

## **Institutional Analysis of Standard III**

### **Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### **Standard IIIA Human Resources**

**IIIA.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority**

#### **Description**

The College strives to create a student centric learning environment that is inclusive, diverse, and reflective of the community it supports. This statement applies not only to the student population, but to the College's faculty and staff as well [[IIIA.1-01](#)].

The determination for the need and function of every position at the College begins at the department level in consideration of the district mission, goals, and department SLOs/ASOs [[IIIA.1-02](#)]. Staffing resource needs that are identified are submitted to the President's Cabinet for prioritization evaluation through the annual PRAISE process. Job descriptions for both management and classified positions are evaluated for relevance and effectiveness during the annual PRAISE process, during times of vacancy and through the reclassification process [[IIIA.1-03](#), [IIIA.1-04](#)]. HR Staff provides an active role in job description development providing equity, compliance, labor relations oversight, and formatting consistency [[IIIA.1-05](#), [IIIA.1-06](#)].

Job descriptions for administrative, confidential and classified employees include the essential functions and duties of the position as well as the specific experience, education, knowledge, skills, and abilities required to perform the duties of the position. Job descriptions for administrators cite a clear basic function, which includes planning, departmental oversight and leadership, ensuring each and every administrator's job description is linked to the institutional mission and priorities [[IIIA.1-07](#), [IIIA.1-08](#)].

All open positions are advertised in compliance with Title 5 and the Fair Employment and Housing Act. They are posted on the District's website as well as an assortment of both printed

and electronic media outlets including Ed Join and the CCC Registry. The College utilizes Job Elephant to coordinate advertising and posting of job announcements. These job announcements include the requirement of understanding and sensitivity to diverse student populations of the college [[IIIA.1-09](#), [IIIA.1-10](#)].

Job announcements for each faculty position serves in lieu of a job description. Further responsibilities of faculty members are detailed in both the faculty handbook as well as the collective bargaining agreements as shown on page 15 in the Full-Time Faculty Agreement [[IIIA.1-11](#)]. Each posting clearly lists the state minimum education and experiential requirements as set by the CCCO, District and Academic Senate. Additional desired qualifications may be cited according to departmental needs in achieving student success. Faculty postings provide the detailed steps of the recruitment process and include a concise list of documentation required to be submitted in order to be considered for a position.

Depending on the department, job announcements also contain information regarding technical/computer/DE experience [[IIIA.1-12](#)]. In addition the new full-time Librarian position (Systems emphasis), required extensive technical experience to maintain elements such as databases and the Library website for accessibility, including to DE students [[IIIA.1-13](#)].

Job announcements for administrators, management and confidential positions include all of the basic functions, duties, educational and experiential requirements set forth in their respective job descriptions as well as a concise list of documentation required to be submitted in order to be considered for a position. Classified and administrative postings list the essential duties required of the position. Cited education, experience and required documents for the application process vary according to the position posted [[IIIA.1-14](#), [IIIA.1-15](#)].

Hiring procedures for all employee groups are outlined in Chapter 7 of the Board of Trustees Policy handbook [[IIIA.1-16](#)]. Hiring committee compositions listed in AP 7120 [[IIIA.1-17](#)] are varied and based on the position being hired. Each hiring committee is formed for each employee group accordingly. HR provides a Fair Employment Representative to each classified and management hiring committees to participate in the recruitment process that serves as a non-voting member of the committee with a key function of ensuring an equitable process to each candidate [[IIIA.1-18](#)]. Faculty Hiring committees have an HR-trained faculty FER appointed by the Academic Senate [[IIIA.1-19](#)].

All applicants are screened by HR to determine whether or not applications submitted are complete and whether or not applicants demonstrate the minimum requirements of the position posted based on listed experience and required educational documentation. HR provides all hiring committees with standard forms used to evaluate candidates for their proximity to meeting the needs of the department above the minimum requirements as a potential hire in the position under consideration [[IIIA.1-20](#)].

The Board designates hire authority to the President for classified, classified management, full-time and part-time faculty, but Academic Administrator hires must be board approved. Individuals hired have 60 days to produce the original documentation cited in the application and to produce prior work verification from previous employers to HR so that their qualifications may

be validated [[IIIA.1-21](#), [IIIA.1-22](#)]. All foreign transcripts must be submitted with certified documentation of equivalency from an accredited clearing house before they are accepted as a consideration in the verification of minimum qualifications [[IIIA.1-23](#)].

Initially, the College had distance education coordination lodged as an additional assignment that was doled out to an instructional dean. The College made the determination that the scope and nature of distance education required dedicated staff. The Dean of Instruction, Distance Education and Library Sciences was created and BOT approved on 09/13/2016. The Instructional Designer, a classified position, was also created in order to address the job duties described in the DEP [Distance Education Plan]. The College addresses the faculty facilitation of distance education in the form of a DEF [Distance Education Facilitator] and does so by providing release time to a full-time faculty member to perform the duties of the DEF. [[IIIA.1-24](#)]. The job duties for the College DE Staff were written comparable to similar positions at community colleges and universities and followed the same origination path as all other administrative, faculty and classified positions created at the College [[IIIA.1-25](#), [IIIA.1-26](#)].

In the current DE Plan, there is specific criteria by which the DE Coordinator and DEAC determine if a faculty member is qualified to teach DE courses [[IIIA.1-27](#)].

The DEAC is currently creating a “DE Instructor Certification Packet” that is planned to be distributed to faculty in several ways: at new hire (full-time and adjunct) orientation; as part of the DE Handbook (currently in production); and availability on the “Faculty Resources” page of the VVC Blackboard website and in the DEAC SharePoint site. The DE Instructor Certification process being developed is partly based on the high quality standards established by the Online Education Initiative (OEI), including their online course rubric. The OEI course rubric will be presented to the VVC Academic Senate in spring 2017 as a guideline for ensuring sustainable DE course quality and continuous improvement.

While the DE experience on college hiring committees may vary, in the 2016 hiring cycle, the following positions had at least one faculty participant with DE experience: Math, English, Psychology and Library.

## **Evaluation**

The College meets this standard. The College effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness. The College ensures that the vanguard charged with the integrity and quality of its programs and services are the most qualified faculty and staff the area has to offer. Faculty and staff are hired to perform the duties of mission-oriented job descriptions that are a culmination of collaborative planning by the departments, HR, subject matter experts, the president’s cabinet, bargaining units, and the Board of Trustees. This is achieved by consistently applying mission-centric policies and procedures designed to support the mission and goals of the college and yield employees that possess the requisite training, education and experience to perform the duties the College requires to achieve its goals and mission.

## Action Plan

- The College will continue to engage in effective hiring processes to ensure that Administrators, Faculty, Staff are qualified with the appropriate skills and education for the roles they are required to perform with the institution.
- The College will meet with Department Heads, Union leadership and various constituency groups to review, update and create job descriptions that are current and adequately represent the duties needed to be performed to accomplish the District's Mission.

## IIIA.1. Evidence

IIIA.1-01	<a href="#">Board Policy 7120</a>
IIIA.1-02	<a href="#">SLO Coordinator Resolution</a>
IIIA.1-03	<a href="#">Classified Agreement</a>
IIIA.1-04	<a href="#">HR PRAISE Example</a>
IIIA.1-05	<a href="#">Administrative Procedure 7120</a>
IIIA.1-06	<a href="#">Board Policy 2431</a>
IIIA.1-07	<a href="#">Administrative, Management, Confidential Job Descriptions</a>
IIIA.1-08	<a href="#">Classified Job Descriptions</a>
IIIA.1-09	<a href="#">Job Announcements</a>
IIIA.1-10	<a href="#">Job Elephant invoices</a>
IIIA.1-11	<a href="#">Full-Time Faculty Agreement</a>
IIIA.1-12	<a href="#">Psychology Job Posting</a>
IIIA.1-13	<a href="#">Librarian Job Posting</a>
IIIA.1-14	<a href="#">Job Announcement Administrative Position</a>
IIIA.1-15	<a href="#">Job Announcement Classified Position</a>
IIIA.1-16	<a href="#">Board Policies Chapter 7</a>
IIIA.1-17	<a href="#">Administrative Procedure 7120</a>
IIIA.1-18	<a href="#">FER Script</a>
IIIA.1-19	<a href="#">Faculty Hiring Procedures</a>
IIIA.1-20	<a href="#">Paper Screening Form</a>
IIIA.1-21	<a href="#">Hiring Checklists</a>
IIIA.1-22	<a href="#">Memo to Applicant</a>
IIIA.1-23	<a href="#">Foreign Transcript Evaluation</a>
IIIA.1-24	<a href="#">Distance Education Plan</a>
IIIA.1-25	<a href="#">Job Description Instructional Designer</a>
IIIA.1-26	<a href="#">Job Description Dean of Instruction, DE and Library Services</a>
IIIA.1-27	<a href="#">DE Certification Requirements</a>

**IIIA.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

### **Description**

All applicants considered for a full-time faculty position at the College undergo a rigorous screening process prior to being forwarded for an interview. All faculty applicants are reviewed by HR according to the documentation they have submitted with their application [[IIIA.2-01](#)]. Transcripts and resumes are required to accompany all faculty applications for open positions, and the applications must be complete before being forwarded in the recruitment process. This permits both HR personnel and the hiring committees to fully review and assess the professional experience, discipline expertise, and scholarly activities of the applicants.

The documents are paired against the listed minimum and desirable qualifications for the faculty position that are clearly stated in the job announcements [[IIIA.2-02](#)]. Further experiential qualifications are demonstrated with applicant-supplied information on their previous teaching assignments. All applications that meet the standard of completeness and minimum qualifications are then forwarded to the hiring committee for review and screening for desirable qualifications. Teaching demonstrations are required of all full-time faculty applicants that advance to the interview level of the recruitment process. Applicants that are successful in the recruitment process will undergo a full reference check from multiple previous employment sources before being offered a position with the College. Faculty members that are hired have 60 days to present original documents to verify education and experience [[IIIA.2-03](#)].

Applicants for faculty and administrative positions are required to demonstrate that they possess sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. This is a requirement stemming from both California Education Code and Title 5 of the California Code of Regulations [[IIIA.2-04](#)]. This particular qualification is related to the candidates' potential to contribute to the mission of the College and ensure the open, equitable learning environment vital to student success. Hiring committees are able to assess this qualification through supplemental and interview questions related to working with diverse groups of faculty, staff and students [[IIIA.2-05](#)].

The College identifies faculty expertise in DE/CE instruction. Currently, the College has criteria identified in the 2012 DE Plan [[IIIA.2-06](#)], as well as the Academic Senate-approved DE Instructor Certification Requirements [[IIIA.2-07](#)].

The DEAC is currently creating a "DE Instructor Certification Packet", that is planned to be distributed to faculty in several ways: at new hire (full-time and adjunct) orientation; as part of the DE Handbook (currently in production); and will be available on the "Faculty Resources" page of the VVC Blackboard website and in the DEAC SharePoint site. The DE Instructor Certification process being developed is partly based on the high quality standards established by the Online

Education Initiative (OEI), including their online course rubric. The OEI course rubric will be presented to the VVC Academic Senate in spring 2017 as a guideline for ensuring sustainable DE course quality and continuous improvement.

The College utilizes tools such as evaluations and student feedback to assess faculty expertise in online teaching. The College has also defined “effective teaching” through the DEAC and has adopted the “Distance Education Class Quality Checklist” [IIIA.2-08]. This document is used as a rubric, along with the online course evaluation form, as shown in Appendix E-6 of the Full-Time Faculty Agreement [IIIA.2-09], to gauge the quality of online courses during formal evaluations.

In addition, as per the DE Plan (2012; revision 2016), the DEAC and DE Coordinator examine any faculty’s training and experience before that individual is provided with the opportunity to teach a DE course. Please see the DE Plan, p. 10-14 [IIIA.2-06].

### **Evaluation**

The College meets this standard. The College utilizes a number of policies and procedures to ensure that all faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed as an instructor with the institution: hiring committees and HR personnel evaluate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution when assessing the qualifications of applicants seeking faculty positions with the College. All faculty job postings include development and review of curriculum as well as assessment of learning as a major component of the duties to be performed by faculty members employed by the College.

### **Action Plan**

- The College will continue to receive guidance from the Chancellor’s Office regarding qualifications for faculty.
- The College will continue to develop and encourage avenues for faculty professional development.
- The College will continue to engage in rigorous hiring practices.

### **IIIA.2. Evidence**

IIIA.2-01	<a href="#">Salary Placement Form</a>
IIIA.2-02	<a href="#">Faculty Job Posting</a>
IIIA.2-03	<a href="#">Memo to Applicant</a>
IIIA.2-04	<a href="#">Job Posting Diversity Statement</a>
IIIA.2-05	<a href="#">FER Script</a>
IIIA.2-06	<a href="#">Distance Education Plan</a>
IIIA.2-07	<a href="#">DE Certification Requirements</a>
IIIA.2-08	<a href="#">DE Class Quality Checklist</a>
IIIA.2-09	<a href="#">Full-Time Faculty Agreement</a>

**IIIA.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

**Description**

The educational and experiential requirements are in compliance with law and regulation. Desirable qualifications are initially identified at the departmental or division level, progressing to cabinet and to HR and the postings themselves [[IIIA.3-01](#), [IIIA.3-02](#)]. All qualifications and essential functions in the posted administrative and classified job descriptions are developed to support the College's mission objectives and seek to ensure the continued level and/or improvement of the College's programs and services.

All applicants are required to demonstrate that they possess sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. This particular qualification is related to the candidates' potential to contribute to the mission of the College and ensure the open, equitable learning environment vital to student success. Hiring committees are able to assess this qualification through supplemental and interview questions related to working with diverse groups of faculty, staff and students [[IIIA.3-03](#)].

The basic functions of administrators are clearly stated in the administrator job descriptions and postings. All administrators must demonstrate that they possess the knowledge, skills and abilities to perform the required duties with documented education and work experience. All administrators serve at the behest of the Board.

Job descriptions for classified employees list the needed qualifications to perform the duties of the positions and supervisors list desired qualifications on classified job postings. All classified staff must demonstrate that they possess the knowledge, skills and abilities to perform the required duties with documented education or work experience. Classified staff also have a one-year probationary period that requires multiple evaluations as described on page 34 of the Classified Agreement [[IIIA.3-04](#)]. All staff continue to develop and expand their skills and expertise through continuing training and through programs such as upward mobility as described on page 11 in the Classified Agreement, and through the professional development committee offerings [[IIIA.3-04](#), [IIIA.3-05](#)].

**Evaluation**

The College meets this standard. While all administrators and other employees responsible for educational programs and services employed by the College possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality, the College faces certain challenges that have been identified in gaining and keeping these key individuals. The College has a documented high turn-over rate for administrators and VPs. This is an issue that can lead to instability and inconsistency with program implementation, maintenance and regulatory compliance.

The College's first dilemma in obtaining qualified personnel with any permanence is that the High Desert has a reputation as an undesirable location in Southern California. The College's second dilemma in maintaining qualified individuals in key positions is a contractual issue.

As a solution to these challenges, the College should spend more time highlighting the advantages of living in the High Desert, which include a lower cost of living, less congested traffic, greater potential impact of the individual due to smaller populations, and central location to many attractions to name a few.

### **Action Plan**

- The College will generate a promotional campaign that will highlight advantages of living in the Victorville area in order to promote applicant interest in working for VVC.
- The College will continue to enhance on-boarding and retention plans, including the drafting of a retention plan for Administrators.

### **IIIA.3. Evidence**

IIIA.3-01	<a href="#">Payroll Hiring Requisition</a>
IIIA.3-02	<a href="#">Payroll PRAISE Report</a>
IIIA.3-03	<a href="#">Sample Question</a>
IIIA.3-04	<a href="#">Classified Agreement</a>
IIIA.3-05	<a href="#">Employee Professional Development Committee</a>

**IIIA.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

### **Description**

All applicants that apply for positions that have educational requirements at the College must provide written documentation that they have completed the required education from an accredited institution at the time they apply [[IIIA.4-01](#)]. The institutions listed by the candidates are verified through the Department of Education website by HR [[IIIA.4-02](#)]. Candidates selected for a position with the district must provide official transcripts within 60 days of their hire in addition to the documentation they supplied with their application [[IIIA.4-03](#)]. Foreign transcripts must also be routed through an accredited clearing house certifying that the foreign degree held is equivalent to the educational requirements of the position being applied for [[IIIA.4-04](#)].

### **Evaluation**

The College meets this standard. All faculty, administrators and other employees that hold required degrees as a minimum qualification for their position have degrees that are from institutions accredited by recognized U.S. accrediting agencies. Any employees that possess degrees from non-U.S. institutions as a way to satisfy qualification requirements are only considered if equivalence to a degree recognized U.S. accrediting agency has been established.

### Action Plan

- The College will continue to receive guidance from the Chancellor's Office regarding qualifications for faculty.
- The College will continue to working with the dean's offices and applicants to ensure that all faculty candidates that have degrees from foreign institutions are recognized only if equivalence has been established.
- The College will continue to ensure that required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies.

### IIIA.4. Evidence

IIIA.4-01	<a href="#">Faculty Job Posting</a>
IIIA.4-02	<a href="#">Department of Education Website</a>
IIIA.4-03	<a href="#">Memo to Applicant</a>
IIIA.4-04	<a href="#">Foreign Transcript Evaluation</a>

**IIIA.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### Description

All regular employees and adjunct faculty have a written and documented process for evaluations, and the evaluation process varies by employee group. However, evaluations for all employee groups are designed through interdepartmental and negotiated processes in order to ensure that each of the following take place:

- Establish a communicated level of expected performance.
- Ensure all employees are performing assigned duties to a satisfactory level.
- Establish professional goals and opportunities for improvement.
- Provide the employee with the opportunity to receive clear and concise performance feedback from their direct supervisors.

Full-time faculty evaluations are divided into two processes, one for tenure track faculty and the other for tenured faculty. Tenure track faculty evaluations have four components that include full-time faculty self-evaluation [[IIIA.5-01](#)], student evaluations as shown in Appendix E-6 in the Full-Time Faculty Agreement [[IIIA.5-02](#)], peer review as part of the committee summary and the Evaluation Committee Review and Administrative Action. Tenure-track faculty members are evaluated each year until they receive tenure. Tenured full-time faculty evaluations are comprised of a full-time faculty self-evaluation, student evaluations, a Peer Review component, and a Summary Meeting. Full-time tenured faculty members are evaluated once every three years.

Currently under review by the full-time faculty union and the VVC Academic Senate is a revision of the current faculty evaluation form modified for DE sections [[IIIA.5-03](#)]. This document will have to be negotiated for inclusion into the full-time faculty contract.

Classified employees are evaluated twice in the first year of probationary employment and then annually thereafter. If a classified employee meets or exceeds standards in every area of evaluated performance during an annual evaluation, the supervisor may opt to evaluate the employee once every two years. Classified evaluations include a supervisor's review as well as an employee self-assessment.

Management/Supervisor evaluations are performed once every two years and consist of four components that include a supervisory assessment, a co-worker assessment, a self-assessment and a goal setting and achievement section. Confidential employee evaluations are also conducted once every two years and consist of a supervisor review.

If any employee requires improvement in any evaluated area, a written improvement plan with specific goals and structured meetings and re-evaluation timelines is constructed. Any required training is identified and provided [[IIIA.5-04](#), [IIIA.5-05](#)].

### **Evaluation**

The College meets this standard. The College has set procedures and forms for evaluating all of their personnel systematically and at stated intervals. The College has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. All evaluations conducted at the College are designed to foster improvement and professional progress. Any areas for improvement are addressed in a formal, timely manner and are appropriately documented.

While the processes for evaluations are thorough and well established, consistent tracking and completion of evaluations have become an increasing concern. This is largely attributed to understaffing in HR and frequent turn-over among supervisors. As of the writing of this self-study, plans are being discussed to implement the evaluation tracking component of the applicant system in NEOGOV as the current systems of evaluation tracking is flailing under the weight of understaffing.

The College has requested NEOGOV evaluation tracking through the PRAISE process that will include all employee groups and will allow a more efficient process of evaluations. The request has been reviewed through the PRAISE process and was prioritized, scored and recommended by the Finance, Budget & Planning committee to cabinet for approval to purchase in the next fiscal year [[IIIA.5-06](#)]. Evaluations have provided HR with an area for goals setting for improved performance.

### **Action Plan**

- The College will bring the NEOGOV evaluation component online in order to assist with evaluation tracking and interval regulation.
- The College will create regular evaluation training events for all supervising staff that will cover both evaluation methodology as well as internal process and procedure.
- The College will assist supervisors in constructing effective, standardized improvement plans as a part of the evaluation process.

### **IIIA.5. Evidence**

IIIA.5-01	<a href="#">CTA CBA Evaluations Article</a>
IIIA.5-02	<a href="#">Full-Time Faculty Agreement</a>
IIIA.5-03	<a href="#">Student Evaluation Draft</a>
IIIA.5-04	<a href="#">Management Evaluation Process</a>
IIIA.5-05	<a href="#">Confidential Employee Evaluation Process</a>
IIIA.5-06	<a href="#">HR PRAISE Report</a>

**IIIA. 6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

### **Description**

SLOs are a component of faculty evaluations: Full-time faculty have SLOs listed as a component under “improvement of instruction” for self-evaluation [[IIIA.6-01](#)]. Article 6.4.4 of the AFT CBA lists the use of SLOs to improve teaching and learning [[IIIA.6-02](#)]. The use of SLOs as a component of an evaluation can be further assessed through student evaluations, peer and classroom observations, and during the supervisor review.

As part of the PRAISE process, programs are also encouraged to discuss and evaluate DE sections [[IIIA.6-03](#)]. In the next program review cycle, specific space to discuss DE sections will be provided. For the fall 2016 cycle, college programs were asked to discuss DE in their comprehensive PRAISE reports.

### **Evaluation**

The College meets this standard. The College has a documented a thorough evaluation process for faculty, academic administrators, and other personnel directly responsible for student learning. A major component of those evaluation processes is the consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

### Action Plan

- The College will continue to incorporate SLOs as a component of faculty evaluations.
- The College will institute an SLO component in evaluations for other staff members that work directly with students.

### IIIA.6. Evidence

IIIA.6-01	<a href="#">CTA CBA Evaluation Component</a>
IIIA.6-02	<a href="#">Article 6.4.4 of the AFT CBA</a>
IIIA.6-03	<a href="#">BET PRAISE Report</a>

**IIIA.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

### Description

The College strives to maintain the Faculty Obligation Number (FON) as set by the CCCO continuously and consecutively [[IIIA.7-01](#)] and has been consistently compliant with the 50% law. Student to faculty ratio is set in both the AFT and CTA contracts in order to establish appropriate student support and optimal student learning outcomes [[IIIA.7-02](#), [IIIA.7-03](#)].

Additionally, staffing and department needs are in a state of constant review through the annual PRAISE process, and continuous discussions occur at the cabinet level that include consideration for human resource allocation needs campus wide [[IIIA.7-04](#)].

Initial organization of staffing for DE operations for the college was mainly determined by the DE Plan [[IIIA.7-05](#)] in which staffing was part of the overall plan design in building DE operations for the college. Organization of administrative support for DE is also discussed and decided upon during meetings between the DE Coordinator and VPI.

Currently, staffing of DE consists of the following personnel specifically dedicated to DE issues and support:

- Vice President of Instruction/Student Services, Peter Maphumulo
- Interim Dean of Instruction/DE Coordinator, Mark Clair (appointed November 2016)
- DE Facilitator, Tracy Davis
- Blackboard Instructional Designer, Michele Laveaux

The Distance Education Advisory Committee is made up of the personnel above, and a representative of Academic Senate who plays an important role by researching resources and support for the college's DE Program.

In its evaluation of effectiveness, it is acknowledged by all in the VVC DE Program that staffing and support both for DE students and personnel is not optimal. As noted above, the creation of a Department of Distance Education should enable the current staffing and support to expand to a

level where students and personnel engaged in DE are able to get the support needed to be successful. It must be added that VVC administration, specifically the VPI/SS and the Superintendent/President are supportive of the DE Program, DE professional development, and expansion of DE course offerings in line with the college's Mission, Values and Goals.

In the revision of the 2012 DE Plan (in progress), one important change to DE at the College is the creation of a "Department of Distance Education." While this is in the early planning stages as of fall, 2016, as this is further investigated, the implementation of this specialized department can lead to further investigation of the optimal staffing and resources needed.

### **Evaluation**

The College meets this standard. The College continuously maintains a sufficient number of qualified full-time, part-time and adjunct faculty, assuring the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College recently received a notification from the Chancellor's office that the projected faculty obligation number (FON) will increase from 116 for the 2014/2015 FY to 125 for the 2015/2016 FY [[IIIA.7-01](#)]. The College's current full-time faculty number is 118. The College engaged in a retirement incentive that decreased the number of full-time faculty that coincided with the increase of the faculty obligation number. The College is currently hiring to meet the increase in the faculty obligation number; the budget is for 119, but as of the writing of this document, there has not been adequate time to fill the new positions. No less than four full-time faculty will be hired by FY 2017. Projections for the 2016/2017 faculty obligation number are set to 128. The President's cabinet has begun a review of PRAISE reports to establish areas of need for more full-time faculty hires.

### **Action Plan**

The College will continue to maintain a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

### **IIIA.7. Evidence**

IIIA.7-01	<a href="#">FON 2015</a>
IIIA.7-02	<a href="#">Full-Time Faculty Agreement</a>
IIIA.7-03	<a href="#">Part-Time Faculty Agreement</a>
IIIA.7-04	<a href="#">HR PRAISE Report</a>
IIIA.7-05	<a href="#">Distance Education Plan</a>

**IIIA.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

**Description**

Oversight is provided by the area Dean with support provided by department chairs. All newly hired adjuncts undergo an extensive onboarding process that covers all of the district policies and procedures as it relates to their employment [[IIIA.8-01](#)]. Additionally, all newly hired adjuncts are invited to a new hire orientation every semester that incorporates campus-wide participation. All adjuncts are evaluated according to the evaluations procedures outlined in page 10 of the AFT contract [[IIIA.8-01](#), [IIIA.8-02](#)].

The current staffing and administration in the College's DE Programs comes from the current (in revision) 2012 DE Plan [[IIIA.8-03](#)]. While not all recommendations in that plan have been able to be implemented, the key personnel of the administrative DE Coordinator (also Dean of Instruction) and DE Facilitator (faculty position), have enabled the DE Program to expand.

**Evaluation**

The College meets this standard. The College rigorously enforces employment policies and practices that provide for adjunct faculty orientation, oversight, evaluation, and professional development. The College continuously seeks out new and improved ways to provide opportunities for integration of part time and adjunct faculty into the life and culture of the campus.

**Action Plan**

- The College will create a professional development calendar that includes events and programming that will provide for adjunct faculty participation.
- The College will continue to provide for adjunct faculty orientation, oversight, and evaluation.
- The College will evaluate ways to provide opportunities for integration of part-time and adjunct faculty into the life of the institution.
- The College will continue to meet FON and adjunct scheduling needs and requirements.

**IIIA.8. Evidence**

IIIA.8-01	<a href="#">Adjunct Orientation Agenda</a>
IIIA.8-02	<a href="#">Part-Time Faculty Agreement</a>
IIIA.8-03	<a href="#">Distance Education Plan</a>

**IIIA.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

**Description**

The College maintains a pool of both adjunct instructors as well as temporary classified support staff through continuous advertisement. The College annually assesses staffing needs both at the department and cabinet levels through the PRAISE report process [[IIIA.9-01](#)]. The College is currently undergoing a major staffing re-evaluation and restructuring as a result of the mass exodus of employees via a retirement incentive as well as generation of several new positions required to support newly received grants. Additionally, in 2015/2016, the College received an increase in the faculty obligation number from the Chancellor's office that resulted in an increase of 8 percent full-time faculty [[IIIA.9-02](#)]. These changes have created both direct and indirect re-evaluations of department staffing needs campus wide. These events have, in turn, triggered a review of current otherwise unaffected job descriptions to determine their regency and relevance.

**Evaluation**

The College meets this standard. While the College currently has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution, there have been strains due to previous budget constraints. Staffing needs are in a constant state of re-evaluation. The College has difficulty due to demographics and needs technical expertise in re-evaluating staff needs.

**Action Plan**

- The College will hire an administrator specifically charged with ensuring the success, equity and relevance of the distance education program.
- The College will include DE as a separate component for all institutional planning process.

**IIIA.9. Evidence**

IIIA.9-01      [HR PRAISE Report](#)

IIIA.9-02      [FON 2015](#)

**IIIA.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

**Description**

All administrators hired by the College undergo a stringent screening process during the hiring process and receive evaluations and training session throughout their employment with the College [[IIIA.10-01](#)]. Most of the administrators exceed the minimum requirements outlines in the BOT approved job descriptions [[IIIA.10-02](#)].

## Evaluation

The College meets this standard. While the College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the College's mission and purposes, administrative turn-over rates have admittedly plagued the College in the area of providing effective leadership. Since the hiring of the new President, Dr. Roger Wagner, regular management training sessions have been instituted to improve both morale and management leadership skills.

As cited earlier in this writing, offering standard length contracts of three years or more with consistent application to administrators and management staff would greatly improve the strength and stability of leadership for the institution.

## Action Plan

- The College will hire an administrator specifically charged with ensuring the success, equity and relevance of the distance education program.
- The College will include DE as separate component for all institutional planning processes.
- The College will create and maintain a scheduled calendar of training events for management personnel.
- The College will standardize contracts for all administrators and management personnel.

## IIIA.10. Evidence

- IIIA.10-01      [Administrative Procedure 7120](#)  
IIIA.10-02      [Chart of qualifications for administrators](#)

**IIIA.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

## Description

Personnel board policies and administrative procedures, as outlined in Chapter 7, are adhered to and applied in a consistent manner [[IIIA.11-01](#), [IIIA.11-02](#)]. The College insures consistent and equitable application of personnel policy and procedures through interdepartmental communication and training with administrators and union leaders as well as through regular training and review for HR personnel [[IIIA.11-03](#)]. The policies and procedures are reviewed for relevancy and current compliance as needed. Any recommendations for official changes to be made to policy are routed through the shared governance procedure before being ratified for BOT approval.

HR has a number of internal procedures as well. Most of these procedures are written and posted on the College's website, which include the processes for completing non-classified hiring forms, personnel action forms and requisitions for hire [[IIIA.11-04](#)].

The HR Director is responsible for the administration and interpretation of all policies, procedures, and collective bargaining agreements. The College engages in interest-based collective bargaining that helps to ensure open communication between the District and constituent groups and helps to take in multiple viewpoints when considering the equitableness of policies and procedures.

All new employees also receive a thorough onboarding orientation that covers policies and procedures including policies on electronic use, drugs and alcohol, sexual harassment, emergency procedures, Violence Against Women Act, complaint procedures, and a copy of their specific Collective Bargaining Agreement if applicable [[IIIA.11-05](#)].

### **Evaluation**

The College meets this standard. The College has established, published, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. The College has been inundated with new laws and compliance issues due to new legislation. Compliance has been maintained, but the area needs to be reviewed for more efficient methods. The College is currently working on a process to update policies; however, HR is currently understaffed and this area of consideration would greatly improve if the compliance officer position was re-instituted. The HR PRAISE report includes adding a compliance officer in HR to address increase in policy enforcement.

### **Action Plan**

The College will continue to establish, publish, and adhere to written personnel policies and procedures that are available for information and review. Such policies and procedures will continue to be fair and equitably and consistently administered.

### **IIIA.11. Evidence**

IIIA.11-01	<a href="#">Board Policies Chapter 7</a>
IIIA.11-02	<a href="#">Administrative Procedures Chapter 7</a>
IIIA.11-03	<a href="#">Training Invite</a>
IIIA.11-04	<a href="#">HR Procedures Webpage</a>
IIIA.11-05	<a href="#">Onboarding Packet</a>

**IIIA.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Description**

The College seeks diversity and maintains programs and policies that support its diverse faculty, staff, and student populations [[IIIA.12-01](#)]. The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence. The Director of Human Resources is the Advocate for the Diversity Committee, a shared governance committee [[IIIA.12-02](#)].

**Evaluation**

The College meets this standard. Through its policies and practices, the College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission [[IIIA.12-03](#), [IIIA.12-04](#)].

**Action Plan**

The College will continue to promote diversity and equity in its policies and practices.

**IIIA.12. Evidence**

- IIIA.12-01      [Job Posting Diversity Highlighted](#)
- IIIA.12-02      [Diversity Committee Minutes](#)
- IIIA.12-03      [Equal Employment Opportunity Plan](#)
- IIIA.12-04      [Board Policy 7100](#)

**IIIA.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

**Description**

The code of ethics starts with BOT with BP 2715 BOT code of ethics. All employees' behavior and conduct is governed by both negotiated agreements and the code of ethics adopted by the BOT in BP2715 [[IIIA.13-01](#)]. Additionally, specific fields have area specific code of ethics such as in the nursing area, an example of which can be found on the Nursing webpage under "Nursing World-Site of The American Nurses Association" [[IIIA.13-02](#)].

Consequences for violations of these codes of conduct correlate to the offense and are listed in the Classified Agreement on page 57 [[IIIA.13-03](#)], the Full-Time Faculty Agreement on page 3 [[IIIA.13-04](#)], the Part-Time Faculty Agreement on page 32 [[IIIA.13-05](#)], BPs and State and Federal law. HR is active in assisting supervisors in navigating discipline procedures as well as

assisting them in providing training to employees in order to increase awareness of potential issues [[IIIA.13-06](#)].

### **Evaluation**

The College upholds a written code of professional ethics for all of its personnel, including consequences for violation.

### **Action Plan**

The College will continue to uphold a written code of professional ethics for all of its personnel, including consequences for violation.

### **IIIA.13. Evidence**

IIIA.13-01	<a href="#">Board Policy 2715</a>
IIIA.13-02	<a href="#">Nursing Webpage</a>
IIIA.13-03	<a href="#">Classified Agreement</a>
IIIA.13-04	<a href="#">Full-Time Faculty Agreement</a>
IIIA.13-05	<a href="#">Part-Time Faculty Agreement</a>
IIIA.13-06	<a href="#">Management Handbook</a>

**IIIA.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Description**

The College has a campus-wide Staff Development Committee that is comprised of members from all three employee groups [[IIIA.14-01](#)]. In addition to this committee, there are upward mobility programs for both the management and classified groups, as described on page 11 of the Classified Agreement [[IIIA.14-02](#)]. Faculty have sabbaticals available to them for professional work as described on page 56 of the Full-Time Faculty Agreement [[IIIA.14-03](#)].

The College provides extensive opportunities for personnel to explore and improve DE instruction and support:

- Twice yearly (Fall and Spring) DE Academies [[IIIA.14-04](#)]
- Workshops are held throughout the year for DE-related activities, including over the winter and summer sessions; these workshops include both on-campus and off-campus venues [[IIIA.14-05](#)].
- The College has sent faculty and staff to the annual Online Teaching Conference, held yearly in June [[IIIA.14-06](#)].
- The DEAC newsletter provides resources and information regarding DE activities [[IIIA.14-07](#)].

- Useful information is collected and available to personnel regarding DE issues and activities in various ways such as in the DE Resources folder, Faculty Resources page and Academic Senate webpage [[IIIA.14-08](#), [IIIA.14-09](#)]

### **Evaluation**

The College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### **Action Plan**

The College will create and maintain a scheduled calendar of training events for all personnel.

### **IIIA.14. Evidence**

IIIA.14-01	<a href="#">Employee Professional Development Committee</a>
IIIA.14-02	<a href="#">Classified Agreement</a>
IIIA.14-03	<a href="#">Full-Time Faculty Agreement</a>
IIIA.14-04	<a href="#">DE Academy</a>
IIIA.14-05	<a href="#">DE Workshops</a>
IIIA.14-06	<a href="#">Online Teaching Conference</a>
IIIA.14-07	<a href="#">DEAC Newsletter</a>
IIIA.14-08	<a href="#">DE Resources webpage</a>
IIIA.14-09	<a href="#">Academic Senate webpage</a>

**IIIA.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

### **Description**

All personnel records are stored in the Human Resources Office in an HR personnel only restricted area. Access to HR is restricted through locked doors that are occasionally re-keyed to ensure security. Keys to HR are only issued to mission essential personnel including the President, HR personnel, the campus police chief and one lead custodian.

Personnel Records are kept in a separately keyed room within HR and then double locked within fire safe filing cabinets. Access to the file room is restricted both during work hours as well as after work hours.

HR personnel are the only individuals issued keys to the file room. Keys for the file cabinets themselves are also kept in a locked room on large unmarked key rings so that only those familiar with the key ring sets know which keys go to which cabinets.

Employees wishing to review their personnel file set up an appointment with HR [[IIIA.15-01](#)]. At the appointed time, the employee is given the opportunity to review their personnel file with an

HR representative present. The review is signed and documented by the employee reviewing the file in the personnel log.

**Evaluation**

The College makes provision for the security and confidentiality of personnel records. Each employee has access to his or her personnel records in accordance with law.

**Action Plan**

The District will continue to make provisions for the security and confidentiality of personnel records and will ensure each employee has access to his or her personnel records in accordance with law.

**IIIA.15. Evidence**

IIIA.15-01      [Employee File Log](#)