensure exams with institution-set standards reported annually to ACCJC [IIA.14-06]. Program-specific details follow:



The CNA course enables students to become familiar with basic principles of nursing, including procedures and techniques. Clinical experience is provided in extended care facilities. Students learn to provide and meet the patient's basic physical and psychological needs and promote a spirit of restoration and independence in a safe, efficient and competent manner. This is a State approved pre-certification program.

The College's Associate Degree Nursing program provides instruction and training to produce competent, knowledgeable, graduate nurses that provide quality nursing care to the public. This program enables students to take the NCLEX exam in order to become a licensed registered nurse.

Respiratory Therapy prepares students to be licensed as respiratory care practitioners. The College's Respiratory Therapy Program provides hospital skills and supervised clinical practices in Inland Empire hospitals. Graduates of the College, as a result of the education and training they receive, pass the state licensing and national registry exams at a rate much greater than the national average. The Respiratory Therapy Program is fully accredited by the American Medical Association.

The College offers degrees in Child Development/Early Childhood Education that meet State Department of Social Services requirements as defined in Title 22.

Accredited courses are offered that meet the professional standards required by the California State Fire Marshal's Office. Students must complete each of these courses with a passing score of 80 percent or better to earn certificates that many employers require for consideration for employment.

The College is accredited as a Regional Training Program through the State Fire Marshal's office. This means that the fire technology program delivers advanced courses for fire officer development, chief officer development and other specialized positions within the fire service. Certifications for these courses are issued at the College, as opposed to being sent to the State, thus eliminating the often 6 to 8 week wait for the issuance of certifications. The department provides a series of classes that will give entry level students the basic skills and abilities to pass the required employment examinations for a paid call firefighter position with any of the local agencies.

Several classes also prepare the student for entry into the Firefighter I Academy, a 12-week, 400-hour rigorous course of study that will, when successfully completed, earn the student a certificate from a certified training academy that he or she meets the professional standards for entry level firefighter.

The College's Fire Technology Program is also the first and only institution in San Bernardino County to offer the validated Physical Abilities Test (Biddle). The College's Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs [[IIA.14-07](#)]. Upon the recommendation of the Committee on Accreditation of Educational Programs for

the Emergency Medical Services Professions, the College offers an EMS simulation program that it is a state of the art and is dynamic to prepare the students for real life events [[IIA.14-08](#)].

Courses prepare students to acquire California salesperson and brokers' licensures. The Electronics and Computer Technology Department is now a Certified CISCO Networking Academy. CISCO networking classes are offered that lead to the CISCO Certified Network Associate (CCNA) and the CISCO Certified Network Professional (CCNP). Students will be able to obtain the CCNA certification after successfully completing four courses and taking one Cisco CCNA Certification exam. The CCNP also requires four courses, but there are four CCNP Certification exams, one for each course topic. There is a high demand for CCNA and CCNP Certifications, and seating is limited by the number of computer stations available.

The College offers a low-unit certificate to prepare students for the A+/Net+ certification exam. The electronics program at the College prepares the students for professions such as avionics, biomedical, data cabling, fiber optics, gaming and vending, industrial electronics, information technology, renewable energy, smart home, and wireless communications. The College is also a member of the Microsoft Developer Network Academic Alliance (MSDNAA) that provides the department and students a cost effective way to keep up with the latest changes in Microsoft software. The MSDNAA program was designed specifically to provide resources to technology departments and their students.

The Welding Technology courses included in the certificate program will give the students the skills necessary to become an entry-level combination welder.

A partnership exists between the Automotive Department and the new car dealerships that comprise the Auto Park at Valley Center. An internship cohort has been established to allow a select group of well prepared and career-focused students the opportunity to experience the real world work environment of a new car dealership service department. Currently internship positions exist for both service technicians as well as service advisors.

Ideally, determining the readiness of graduates to perform the technical and professional competencies necessary for success in their chosen CTE careers is knowing whether they become employed after graduation. In compliance with Title IV regulations, the Office of Institutional Effectiveness posts Gainful Employment data related to the CTE certificates offered on campus [[IIA.14-09](#)]. In addition, employment or job placement is a student success indicator monitored on the College's Institutional Effectiveness Scorecard [[IIA.14-10](#)]

## **Evaluation**

The College has established systems in place to evaluate on a regular basis the competencies of students as they progress along their CTE programs. Whether those graduates acquire and retain jobs post-graduation in their chosen fields is a better means to determine their technical and professional competencies; the College relies upon existing, mandated metrics such as job placement and gainful employment. However, the College needs a more formal process of verifying and tracking employment information for CTE graduates. In order to exceed this standard, the College should participate in statewide efforts under the Career Technical Education Outcomes Study to more precisely assess the success of their CTE graduates.

### **Action Plan**

Participate in the Career Technical Education Outcomes Study, a standardized method of tracking and collecting post-graduation data on student employment and other outcomes sponsored by the California Community Colleges Chancellor's Office.

### **IIA.14 Evidence**

- IIA.14-01. [CTE Advisory Council Handbook](#)
- IIA.14-02. [SLO Assessment Manual 2012](#)
- IIA.14-03. [SLO Assessments Action Plan Calendar](#)
- IIA.14-04. [SLO Assessment Template](#)
- IIA.14-05. [Course Outline of Record - Sample](#)
- IIA.14-06. [ACCJC Annual Report 2016](#)
- IIA.14-07. [Commission on Accreditation of Allied Health Education Programs](#)
- IIA.14-08. [EMS Simulation Lab](#)
- IIA.14-09. [VVC Gainful Employment Disclosures](#)
- IIA.14-10. [VVC IE Scorecard – Student Success](#)

**IIA.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Description**

The 2016-2017 catalog states that students may graduate under the catalog in effect at the time of graduation or the catalog in which they entered if the student maintained catalog rights (page 73): "Catalog Rights for Associate Degree, Certificate, or Transfer Requirements--The term 'catalog rights' refers to the requirements, rules and regulations found in the College Catalog for a specific academic year defining specific requirements, as established in the catalog, which the student must satisfy to qualify for an associate degree, a certificate, or transfer. An absence of not more than two years due to an approved educational leave, or to attend another college or university, is not considered an interruption in attendance. Catalog rights apply for a maximum of six years prior to graduation" [[IIA.15-01](#)].

Program discontinuance is sometimes necessary as a result of declining demand changes implemented at the State level that affect local programs. In accordance with Title 5, Section 51022, "College districts are required by current regulation and statute to develop a process for program discontinuance." The Academic Senate for California Community Colleges (ASCCC) has recommended that local senates create a process for program discontinuance that takes into account the following issues: negative effects on students, college curriculum balance, and educational and budget planning. The College's Academic Senate is establishing its Program Discontinuance Policy in accordance with Title 5, Section 51022, and in consideration of the recommendations and guidelines of the Academic Senate for California Community Colleges [[IIA.15-02](#)]. The primary purpose of this policy is not intended to target programs for discontinuance, but rather to establish criteria and guidelines for the decision-making process.

Program Review, the Educational and Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the process. Program discontinuance should be considered only after the 1st reading Academic Senate 5/14/09 2 and reading Academic Senate 6/4/09 – Approved as corrected Program discontinuance NEW June 2009.doc most serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall outside the College’s mission and master plan, as well as the department’s goals and objectives. The policy should not be construed as an inducement to look for programs to discontinue or to discourage participation in an academic process such as Program Review. The Executive Board will disseminate the necessary information regarding any program considered for discontinuance at the monthly Academic Senate meeting. Program discontinuance discussions can be initiated by administration or the affected divisions and departments.

The Academic Senate and its relevant committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of program discontinuance, recognizing the district’s policy to rely primarily on the Academic Senate’s advice in academic matters. The instructor(s) and the department chair of the program being considered will have the opportunity to present the program’s relevance at the cabinet level. The instructor(s) and the department chair of the program being considered for discontinuance should be given 6 months to do research and provide documentation of the relevance of their program and what action, if any, should be taken. The discussion criteria concerning any specific program considered for discontinuance must necessarily have two components: qualitative and quantitative. Both qualitative indicators and quantitative indicators must be discussed in order to have a fair and complete review leading to a decision to either continue or discontinue a program

### **Evaluation**

The College meets this standard. The College recommends program discontinuance after a viable review of the program after considering: effects on students and student success, students in progress in completing their training and area of study, reasons identifying initiation of discontinuance of a program. A viability study could be recommended, and a program could be phased out during a two-year period. Impacted students would be contacted if a program is discontinued and would be allowed to complete required courses within that two-year period, perhaps even helping students to transfer to another college to complete a program. No new students would be admitted into the program once the recommendation to discontinue has been approved by the Academic Senate.

### **Action Plan**

No Action Plan Required

### **IIA.15 Evidence**

IIA.15-01. [Catalog 2016-2017 page 73](#)

IIA.15-02. [New Administrative Procedure 4020, Process for Program Discontinuance](#)

**IIA.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **Description**

Regardless of location or means of delivery, the College regularly evaluates and improves the quality and currency of all its instructional programs. There are two primary methods by which it evaluates and continuously strives to improve programs and courses: Program Review and Student Learning Outcomes (SLOs). In general, Program Review at the College is a systemic process by which programs self-assess in order to promote continuous improvement and institutional effectiveness. Program Review is also a mechanism by which the College conducts a systemic assessment of the effectiveness of its planning and resource allocations [[IIA.16-01](#)]. Program Review also provides a framework for collegial and self-reflective dialogue in regards to the College's effectiveness in carrying out its mission.

There are specific institutional structures that illustrate and facilitate an ongoing process of institutional self-reflection and continuous program improvement. For example, the Instructional Program Review Committee (IPRC) is an Academic Senate Committee tasked with the responsibility of working with faculty from across the College to establish and maintain an ongoing culture of continuous improvement, as evidenced by committee minutes [[IIA.16-02](#)]. IPRC is responsible for implementing the instructional program review process. The purpose of the instructional program review is to use measurable student enrollment data and outcomes assessment data, both quantitative and qualitative, to support the effectiveness of programs and improve the quality of education at the College [[IIA.16-03](#)].

Program reviews follow a precise cycle that is meant to facilitate assessment, dialogue, and program improvement planning. The evaluation process is based on a three-year cycle and is divided into three rotations: A, B, and C [[IIA.16-04](#)]. In addition to Program Review, SLOs are an additional mechanism that the College uses to assess the effectiveness of its courses and determine how well students are learning in each course. As part of a self-reflective program review process, instructional programs review student achievement data and outcomes assessment results in order to generate unit planning objectives. The Student Learning Outcomes Assessment Committee (SLOAC) is a sub-committee of the Academic Senate. SLOAC is responsible for promoting ongoing local and campus-wide dialogue on all levels of assessment through regular publications and campus-wide forums [[IIA.16-05](#)]. Student learning outcomes are an integral part of the program review process. The College has established a six-year assessment plan for course-level assessment for each discipline. Courses that are offered regularly are assessed twice in a three year period. Program level assessment is conducted on a six-year plan [[IIA.16-06](#)]. Assessment at the course and instructional program levels is discussed for planning purposes during the program review. SLOs are stated on all course syllabi.

## **Evaluation**

The College meets this standard. The College uses comprehensive program review and student learning outcomes to regularly evaluate and improve the quality and currency of all instructional programs offered, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. Assessment results for SLOs, PLOs, and institutional level outcomes (ILOs) are the primary strategies by which program quality is ensured.

## **Action Plan**

No Action Plan Required

## **IIA.16 Evidence**

- IIA.16-01. [Instructional Program Review Handbook](#)
- IIA.16-02. [IPRC Minutes](#)
- IIA.16-03. [Instructional Program Review Website](#)
- IIA.16-04. [SLO Assessment Action Plan Calendars](#)
- IIA.16-05. [SLOAC Report 2015](#)
- IIA.16-06. [PLO Webpage](#)