

EXTERNAL EVALUATION REPORT

WEST VALLEY COLLEGE
14000 Fruitvale Avenue
Saratoga, CA 95070

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team
that visited West Valley College from March 18-21, 2014

Dr. Rajen Vurdien, Chair
WEST VALLEY COLLEGE

Comprehensive Evaluation Visit Team Roster

Dr. Rajen Vurdien (Chair)
President
Fullerton College

Dr. Chialin Hsieh
Research and Institutional Effectiveness
Canada College

Ms. Debbie Distant
Instruction Librarian
Mt. San Antonio College

Ms. Ann-Marie Gabel
Vice President Administrative Services
Long Beach Community College District

Dr. Greg Peterson
Vice President, Student Support Services
Long Beach City College

Dr. Sharon Hart
President
Northern Marianas College

Dr. Melinda Womack
Professor, Communications
Santiago Canyon College

Dr. James Temple
Assoc. Vice President, Information
Technologies
College of the Canyons

Ms. Donna McGill-Cameron
Professor
Woodland Community College

Dr. Ann Hovey (Assistant)
Dean, Business and CIS
Fullerton College

Dr. Monica Pactol
Dean of Instruction
Folsom Lake College

Dr. Shawn Larry
Director, Human Resources
San Jose-Evergreen CCD

Ms. Sheri L. Berger
Dean, Academic Affairs
Los Angeles Valley College

SUMMARY OF THE EVALUATION REPORT

INSTITUTION: West Valley College
DATE OF VISIT: March 18-21, 2014
TEAM CHAIR: Dr. Rajen Vurdien, President
Fullerton College

Summary

A 13-member Accreditation Team, including a Team chair and an assistant, visited West Valley College (College) from March 17-20, 2014, for the purpose of evaluating the institution's request to reaffirm Accreditation. In preparation for the visit, the Team chair attended a full-day chair training workshop on January 15, 2014. Team members, when assigned to the Evaluation Team, were provided access to the College's self-evaluation documents and evidence. They were assigned specific Eligibility Requirements and Accreditation Standards to focus on during their review of the College self-study and its accompanying documentation. The chair and Team members participated in a Team training workshop on February 12, 2014, conducted by the Western Association of Schools and Colleges of the Accrediting Commission for Community and Junior Colleges (WASC, ACCJC). Members of the Team reviewed the Commission's Handbook for Evaluators, the Accreditation Reference Handbook, the Team Evaluator Manual, and the Distance Learning Manual.

Team members prepared for the visit by reviewing the College self-study and found it to be comprehensive. The College's 2008 mid-term report with the visiting team's report and fiscal and federal student aid eligibility reports were reviewed as part of the Team visit. The Team chair and assistant conducted pre-visit meetings with the College president, District chancellor, College Vice Presidents and members of key College committees on February 6, 2014, to clarify expectations of the Team and to preview and finalize all logistical arrangements for the visit. Preliminary logistics related to future District team meetings were subsequently established with each chair and assistant. Several weeks prior to the Team visit, each member prepared a written report of their assessment of the entire self-study and the specific Eligibility Requirement(s) and Accreditation Standard(s) to which they had been assigned. Team members also identified those persons with whom they wished to confer while on campus, and this information was shared with the College.

On March 17, 2014, the Team met to review the self-study and share observations regarding the conclusiveness of its propositions and evidence. During the site visit, Team members held about 50 individual or group meetings with District Board of Trustees members, the Chancellor, the College President, College employees, students, and community representatives. Two well-attended open forums were also scheduled to give an opportunity for the College community to speak to Team members. The Team attended part of a board meeting, visited with many committees including BRAC (Budget Resource Allocation Committee), curriculum, Performance Goals Committee, College Council, Distance Education, President's cabinet, the Academic Senate, the Classified Senate and many others. The Team also walked through the campus and interacted with students. The Team reviewed documents supporting the self-study report as well as Board policies and regulations, official records, Board and committee minutes, and online information. The Team also visited a wide variety of academic and student support facilities and observed classroom and online instruction. Classroom facilities were also reviewed at the Campbell Center where instruction takes place. The Team coordinated its observations, findings and recommendations on District wide matters with the Team concurrently visiting Mission College, chaired by Chancellor Doug Houston of the Yuba County Community College District.

Commendations for West Valley College

The College is commended for establishing a systematic, ongoing, rigorous and well thought-out Program Review process which incorporates SLO assessment and is linked to college planning and resource allocation.

The team finds the dedication and commitment of the faculty and staff in providing excellent support and assistance to students of the College commendable.

The team commends the College for its robust technology training program. The College offers a wide variety of training courses in a variety of mediums to accommodate the needs of faculty and staff.

The team commends the students of the College for being extensively involved in the governance process of the institution.

The team commends the Board of Trustees for operating at a level that demonstrates its full understanding and application of its role as a policy-making body while ensuring it employs a Chancellor to whom it has delegated full responsibility and authority to administer Board policies without Board interference.

2014 Accreditation Evaluation Team Recommendations

College Recommendations

During the course of the West Valley College accreditation Team visit, College and District personnel were interviewed by Team members. Committees and classroom instruction were observed. In addition, Board policies and procedures, College governance body minutes, and other documents were reviewed. Conversations with students were conducted both individually and jointly. Upon examining the College's self-study report, available evidence, and information gathered through interviews with staff and students, the Team offers the following recommendations to West Valley College:

College Recommendation 1: To satisfy the Eligibility Requirement and meet the standard, the team recommends that the college review its instructional programs with respect to the percentage of online offerings and submit a Substantive Change report to the accrediting body on programs that have equaled or exceeded the 50 percent threshold in online offerings. (ER 21; II.A.1.b; IV.A.4)

College Recommendation 2: To meet the standards, the team recommends that the College establish institution-set standards for student performance so that the degree to which they are achieved can be determined and widely discussed. (I.B.2; II.A.1.c; II.A.2.b; II.A.2.h; II.A.5; II.A.6.b)

College Recommendation 3: To increase effectiveness, the team recommends that College closely monitor, fully implement and evaluate the newly developed Budget Resource Allocation process to determine whether it is meeting the needs of the College and providing more transparency into the budget allocation process. (I.B; III.D; III.D.1d; III.A.6)

College Recommendation 4: To meet the standards, the team recommends that the College satisfy the Sustainable Continuous Quality Improvement requirement for Student Learning Outcomes and Program Learning Outcomes and regularly assess and monitor non-credit courses. (II.A; II.A.1.c; II.A.2.a)

College Recommendation 5: To meet the standard, the team recommends that the College evaluate all personnel systematically and at stated intervals. (III.A.1.b)

College Recommendation 6: To meet the standard, the team recommends the District and the College ensure that faculty and others directly responsible for student progress toward achieving

stated student learning outcomes have, as a component of their evaluation, effectiveness in producing these learning outcomes. (III.A.1.c)

College Recommendation 7: To meet the standard, the team recommends the College integrate technology planning with institutional planning, and that the College and the District develop a comprehensive technology plan for the entire organization which addresses and incorporates the needs of both instructional and non-instructional areas. (III.C.1; III.C.2)

College Recommendation 8: To increase effectiveness, the team recommends that the College work with the District to assure the continued development and support of West Valley College's physical resources, and continue to work on updating the Educational and Facilities Master Plan in accordance with the five-year timeline. Additionally, the team recommends that the Facilities and Security Council regularly meet as scheduled. (III.B)

ACCREDITATION EVALUATION REPORT WEST VALLEY COLLEGE

Introduction

History

West Valley College is a public California Community College located on the west side of Silicon Valley, in the foothills of the Santa Cruz Mountains, 50 miles south of San Francisco. Continuing a nearly 50-year tradition, West Valley College offers career programs for today's job market, professional certificates, degree programs, and transfer to four-year Colleges and universities.

West Valley College has traditionally served the geographic areas surrounding Saratoga, Los Gatos, and Campbell. These feeder communities comprise the majority of the College's enrollment; however, with the Highway 85 corridor well-established, large numbers of students come to West Valley College from Blossom Valley, Almaden Valley, eastern and southern San Jose, and from as far away as Salinas and Marin Counties.

The College, at its inception, offered a traditional curriculum with a primary focus on the transfer of students to statewide and local four-year colleges and universities. Today, the College is a leader in the delivery of education in a variety of modes to a broad range of students in Silicon Valley and beyond, including transfer degree, CTE programs and certificates, Basic Skills classes, and community service offerings.

Area Demographics

West Valley College is located in Santa Clara County, the largest county in the San Francisco Bay Area. The county measures approximately 1,316 square miles and is located at the southern end of the San Francisco Bay. According to California's Department of Finance, Santa Clara County is home to more than 1.8 million persons and by the year 2020, is projected to total almost 2 million residents. The county is the largest of the nine Bay Area counties (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma). Santa Clara County is the fifth most populous county in California, with approximately 24 percent of the Bay Area's total population living within its jurisdiction.

Between 2000 and 2010, most of the population growth in Santa Clara County occurred in San Jose and in the North Valley cities (Campbell, Cupertino, Los Altos, Los Altos Hills, Los Gatos, Milpitas, Monte Sereno, Mountain View, Palo Alto, San Jose, Santa Clara, Saratoga, and Sunnyvale). Although North Valley cities experienced a larger numerical increase in population,

the Southern Valley cities (Morgan Hill and Gilroy) experienced a larger actual percentage of population growth.

Household and Demographic Characteristics

As of 2010, there were 604,204 households in Santa Clara County. This is a 6.7% increase in the number of households from 2000. The number of people living in each household decreased slightly from 2.92 persons per household in 2000, to 2.90 in 2010. Homeowner vacancy rates have stayed steady at 1.4% since 2000. Rental vacancy rates have risen from 1.8% in 2000 (at the height of the dot.com boom) to 4.3% in 2010.

Race and Ethnicity Characteristics

Santa Clara County is made up of people from diverse cultures, nationalities, and racial groups. As of 2010, the Hispanic or Latino population (from all races) comprises 26.9% of the total population. The rest of the population (not ethnically Hispanic) includes 35.2% Whites, 31.7% Asians, 2.4% African American, and 0.4% Native Hawaiian or Pacific Islander. Approximately 3.2% of the population was of some other race or two or more races. Many people bring diverse cultures into Santa Clara County from places outside of the United States. In 2009, almost 36% of the population in Santa Clara County was born outside of the United States.

Income Characteristics

Santa Clara County has one of the highest personal income levels in the Bay Area and in the State of California. In 1999, Santa Clara County had the second highest median household (people living together whether related or not) income (\$85,215) of all California counties. Additionally, Santa Clara County had the third highest median family income (\$97,669) and fourth highest per capita income (\$37,598) of all California counties.

Student Enrollment

Student enrollment trends have seen a steady decline since 2009. The state financial crisis from 2009-2011 included a workload reduction that led to a drop in some enrollment metrics. Most students at West Valley College are 20 to 24 years of age; although there is a large population of older adults (50+) and teenagers (19 years of age or less). A little more than half of the 10,288 students are female. Of the students enrolled, 84% attend classes on campus as opposed to using distance education (online) courses.

The majority of West Valley Students attend on a part time basis. In fall 2012, the greatest percentage of students (25%) enrolled in 3 – 6 units for the semester. Most West Valley students

attend the College with the goal of transferring to a four-year institution. The newly enacted Student Success Initiative should result in a decline in undecided or unreported goals as now every student will be required to declare a course of study while completing the mandated matriculation process.

Team Evaluation of the Institutional Response to the 2008 Team Recommendations

2008 Team Recommendation 1:

The team recommends that West Valley College regularly update and publish College-wide goals, and state the objectives derived from them in measurable terms, so that the degree to which they are achieved can be determined and widely discussed in order to improve institutional effectiveness. The team further recommends that District goals be established and regularly updated to guide the College in planning to continuously assure the quality, integrity, and improvement of student learning programs and services. Both levels of goals should be part of an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.5. II.A.2.e, II.A.2.f, III.A.6, III.B.2, III.B.2.b, III.C.2, III.D.3, V.B.1, IV.B.1.b.)

Evidence supports that the College responded to Recommendation 1 by reviewing and updating College goals and objectives at annual College Council retreats in each fall semester. The College goals and objectives were presented and discussed at the annual retreats and the final, prioritized goals and objectives were summarized in a document that has been circulated college-wide. The stated goals and objectives are linked to the Educational and Facilities Master Plan (E&FMP) and pertinent ACCJC Standards were identified in each section. Moreover, the goals and objectives are assigned to responsible parties, and are followed up on with respect to status of fulfillment regularly, with this progress shared periodically at College Council meetings.

Both College and District goals are now aligned, in recognition by both West Valley and Mission Presidents that a misalignment existed. As a result, the process of goal development at the District level was thoroughly revamped, and College Council determined to carry its 2009-10 goals and objectives forward into the 2010-11 year, with minor modification.

West Valley College strengthened its overall institutional planning process by completing an integrated planning and resource allocation process as part of the College's Institutional Effectiveness framework. Student Learning Outcome and its assessment information along with Program Review data are going to review within a month by the Budget Allocation Resource Council (BRAC) which reports directly to the College Council beginning spring 2014 for recommendations for resource allocations. This is a newly created component of the process of linking the planning process and resource allocation; therefore, the effectiveness of this process is unknown.

2008 Team Recommendation 2:

The team recommends that West Valley College formally and systematically evaluate the new program review process so that improvements can be made, as necessary, to ensure the effectiveness of this ongoing planning and resource allocation process. The team further recommends that developing and assessing student learning outcomes be effectively evaluated through established means, such as the program review process. (Standards I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.B.4, II.C.2)

The College continued its effort to formulate a systemic and formal planning process based on the accomplishments made in the Program Review and SLO/A processes. In 2011, the Program Review Committee Chair (a faculty member) and the Program Review Committee (faculty, classified staff, and administrators) revised the program review evaluation and improvement process. These changes in the 2011-12, 2012-13, and 2013-14 program review questionnaires reflect the College's focus on establishing the critical connection between student learning outcome assessments, program reviews, budget planning, and resource allocation decisions so programs can request and receive funds to address student learning instructional and service needs. SLO/As and assessments are in place for all courses, programs, and degrees. Assessment results are used to improve instructional and student service areas and to inform program review, budget planning and resource allocation.

During the 2012-13 academic year, the College created a formal Institutional Effectiveness organizational framework. Within this formal institutional framework, the College established an Integrated Planning and Resource Allocation Leadership Team to further develop an integrated institutional planning and resource allocation process. The Integrated Planning and Resource Allocation Leadership Team, facilitated by the Vice President of Instruction, consists primarily of key players/chairs from the Program Review Committee, Student Learning Outcome/Assessment (SLO/A) Committee and Vice President of Administrative Services. In addition, members who represent critically important components to this planning process complete this leadership team including the Dean of Instruction and Student Success and the Director of Institutional Research and Planning.

The Integrated Planning and Resource Allocation Leadership Team met semi-monthly during spring 2012 and continues to meet, providing information to constituency groups and soliciting feedback from them which led to a successful development and implementation of a formal and systematic Integrated Planning and Resource Allocation process for the College in fall 2013.

In fall 2013, participatory governance and constituency groups endorsed the Budget and Resources Advisory Council (BRAC) as part of the Integrated Planning and Resource Allocation process who reports to the College Council. This new established Council (BRAC) will review and analyze SLOA and Program Review data, and will establish criteria for resource allocation

process; therefore completing the College's integrated planning and resource allocation process. The effectiveness of the resource allocation process is unknown.

2008 Team Recommendation 3

The team recommends that the College implement elements of program review to ensure evaluation of distance learning courses and to ensure instruction is comparable to that of traditional instruction. (Standards II.A.2., IIA.2.c,IIA.2.d, II.B1, II,B.3.a, II.C.1,c)

This recommendation has been addressed by the College. The appraisal of instruction in online courses, including student surveys, was developed in response to the 2011 midterm recommendation led by the West Valley College Distance Learning Committee in conjunction with the Academic Senate. The evaluation of online courses has become a systematic institutional process that enables the College to provide faculty with feedback.

2008 Team Recommendation 4

The district and the College constituencies need to develop a plan to address the impact of the reduction in fiscal resources caused by the apportionment penalty assessed on the District this past year. Any fiscal impact that may affect the on-going ability of the College to carry out its mission must be shared with the Accrediting Commission. (III.2.a, III.2.d, E.R. 17)

The apportionment penalty (Hours by Arrangement) was fully resolved with the apportionment recalculation report for the Fiscal Year 2010-2011. The response to Recommendation 4 from the previous Mid-year Report indicates resolution of penalties and provides evidence of the on-going ability of the College to carry out its mission. This recommendation has been satisfied.

2008 Team Recommendation 5

The college constituencies work with the District administration and the Board of Trustees to establish district wide goals that address the quality, integrity, and effectiveness of the educational programs. These district wide goals need to be incorporated into the strategic planning process of the College as recommended by the previous visiting team. (IV.B.1, IV.B.1.c. 1. B.2., I.B.4)

Both College and District goals are now aligned, in recognition by both West Valley and Mission Presidents that a misalignment existed. As a result, the process of goal development at the District level was thoroughly revamped. District 2013-14 goals were approved by the Board in June 2013 and are posted on the District Council's webpage. College goals and objectives were presented and discussed at the annual retreats and the final, prioritized goals and objectives were summarized in a document that has been circulated college-wide. The stated goals and objectives are linked to the Educational and Facilities Master Plan (E&FMP) and aligned with District

goals. Strategic planning at the College is founded on the College mission and goals, with direct ties to District goals. The recommendation has been satisfied.

ELIGIBILITY REQUIREMENTS

The Accrediting Commission for Community and Junior Colleges Eligibility Requirements for Accreditation (edited January 2012) contain continuous compliance criteria. The assessment of the criteria for compliance is part of the institutional self-study and comprehensive site visit process. The Team validated West Valley College's compliance with Accrediting Commission eligibility requirements.

1. Authority

The authority for West Valley College rests with the Board of Trustees. The Board derives its authority from the state of California. The team confirmed that the District receives state approval and funding for its programs and services and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College meets this requirement.

2. Mission

The evaluation team confirmed that West Valley College's updated mission statement was adopted by the Board of Trustees in January 17, 2012. The mission statement is appropriate for a community college. It is published widely throughout the college, including the College's web page and the college catalog. The College meets this requirement.

3. Governing Board

The team confirmed that the governing Board of West Valley College consists of seven (7) members who are responsible for the quality, integrity, and financial stability of the District. The Board ensures the College's mission is being effectively carried out. Its membership is sufficient in size and composition to fulfill its responsibilities. The Board of Trustees has adopted a Board Policy for ethical conduct, which contains language to address breaches of the Code. The Board follows a conflict of interest policy, which requires that financial interests are disclosed and do not interfere with the fiscal integrity of the District. The College meets this requirement.

4. Chief Executive Officer

West Valley College has a full-time chief executive officer appointed by the Board of Trustees who is delegated the authority to administer Board policies and procedures. The College president reports to the Chancellor, who has full authority to manage District operations. The College meets this requirement.

5. Administrative Capacity

The administrative staff size at West Valley College is adequate in number, experience, and qualification to provide appropriate oversight to support the College mission, purpose, and goals. All staffing meet or exceed the minimum qualifications for their positions in terms of education, training, and experience. The College meets this requirement.

6. Operational Status

West Valley College is fully operational and has been in continuous service since 1964. The college has an unduplicated student headcount of 10,288 students, which includes both credit and non-credit. West Valley College serves students who are actively pursuing degree and certificate programs, and transfer preparation to a four-year university or institution. The College meets this requirement.

7. Degrees

West Valley College offers a wide range of educational programs including 18 AA-T degrees for transfer, 63 associate degrees and 65 certificate programs. The College meets this requirement.

8. Educational Programs

West Valley College's degree programs are congruent with its mission, based on recognized higher education fields of study, and sufficient content and length. Instructors meet minimum qualifications established by the California Community Colleges Board of Governors and all faculty must teach according to the official course outline of record. All courses, certificates, programs and degrees have identified student outcomes. The College meets this requirement.

9. Academic Credit

The team confirmed the College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Institutional policies and transfer requirements, as well as the awarding of credit, are clearly and accurately described in the College catalog. The College awards academic credits based on the Carnegie formula: one semester unit of credit is defined as one hour of recitation or lecture, or three hours of laboratory work each week for a full semester. The College meets this requirement.

10. Student Learning and Achievement

The College has formulated student learning outcomes for all courses and program learning outcomes for all programs. These outcomes apply for programs regardless of offering location or delivery mode. Student learning outcomes and program learning outcomes are regularly assessed and the results published in program review reports, which are published on the Program Review Committee website. The College meets this requirement.

11. General Education

The team verified that the general education courses have the required breadth to promote intellectual inquiry. These courses require demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge pursuant to Title 5 of the California Code of Regulations, §55806. The general education component of programs conforms to Title 5 §55063 requirements for the Associate Degree and meets the California State University General Education breadth requirements and the University of California Inter-segmental General Transfer Curriculum (IGETC) requirements. The College meets this requirement.

12. Academic Freedom

The team verified that the college's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by the *Board Policy and Administrative Procedures 4030* on academic freedom. West Valley maintains a collegial climate in which academic freedom exists in the service of student learning. The College meets this requirement.

13. Faculty

The College maintains a sufficient pool of qualified full-time faculty to serve the institution's instructional needs and its students. Faculty are recruited and hired in adherence to stated minimum qualifications. Job descriptions clearly delineate faculty responsibilities including curriculum development and learning assessments. The College meets this requirement.

14. Student Services

West Valley College provides appropriate student services and programs consistent with student characteristics and the institutional mission. This College meets this requirement.

15. Admissions

West Valley College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The College meets this requirement.

15. Information and Learning Resources

West Valley College provides access to information and learning resources in a variety of formats and locations. However, the team recommends the college ensure equitable tutorial services regardless of the location of delivery. The College meets this requirement.

17. Financial Resources

The College and District maintain an adequate funding base and reserves to support student learning programs and services. The Board of Trustees approved the 2013-2014 Budget at their meeting, September 3, 2013. The VP of Administrative Services illustrated how the budget is balanced and in compliance with the needs of the District. Based on an interview with the VP of Administrative Services, the Resource Allocation Model is being fully implemented. The College meets this requirement.

18. Financial Accountability

The District undergoes both a financial and compliance audit annually. Based upon the audit results, the District received findings related to significant deficiencies in five of the past seven audits but none were related to internal control lapses; rather, the findings were all compliance in nature. Furthermore, in 2009 and 2010, there were audit adjustments made to the financial statements, but these appeared to be more timing differences and/or oversight errors rather than a deficiency within the financial system itself. In the more recent years, the District has made a good effort in resolving audit deficiencies and not having them repeat.

Financial information is presented to the Board of Trustees quarterly in the form of the CCFS-311 reports and annually in the form of the Tentative, Mid-year, and Final Budgets. Both the construction bond Measure H and C undergo a financial and performance audit annually. Each of the past five years' audit reports has indicated that the District is utilizing the bond funds as they were intended. In fiscal years 2008 and 2009, there were audit findings regarding questionable expenditures from material fees collections but these audit findings have been resolved and have not repeated since then. The College meets this requirement.

19. Institutional Planning and Evaluation

The team found that the College is committed to creating a culture of evidence, and found evidence of planning for improvement in all areas through the campus-wide program review and student learning outcome assessment processes. The College meets this requirement.

20. Integrity in Communications with the Public

The College publishes and makes available to students and prospective students an annual catalog which includes all required information. The College meets this requirement.

21. Integrity in Relations with the Accrediting Commission

The College provides assurance of its compliance with Commission Eligibility Requirements, Standards, and policies by publishing all accreditation reports and documents on its website. The College and Board have sustained efforts to meet Commission Recommendations over the past several years. However, the institution has failed to adhere to ACCJC's policy ensuring programs, degrees, and certificates available 50% or more via distance education have been reviewed through the ACCJC substantive change process. The College does not meet this requirement.

Recommendation: To satisfy the Eligibility Requirement and meet the standard, the team recommends that the college review its instructional programs with respect to the percentage of online offerings and submit a Substantive Change report to the accrediting body on programs that have equaled or exceeded the 50% threshold in online offerings (ER 21, II.A.1.b, IV.A.4)

Standard I - Institutional Mission and Effectiveness

Standard IA-Mission

General Observations

In 2011 a review of West Valley College's mission statement was conducted, in response to changes in emphasis of the mission of the California Community College system. This review was perceived as critically important to ensure College mission alignment with State System priorities and as a rededication of the College to student learning and success.

On January 17, 2012, the Board of Trustees approved the mission to read as follows:

The West Valley College community supports students along their pathways to reach transfer and career goals in an environment of academic excellence. (I.A.2, I.A.3)

The College mission statement is published on the WVC website (I.A.2) and in the College Catalog (I.A.2). It is prominently posted on walls and in hallways of campus buildings and is displayed on the meeting agendas of most participatory governance groups. With an intentional focus on pathways that lead to student success, the mission accurately describes the general purpose of West Valley College and adequately covers the numerous programs it offers to the students and the community in its service area. While the intended population of the College is determined by the boundaries as outlined by the Los Gatos-Saratoga, Campbell, and Santa Clara high school districts, students from other parts of Santa Clara County also choose to enroll at West Valley College. (I.A.1; I.A.2)

The process of reviewing the College mission statement was inclusive and participatory. After significant research, input, and consultation the College Council, the College's highest participatory governance committee, drafted a proposed College mission statement. The statement was then distributed and reviewed by the various institutional governance bodies to evaluate its congruence with WVC goals focused on student learning and success in transfer, basic skills, and career education courses and programs.

West Valley College offers an array of programs to its students, including 18 associate degrees leading to transfer and numerous specialized degrees and certificate programs. Since its institutionalization, the College mission statement serves as the central core or framework for institutional planning and decision making. The mission drives the formation of College goals, informs the program review process and influences resource allocation.

Findings and Evidence

The College has a mission statement that defines its broad educational purposes. Although the mission statement does not clearly identify the College's intended student population, the self-evaluation narrative for this Standard identifies the College's intended student population by the boundaries as outlined by the Los Gatos-Saratoga, Campbell, and Santa Clara High School Districts. (I.A.2, I.A.3) The institution's commitment to student learning and success is demonstrated through the mission statement's focus on supporting students by promoting an

environment of academic excellence. Additionally, the College regularly assesses its programs and services in a systematic way at a variety of levels to evaluate how well it is meeting the needs of its students and thus its overall mission.

West Valley College's review of the College mission statement was undertaken in the 2010-11 academic year. A White Paper entitled *Our Vision, Our Mission, Our Future*, was adopted by the College Council in April of 2011. This paper outlined the College Council's responsibility as:

- Defining and prioritizing the College focus into the future; and
- Re-crafting the College mission statement to capture the essence of West Valley College (I.A.3)

A series of 10 listening sessions were conducted with stakeholders from the participatory governance groups. An open-item student survey was conducted and linked from the College website to invite a high response rate. Input from the survey was incorporated with results from the listening sessions. The data were tabulated, refined, and prioritized, and then presented for readings at the College Council.

The white paper served as the foundation of the process for the development of the new College mission statement. An external facilitator guided College Council members and stakeholders through a process which created two drafts of a mission statement. These two statements were circulated and presented to the various governance bodies as well as to external stakeholders for feedback. (I.A.3) The College process firmly adhered to participatory governance principles and the resulting statement was reviewed and supported by a substantial population of College stakeholders. (I.A.3) In January of 2012, the new mission statement was approved by the Board of Trustees. (I.A.2.)

The mission statement is widely available and is published electronically on the College's website and in print form and is posted throughout the campus. It also appears on meeting agendas for various shared governance committees. (I.A.2)

The team found the mission to be central to planning and decision-making at West Valley College, as evidenced by its alignment with College purposes and needs of the student population. The mission succinctly expresses the College's program goals of student-centered education. (I.A.1) It is central to planning and decision-making at the College as evidenced by the College's reliance on Program Review, Student Learning Outcomes and Assessment processes, and the annual Scorecard Report. All of these assess institutional effectiveness and College fulfillment of its mission. (I.A.4)

The College's Integrated Planning and Resource Allocation map clearly outlines the process used for institutional planning and decision making. The mission statement and Institutional Learning Outcomes inform program review and SLO assessment. Budget planning and implementation is powered via assessment results.

Conclusions

The College appropriately addresses all requirements set forth in Standard I.A. The College has a wide variety of instructional, campus administrative, and student support services and programs that support its mission and serve its intended student population. The College exemplifies its commitment to student learning and improvement in its programs and services in its mission statement, and this new mission statement has been utilized as the foundation for the establishment of institutional goals. The College's mission statement was approved by the Board of Trustees and is available both in print on a variety of documents as well as electronically on the College website. The College's planning process supports its mission statement and regularly evaluates the level to which the College is accomplishing its mission.

Recommendations: None. The College meets the standard.

Standard IB - Improving Institutional Effectiveness

General Observations

The College supports and assesses student learning through an ongoing and reflective process. An SLO/A committee made up of faculty, student services, and administrative personnel reviews and addresses ongoing student learning and student service outcome assessments with a goal of working with the College community to continuously improve services.

The College articulates and communicates its institutional goals and objectives so these stated purposes can serve as an overarching framework to guide the College's vision and day-to-day operational processes. The College has established an integrated planning and resource allocation process in which the results of student learning outcome assessments are used to support program review resource requests, which in turn inform resource planning and budget allocation. In this iterative process, the College's deliberate and integrated focus on student learning and success facilitates the College's overall attainment of institutional effectiveness. College planning is a collaborative process that involves the participation of all departments and participatory governance groups. Broad-based involvement is supported by the composition of the College Council.

Through the yearly Program Review process, which includes directed review of SLO assessment results, the College regularly evaluates its effectiveness in improving programs and services while assessing and improving the mechanisms for those evaluations.

The Office of Institutional Research and Planning (OIRP) disseminates data and analyses internally through research briefs, all-user emails, and research presentations at participatory governance groups and other campus constituencies. The OIRP also publishes data and

completed reports on the College's research and planning website and through the College Fact Book that is distributed both internally and as a public document on the College website. After the OIRP summarizes the data in the ARCC Report and Scorecard, the College submits a written response to the Report which is then posted on the State Chancellor Office website and on the OIRP webpage.

Findings and Evidence

Student learning is measured on a cyclical basis and program leaders initiate course, program, and service changes based on assessment results. In participatory governance meetings, College employees engage in an ongoing dialogue about student learning, collaborative learning, and the potential for improving the cross-pollination of academic and student service areas in ways that will benefit student success. At College Council meetings, there is discussion about improving program review process and other planning processes so the linkages are clearly defined and transparent to the College community. (I.B.1)

Information and themes from the program reviews gathered in May of each calendar year drive the development of College goals by the College Council during its annual planning retreat in the fall semester. The College's annual goals then inform the resource allocation process. The process repeats itself in a cyclical fashion only for the annual goals. At the College Council's annual retreats, College Council members review the *Educational and Facilities Master Plan (E&FMP)* to ensure that the overarching themes of this plan are also incorporated in the College's goals and objectives. The College is in the process of developing its new *Educational and Facilities Master Plan*. (I.B.2)

The College is in the process of developing its institution-set standards. While the College has initiated this process, the requirement for this standard has not been fully met. The lack of implementation means that the College is unable to evaluate whether these standards of performance are being achieved by the College and its students. (I.B.2)

The Budget Resource Allocation Council (newly created) indicated that the Council is in the process of developing rubrics for prioritizing resource allocation. This process must be completed within a month (by April 2014) to inform the tentative budget for 2014-15. While recent changes have been made in the budgeting process, it is yet to be determined how effective the new process is in effectively linking the budgeting and planning processes. (I.B.3; I.B.4; I.B.6)

Every department has access to institutional data through the College's Office of Institutional Research and Planning (OIRP). In addition, programs are provided with program-specific data to inform their self-evaluation, and which is then incorporated into each department's program review and goal-setting. The OIRP educates and informs the College community on data analysis and interpretation through the release of periodic research briefs, publications such as Fast Facts

about our students, the presentation of the ARCC Report to all participatory governance groups, and with individual consultation to programs and departments as necessary. (I.B.3)

College planning is a collaborative process that involves the participation of departments and participatory governance groups. Broad-based involvement is supported by the composition of the College Council, which is comprised of members from all shared governance groups on campus and key committees, with meetings open to the entire College community. In spite of the difficult budget picture during the past several cycles, the College committed to allocating resources in accordance with College goals and program review needs. In 2010-11, the College used a zero-based budgeting process to realign resources to goals and needs. The integrated planning and resource allocation process ensures that resources are appropriately aligned with College goals. (I.B.4)

The Office of Institutional Research and Planning (OIRP) disseminates data and analyses internally through research briefs, all-user emails, and research presentations to participatory governance groups and other campus constituencies. The OIRP also publishes data and completed reports on the College's research and planning website and through the College Fact Book that is distributed both internally and as a public document on the College website. The OIRP disaggregates data for College program managers so these areas can then conduct effective and informed analyses of their individual programs. The OIRP provides all programs with data that includes measures of enrollment, efficiency, student success & retention, demographics, and equity. The Program Review Committee conducts a comprehensive analysis using a well-established rubric for all program reviews to both evaluate program review quality and identify College-wide trends and correlations which subsequently integrate into the College plan and priorities through the College Council. This program review process completes the cycle of the integrated planning process. These results are summarized for College and public review and are used to inform College decision making. Program reviews are published on the College's Program Review webpage. (I.B.5)

In 2011 the College Council developed an integrated planning and resource allocation process that clarified the College's efforts toward the improvement of institutional effectiveness. In 2013 the Integrated Planning and Resource Allocation Team refined the design of the process based on feedback of team members. After a review of the existing resource allocation processes, in the fall of 2013, the VP of Administrative Services created the BRAC with the intent of improving the transparency of the allocation process. The revised integrated planning and resource allocation process has not yet completed a full cycle, which hampers an evaluation of its effectiveness. (I.B.6)

The Program Review process is one of the key mechanisms through which the College evaluates its effectiveness toward improving instructional programs, student support services, and library and other support services. In 2011 the Academic Senate fundamentally changed the

composition of the Program Review Committee (PRC) by making the Chairmanship a faculty position. Following the input from the PRC, the Senate approved the committee's mission statement, goals, and a policy and procedures document which outlined the direction of the PRC. The PRC reviewed and revised the Program Review Self-Evaluation process to ensure that its focus and requested information were aligned with that of the *ACCJC Rubric for Program Review*. This change focuses respondents on planned improvements in program practices that lead to improvements in student learning and student achievement. The PRC also created a *Program Review Policy and Procedures* document. This document defines the Program Review policies and sets forth procedures for the process.

The OIRP provides support for and organizes information needed for the program review process, including technical support and SLO updates, providing the program review leader with all the information needed to complete the program review report. Through the yearly Program Review process, which includes SLO assessment reporting and review, the College is regularly evaluating its effectiveness in improving programs and services while assessing and improving the mechanisms for those evaluations. (I.B.7)

Conclusions

The College has improved its planning and planning processes. Evidence reveals that the College demonstrates a conscious effort to produce and support student learning, measures and assesses how well learning is occurring, and makes changes to improve student learning. The College also organizes its key processes (most notably its program review and SLO processes) and uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

In sum, the College's planning is centered on the mission, involves College-wide dialogue, is supported by extensive data and is regularly assessed, and leads to improvements that focus on student learning and achievement. The College has successfully developed an ongoing and systemic cycle of evaluation and improvement process.

The College does not have its institution-set standards to support their programs and the College indicates that they are in the process of developing its standards. Furthermore, the College's Budget Resource Allocation Council, newly formed, has not been in existence long enough to determine whether it is achieving its purpose.

The College has not fully met the standard.

College Recommendation 2: To meet the standards, the team recommends that the College establish institution-set standards for student performance so that the degree to which they are achieved can be determined and widely discussed. (I.B.2; II.A.1.c; II.A.2.b; II.A.2.h; II.A.5; II.A.6.b)

College Recommendation 3: To increase effectiveness, the team recommends that College closely monitor, fully implement and evaluate the newly developed Budget Resource Allocation process to determine whether it is meeting the needs of the College and providing more transparency into the budget allocation process. (I. B; III.D; III.D.1.d; III.A.6)

Standard IIA - Instructional Programs

General Observations

West Valley College offers quality instructional programs in recognized fields of study that culminate in degrees, certificates, employment, or transfer to other higher education institutions. Program offerings are consistent with its mission to meet the needs of a diverse student population. The College has developed SLO and program review processes that are implemented on an ongoing cycle. Instructional programs are systematically assessed to assure currency, relevance, and the improvement of teaching methodologies and learning outcomes. An effective program review process utilizes achievement and Student Learning Outcome Assessment data to inform program planning and formulate strategies for improvement, which are then the foundation for resource requests. The College relies on faculty expertise in all matters of curriculum. Distance education courses undergo separate review and approval through the curriculum process. Advisory committees meet regularly and provide information on industry needs related to Career Technical Education (CTE) courses and programs.

Findings and Evidence

The College Curriculum Committee reviews each new course, course revision, distance-education component, certificate, and degree on a five-year review cycle for non-CTE courses/programs and a two-year cycle for CTE courses/programs. Proposed new CTE programs are required to provide evidence of industry and market demand and are reviewed and approved by the Curriculum Committee. Revisions to existing certificates and degree programs are reviewed and approved through the Curriculum Committee and program outcomes are listed in the College catalog. Instructional programs are assessed using the Program Review Policy and Procedure which was developed by the Program Review Committee (PRC). The Annual Program Review process integrates SLO and assessment as part of the College's Integrated Planning and Resource Allocation process. A final report for program review is published and includes institutional needs, SLO assessments, review of the data, and findings on completed program reviews. This report is then used to inform resource allocation. (II.A.1)

The College uses data on demographics, success, retention, and persistence, disaggregated by demographics and instructional mode, in the self-evaluation Program Review process. This

information is reviewed and analyzed to identify achievement gaps or areas needing attention. Program development and growth is tied to community and industry needs as identified by labor market information and employment projections by industry and occupation. The College's CTE programs regularly meet with their advisory committee to better align the program content and sequence with industry needs and job readiness. For existing programs, the College utilizes program review and student success data to evaluate effectiveness in meeting the students' educational needs. (II.A.1.a)

College course curriculum documents (course outlines and addendum form) clearly specify which delivery methods will be used for each course and how the instructional goals and objectives are to be met through technology-mediated facilitation and other alternative delivery modes. New distance learning courses are reviewed and approved separately as well as during all five-year reviews. The College Curriculum Committee reviews changes in regulation, compliance issues, and identifies necessary guidelines for implementation of new requirements. The Distance Learning Committee and Distance Education Coordinator work with faculty to provide training on regular and effective contact with students. The team observed that although a Substantive Change Proposal has not been submitted to ACCJC since 2009, many programs are 50% or more attainable via distance education. (II.A.1.b)

All credit courses, certificates, and degrees have SLOs and ongoing assessments. The College Curriculum Committee requires all course and program submissions to include clearly stated Student Learning Outcomes. Program level SLOs (PLOs) are published in the College catalog. All instructional programs conduct comprehensive and/or annual Program Reviews which include reporting and evaluation of SLO assessment results. SLO assessment data are discussed at the institutional level as well as the program level and are used to inform decision-making. The SLO data is not disaggregated by distance education vs. face-to-face and there is no evidence to indicate the institution has set standards for student achievement or student learning. Furthermore, there is no evidence in the Master Instructional Program Review and SLO Assessment Schedule that non-credit classes undergo SLO assessment. It could not be established that the College meets the requirements of the Sustainable Continuous Quality Improvement for SLOs and PLOs. (II.A.1.c)

Courses offered by the College, regardless of the type of credit awarded, delivery mode, or location, undergo periodic review. The College offers a variety of general education and career technical education courses that enable two-year transfer and completion of an Associate in Arts or Associate in Science degree or various Certificates of Achievement. The West Valley College Community Education Program offers a wide range of fee-based courses to meet the needs of the community at large. The off-site West Valley College Campbell Center serves students and the community with credit, fee based, and grant funded courses and activities. The College ensures high quality credit program and courses through program review, articulation

agreements and through recommendations from advisory committees. The team observed that faculty performance reviews are not being completed on schedule or in a timely manner. (II.A.2)

College curriculum is recognized as being fully within the purview of faculty, who are responsible for establishing quality and improving instructional courses and programs. The College uses a participatory governance structure to promote collaboration and teamwork between the faculty and the Curriculum Committee. Course review and revision takes place on a regular cycle. The College SLO and Assessment Committee, working with faculty, leads the process of SLO development and assessment for courses, certificates, and degrees. Faculty include SLO and assessment methods in course outlines and in course syllabi. All credit courses, certificates, and degrees have SLOs and ongoing assessments. The team found that non-credit course SLOs have not as yet been assessed. As a consequence, the team found that the College does not meet the ACCJC requirement of being at the Sustainable Continuous Quality Improvement level for SLOs. (II.A.2.a)

Student Learning Outcomes are established and assessed by faculty who teach the courses with the assistance of the Department Chairs. The SLO Committee oversees and guides the creation of and revisions to SLOs, facilitating the assessment of these outcomes by faculty members and integration into Program Review. CTE program advisory committees inform the faculty of occupational competencies that should be addressed by the specific course. Programs take steps to implement the recommended changes and improvements suggested by their advisory committees and other faculty members. (II.A.2.b)

Breadth, depth and rigor in College course content are overseen and ensured through a comprehensive course curriculum review process under the purview of the College Curriculum Committee. The development of an appraisal process for instruction in online courses, including student surveys, was led by the College Distance Learning (DE) Committee, in conjunction with the Academic Senate, and was initiated in response to the 2011 midterm recommendation. An online faculty evaluation checklist and faculty evaluation tool has been developed. The evaluation of online courses has become a systematic institutional process that enables the College to provide faculty with feedback. However, while the expectation is that all faculty, full-time and part-time, be evaluated every three years, evidence suggests that faculty performance reviews are not being completed in a timely manner or on schedule. (II.A.2.c)

College course offerings are offered in both full-term and short-term formats utilizing face-to-face an online/hybrid delivery modes. Program offerings may include lecture, lecture/lab, and directed study courses. Common teaching methods include demonstration, experimentation, field trips, guest speakers, web-enhanced classes, group discussions, lectures, and practicums, with these teaching methodologies detailed on the course outline of record. Faculty and student evaluations include a component to evaluate the effectiveness of these methods. However, evidence provided by District Human Resources and the College Vice President of Instruction

office indicates that faculty performance reviews are not being completed in a timely manner. Although training for distance education faculty is regularly provided, there are no established criteria for faculty to teach distance education courses. (II.A.2.d)

The cycle for program review and SLO assessment is tracked for every course, program, and department and integrated into a single calendar, the Master Instructional Program Review and SLO Assessment Schedule. This schedule is monitored to ensure ongoing systematic review. All programs are expected to conduct a comprehensive Program Review biannually, followed by an update the next year. Included in each Program Review is an evaluation of student achievement of learning outcomes and projections of future needs for the programs and its students. The program review incorporates data analysis and projections of future demand and industry trends to justify resource requests. (II.A.2.e)

Student and program learning outcomes are assessed regularly. The College's program review process ensures ongoing, systematic evaluation of assessment results, with the results of program reviews posted on the program review web page. Program review results are utilized to project program needs and to justify resource allocation requests. The Program Review Committee reviews results from program reviews to assess overall College performance and makes recommendations for improvement. (II.A.2.f)

The Math department uses departmental course examinations for assessing student learning outcomes. The Park Management program uses three tests that are standardized material from outside agencies. Through the use of standardized questions and exams, grade norming rubrics, and reported results, the College minimizes bias and validates the effectiveness of departmental course exams. (II.A.2.g)

Grading policies and the criteria for awarding credit for courses are stated clearly in the College catalog, and adhere to the Carnegie method. (II.A.2.h)

Program Learning Outcomes are clearly identified for all students in the College catalog. Degrees and certificates are awarded based on successful completion of required coursework and attainment of the stated PLOs. Each program sets benchmark success and completion standards that students must fulfill in order to meet the program's requirements for earning an approved certificate or degree. (II.A.2.i)

The College's philosophy of general education stems from the College's mission statement that informs institutional, program, and student learning outcomes. The ILOs are included in the present College catalog. The general education course track has comprehensive learning outcomes for the students who complete it which reflect the College's Institutional Learning Outcomes and originate from the College's mission, values, and commitment to student learning and success. The ILOs represent the outcomes a West Valley College student will achieve upon

successfully completing a West Valley College education. Faculty involvement in determining these outcomes and the courses to be included in general education offerings has been ongoing and consistent. (II.A.3)

The College offers Associate of Arts, Associate of Sciences, and Associate Degrees for Transfer within a broad array of disciplines. Recipients of a degree from West Valley College are required to complete all General Education (GE) requirements (25 semester units) and also complete major-specific requirements with a grade of “C” or better; in total a minimum of 60 degree-applicable semester units must be completed by the students to obtain a degree. A complete list of each focused area of study is available in the catalog. (II.A.3; II.A.4)

The College’s CTE programs track student completion rates of each program. Most career programs have a system for evaluating whether their programs are preparing students to meet technical and professional competencies. Each program conducts regular advisory committee and faculty meetings, comparing student achievements with the SLO assessment outcomes established for the program. Many programs conduct regular student, graduate, and employer surveys as required by their external accreditation. (II.A.5)

The College provides extensive information on its educational programs through a variety of methods and media, including the catalog, printed schedule, and the College website. The catalog listing for each degree and certificate program includes a program description and the program learning outcomes. Course syllabi describe course methods and objectives, and student learning outcomes, and serve as a contract between students and their faculty. (II.A.6)

Print and online versions of the College catalog describe the required courses for degree and certificate programs. Detailed information regarding the transfer process, course numbering system, and articulation agreements is included in the College catalog, and the College has effective procedures for establishing transfer of credit from accredited institutions and for communicating these procedures to students. The College has established formal articulation agreement/transfer agreements with all CSU and UC campuses, and with 58 private and/or out-of-state four-year institutions. Students have access to the [Assist.org](https://www.assist.org) database through the WVC Transfer Articulation webpage to view specific articulation agreements between the three higher education segments. The College relies on both the accreditation status of the partnering college and the integrity of articulation agreements to ensure comparability of learning outcomes between courses accepted in transfer and those offered at the College. (II.A.6.a)

The College has an established Program Discontinuance Policy that includes a phase-out process to ensure students have the opportunity to complete program requirements. Catalog rights are published in the College catalog and indicate that students are eligible to graduate under the requirements in the catalog that were in effect at the time of their initial enrollment, as long as they have maintained continuous enrollment and have been working toward a degree or

certificate within the program. Students also are eligible to use the requirements that are in effect at the time they graduate, whether or not they maintain continuous enrollment. (II.A.6.b)

Through the catalog, website, and other materials, the College represents itself clearly, accurately, and consistently to students and the community. The catalog is reviewed annually, and the website and other materials are updated regularly to ensure that the mission, programs, and services are described and explained appropriately. (II.A.6.c)

Faculty adheres to course content material that has been approved by the Curriculum Committee. Each course is outlined in great detail and dictates the content material and framework faculty is assigned to teach. Professional conduct is outlined in Board Policy 4030 and Academic Senate Constitution, Article II. The Faculty Association Collective Bargaining Agreement specifies the need for objectiveness in the instructor's instructional delivery and course material. (II.A.7.a)

Policies regarding academic freedom and responsibilities and student academic honesty and conduct are established and thoroughly reviewed. They are published in the West Valley College class schedule and catalog, the faculty handbook, and the student handbook. These policies are reflective of the College's Mission Statement, also found in the publications listed and on the College website. District board policies and the Faculty Association Collective Bargaining Agreement include academic freedom rights and responsibilities and are published and available on the respective websites. (II.A.7.b)

The Board of Trustees has established policies regarding key issues of conduct in areas such as antidiscrimination, drugs and alcohol, sexual harassment, and smoking on campus, published on the District website. Policies are distributed widely, and new faculty and staff receive thorough orientation to those policies and procedures. (II.A.7.c)

The College does not offer curricula in foreign locations. (II.A.8)

Conclusions

The College is commended for establishing a systematic, ongoing, rigorous and well thought-out Program Review process which incorporates SLO assessment and is linked to college planning and resource allocation.

The team finds the dedication and commitment of the faculty and staff in providing excellent support and assistance to students of the College commendable.

Further, the College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, assess, and evaluate courses and programs. The College evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness,

achievement of learning outcomes, currency, and future needs and plans. The College relies on faculty expertise in all matters of curriculum. The College requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog.

However, the team found the College has not fulfilled components of several important standards. The College was found not to be in compliance with the ACCJC substantive change policy relating to distance education. Student Learning Outcomes for non-credit courses are not actively being assessed. Faculty performance evaluations are not being completed on schedule, with a significant number of evaluations not being completed. Further, the team suggests that the College improve effectiveness in the area of distance education related to data collection, faculty training, and appropriateness of class size.

The College does not meet the standard.

College Recommendation 1: To satisfy the Eligibility Requirement and meet the standard, the team recommends that the college review its instructional programs with respect to the percentage of online offerings and submit a Substantive Change report to the accrediting body on programs that have equaled or exceeded the 50% threshold in online offerings (ER 21; II.A.1.b; IV.A.4)

College Recommendation 2: To meet the standards, the team recommends that the College establish institution-set standards for student performance so that the degree to which they are achieved can be determined and widely discussed. (I.B.2; II.A.1.c; II.A.2.b; II.A.2.h; II.A.5; II.A.6.b)

College Recommendation 4: To meet the standards, the team recommends that the College satisfy the Sustainable Continuous Quality Improvement requirement for Student Learning Outcomes and Program Learning Outcomes and regularly assess and monitor non-credit courses. (II.A; II.A.1.c; II.A.2.a)

Standard IIB - Student Support Services

General Observations

West Valley College is committed to providing student support services that address the identified needs of its diverse student population and to enhancing student academic success. The College offers a broad array of services that can be accessed on the West Valley College campus and online and that serve the mission of the College. Student Services has made a concerted effort to coordinate between student services departments through the Student Services Council,

and with instructional programs, as demonstrated through the Student Success Team, to better support student learning. Departments within Student Services also collect data on a routine basis, including instructional and non-instructional SLO assessment results.

Findings and Evidence

In alignment with its mission, West Valley College ensures student access to educational opportunity through open access admission. The College has policies and procedures in place to determine general student ability to benefit from programs, with additional requirements for high school students, Middle College students, and international students. The Student Services Council represents all areas within student services and meets regularly to discuss the College-wide implementation and effectiveness of student support services and programs. In order to provide mandatory services established in SB 1456, “student success” was identified as an institutional priority and multiple existing College-wide committees were integrated, with a Student Success Core Transitional Team making recommendations within a Student Success Strategic Vision and organizational framework. (II.B)

Student Services participates in an annual program review process with student learning outcomes and assessment. The program review and assessment schedule shows full program reviews for Counseling and the Disability and Educational Support Program (DESP). Of the 24 courses listed under Student Services, all course SLOs had been assessed as of spring 2014. In 2013, 18 Programs in Student Services submitted a program review which included data collected and reviewed, with conclusions based upon these data. (II.B.1; II.B.4)

The College provides a full array of student services accessible to distance education students, including all admissions and records, financial aid, counseling, orientation, and DESP functions. Other student services, such as TRIO, EOPS, and student health services, have also provided some level of access to program services for distance education students; due to some state-level restrictions, distance education options for placement assessment exist but are significantly limited and may need to be re-examined as mandatory assessment is fully implemented. The College offers a mixture of contract education, non-credit, and credit courses at its Campbell Center. Students enrolled in classes at the Center desiring to utilize the College’s student services must either visit the College’s main campus or use services offered online; a computer is made available in the Campbell Center’s main office to students needing to access these services. Student Services has identified the need to expand some of its services in an online or electronic format, such as moving away from pen-and-paper assessment to an online tool, in order to better support online students. (II.B.1; II.B.3.a)

A College catalog is published with accurate and current information about requirements, policies, and student rights. Both the catalog and the class schedule are updated annually and contain necessary information for students regardless of the course location or medium. The

content of the catalog is consistent with the information posted on the College's website. The catalog is structurally well laid out and easy to use, though the presentation of available learning resources is far more clearly structured on the College's website than in the catalog. The catalog outlines the student grievance process and a link to the Chancellor's Office is provided on the Student Right to Know web page, with directions on how to file a complaint with ACCJC. Records of student complaints and grievances are maintained by the Vice President of Student Services. (II.B.2.a; II.B.2.b; II.B.2.c, II.B.2.d)

As part of the annual program review process, the instructional programs in Student Services, including Counseling and DESP, receive student success data on student course enrollments, demographics, and performance. This data is disaggregated to look at equity gaps in student performance. However, evaluation of student support services is primarily based upon the annual student and point-of-contact surveys conducted by each department.

In the annual program reviews, the College has documented success in meeting the needs of specific student populations with programs such as CalWORKs, EOPS/CARE, DESP, Puente, Veterans Resource Center, the SUCCESS Program, and the SILVER Center. Student Services provides programming that promotes personal understanding and appreciation for diversity, personal and civic responsibility, as well as intellectual, aesthetic, and personal development through Student Development's programming in global citizenship and cultural diversity, global entrepreneurship, leadership programs, and service learning and volunteerism programs. A high level of personal and civic responsibility is demonstrated in the significant level of engagement of ASO student leaders in the College governance structure and in the number and diversity of student activities held. While data from the annual student survey is often cited in student services program review and SLO submissions, more information needs to be provided on how these data inform the continuous improvement process of services. The metrics used by departments in the program review process rely heavily upon student opinion surveys and observations. It is not clear how this qualitative information informs ongoing improvement efforts. (II.B.3; II.B.3.b; II.B.3.d; II.B.4)

Counseling and advising services are provided through the Counseling Department and through other student services programs. Evaluation of counseling services is conducted through the assessment of student learning outcomes and point-of-service surveys including counseling appointment exit exams and counselor faculty evaluations. Recent evaluation activities show a focus on the core matriculation components (assessment, orientation, and student education plans) required by the new State Student Support and Services categorical program, and training has been provided on these components. In weekly Counseling Department meetings, counselors receive regular professional development on transfer and articulation, local instructional program changes, and new student success and support program components. Counselors are also given the opportunity to attend university and discipline-specific conferences. (II.B.3.c)

The availability and capacity of counseling resources in proportion to student need, especially as it relates to orientation and student education planning, was identified multiple times in the program review process as a significant concern, without a clear plan outlined to address the concern. A plan was developed in 2013 to implement an expansion in counseling services over the next few years, and a new faculty counselor was recently hired with another faculty counselor position ranked high on the College's future faculty hiring list. While consistently available to students, online counseling is provided through an email system with limited staffing support and was raised as a point of concern in the Vice President of Student Services' 2013 program review. (II.B.3.a; II.B.3.c)

The College has clear policies and systems for admitting and assessing students for course placement purposes in English, ESL, math, and reading. The placement instrument was last evaluated in 2013 to determine if disproportionate impact existed and recommendations were made to the instructional departments regarding changes in cut scores and placement processes. While this review identified the need to collect additional student data in fall 2013 to ensure all potential disproportionate impact is ameliorated, the evaluation has been delayed for an additional semester until sufficient data is available from the new assessment tool.

Multiple measures are built into the assessment tool, and counselors follow clearly designated processes developed by instructional departments when adjustments to the assessment tool results are recommended. To minimize cultural bias in the admissions process, the application is available online and in print, and multilingual staff are accessible to students as needed. In spring 2014, Student Services moved from a pen-and-paper assessment to an online instrument. (II.B.3.e)

The institution clearly maintains student records in the Admissions and Records Department, both in hard copy and electronic format, where confidentiality is strictly enforced by specific protocols. Student services departments with state or federal programs maintain records based upon mandated requirements. The District's IS department has developed detailed procedures to assess a suspected security breach, create an action plan, and perform a post-incident security inspection. The institution publishes and follows established policies for the release of student records. (II.B.3.f)

Conclusions:

The delivery of comprehensive and quality student services is documented within the program review and accreditation documents. Efforts to evaluate services and ensure continuous improvement are also evident, though it is not always clear how data collected on services fully informs decisions on program effectiveness and improvement. The College provides comprehensive student services to distance education students but could more explicitly evaluate these services against similar services provided face-to-face to ensure full comparability. The

College has systems and structures in place to routinely evaluate student learning and achievement in student services, and has shown a commitment to responding to the changing needs of its student population. It would be beneficial for Student Services to review the assessment strategies selected for SLO and program review evaluation to ensure that clear benchmarks are set, meaningful data are collected, and assessment results more regularly inform improvements in services provided.

Recommendations: None. The College meets the standard.

Standard IIC - Library and Learning Support Services

General Observations:

Library and learning support services are sufficient to support the institution's instructional programs and activities. A high emphasis is placed on information competency and all students, regardless of the location or delivery mode of their classes, have access to the same level and quality of learning resources. The library collection, consisting of both print and electronic resources, is enhanced by access to the LINK+ system, which provides access to millions of titles. There is demand for additional service hours, particularly for the library. Library and learning support services, including a Writing Center, Math Resource Center, ESL Skills Lab, and World Languages Lab, are well-utilized by students.

Findings and Evidence:

West Valley College provides a wide array of library and learning support services. The library, with a seating capacity of approximately 500, provides access to a collection of over 100,000 print volumes, 13,000 audio visual items, 81 current periodical subscriptions and 24/7 access to more than a dozen full-text databases and over 23,000 eBooks. Students have access to 8 study rooms, 36 computers, and the new DRIP Coffee Café. There is also a technology enhanced classroom with 29 laptop computers which is used for information competency classes and instruction. (II.C.1)

The College Tutorial Services Center is open to all enrolled students on campus and provides tutoring across the curriculum, with the exception of English and ESL which are served by other areas. The center is responsive to student need and makes an effort to locate a tutor in any subject requested by a student. By week nine of fall 2012, the Tutorial Services Center was serving 367 students enrolled in 69 different courses.

The Writing Center provides free peer tutoring for any writing assignment in any discipline at the College. In the period from fall 2011 through fall 2013, enrollment in the center's LS110E

Supervised Tutoring–English course increased by more than 425%, from 74 students to over 400. Demand has continued to grow.

The Math Resource Center provides peer and instructor tutoring in all topics of math and includes access to 10 computers for students to use in completing homework and two rooms for group study. Students spent 2,531 hours utilizing Math Center resources in the fall of 2012 and 2,979 hours in the spring of 2013.

The ESL Skills Lab provides groups of tables and comfortable seating areas where students can work on their own or join conversation groups. The lab is open to any student in any ESL class and is available to ESL instructors to bring their entire class for lab practice. The lab is open for 18 hours per week, Monday–Thursday, and tracked 1,281 individual visits totaling 1,510 hours during fall 2012 and 1,326 visits totaling 1,600 hours in spring 2013.

The World Languages Center, a technology-based learning lab that includes 37 computers equipped with language learning software, online language programs, and access to all the audio material from their texts, is also widely used. During fall 2012, 273 students completed 7,279 hours in the lab and in spring 2013, 229 students completed 6,528 hours of study in the lab. Although a Technology Center was formerly available, the removal of Hours by Arrangement from all CTE courses in 2012 led to it being converted into regular instructional classrooms.
(II.C.1)

Librarians work closely with instructional faculty in acquiring items for the library collection and accept suggestions from faculty, staff, and students. Personal interaction with students on course assignments and research at the reference desk provides insight into student learning needs and helps assure appropriate collection development. Librarians serve on the curriculum committee and other campus committees. The library works collaboratively with personnel from learning support labs and services to select materials specific to the needs of diverse campus programs, including ESL and Basic Skills areas. The library has a formal Collection Development Policy which helps guide them in the evaluation of the effectiveness of the collection. Participation on the Curriculum Committee, in the Textbook Access Project, and other campus-wide committees provides valuable feedback to library personnel and continuing awareness of campus and student needs.

To further serve student learning needs, the library offers access to the LINK+ consortium, which provides students, faculty, and staff remote access to materials from approximately 60 member libraries and roughly 18 million titles. Materials may be requested and delivered to the College within 3 days for pickup. With the LINK+ system, students also have the option of visiting other member libraries and checking materials out in person. During the 2012-2013 academic year, the library borrowed 3,038 books from other LINK+ libraries and fulfilled requests for 2,537 titles from their own collection to other libraries. The tracking of these inter-

library loans gives valuable information to the Library on resource demand and for evaluation of the College collection. (II.C.1.a)

Library and learning support services provide numerous opportunities for instruction and information competency. The College relies mainly on the library for the teaching of information competency skills. This is accomplished through the offering of numerous sections of Library 004: Information Competency. This 1-unit course is a requirement for most Associate's degrees, although it is anticipated that demand will diminish somewhat when the state-mandated AA-T and AS-T degrees are fully implemented and uniform requirements are enforced. Students are also provided information competency skills through individualized instruction at the reference desk and through 1.5 hour library orientations which are scheduled by individual classes and which focus on developing research skills based on specific assignments. During the 2011-2012 academic year, 87 orientation sessions provided instruction to over 2,700 students. SLOs are in place for the Library and Tutorial Services and these are assessed on a regular cycle, with results discussed in Program Review and used as a basis for improvement. The Math Resource Center, ESL Skills Lab, World Languages Lab, and Writing Center support numerous classes within specific instructional departments, all of which have their own SLOs that are assessed as a part of those departments' program reviews. (II.C.1.b)

The library is currently open 54 hours per week for student use and includes 24/7 access to a multitude of electronic resources, including over 23,000 eBooks and more than a dozen full-text databases. The library is well integrated into online services. All ANGEL courses provide a link to library resources, the WVCPortal provides a link to the library under Support Services, and the library has its own web page. Email and telephone reference service is available for students who are not on campus. The outreach librarian is currently piloting a program using CCCConfer to offer webinars twice a week on research skills. The library has a YouTube channel with short video tutorials on searching the online library catalog and popular databases. The library also offers an adjustable computer table, two disability-accessible computers and a scanner with specialized software.

While the Writing Center, Math Resource Center, and Tutorial Services are available to all students on campus, students wishing to make use of these services need to come on to campus to do so. The College realizes the need to offer other services online and are currently discussing how to do so. Mission College is using Smart Thinking for this service and West Valley is hoping to be able to use the same system. In order to assure equal accessibility to learning support services for all students, regardless of location or means of delivery, the team suggests that a priority be placed on developing means of providing off-campus tutoring support services. (II.C.1.c)

Maintenance and security for library and other learning support services is adequate. Each department or unit within the building maintains key access to non-public areas. The library has

two entrances, both of which are equipped with a 3M Library Detection System. The institution also utilizes video recording and monitored security alarms, contracted through an outside vendor. Additional security and maintenance is provided by campus police, the campus maintenance department, and campus custodians. (II.C.1.d)

The library maintains contracts with several outside vendors for services. These vendors include Innovative Interfaces Inc., for the library catalog and circulation system, OCLC for cataloging services, the Link+ consortium for interlibrary loans, and the CCLC (Community College Library Consortium) for negotiating better prices for electronic databases and periodicals. Other contracted vendors are Pinnacle for photocopier and student printing services, the Califa Library Group for WVC digitized archives, the National Cooperative Purchasing Alliance for purchasing goods and services, and Drip Coffee. These vendors and services are reviewed annually at the time of renewal or more often if issues arise. (II.C.1.e)

The library and Tutorial Services Center complete program review through the College program review process. Full reviews are completed every other year, with mini reviews taking place in between. As a part of program review, student learning outcomes are assessed and used for improvement on many levels, including curriculum, pedagogy, effectiveness of learning technologies, and the learning environment itself. The library completes both an Instructional and a Non-Instructional program review to fully capture the broad scope of services provided. Surveys are currently the primary method of capturing data for Non-Instructional program review (both Library and Tutorial Services). The evaluation of specific student assignments using a standardized rubric for all sections provides additional data for the Instructional program review. Services offered through the Math Resource Center, ESL Skills Lab, World Languages Lab, and Writing Center are captured as a part of those departmental program reviews. The Writing Center also conducts surveys and incorporates student and faculty feedback to assess and improve services. (II.C.2)

Conclusions

The College meets the standards in the area of library and learning resources. However, in order to assure equal accessibility to learning support services for all students, regardless of location or means of delivery, the team suggests that a high priority is put on developing means of providing off-campus tutoring support services. The College's ongoing commitment to student success is evidenced by the depth and variety of student support services available on the campus to students. The campus community continually strives to improve services to students and find ways to enhance student success at West Valley College.

Recommendations: None. The College meets the standard.

Standard III – Resources

Standard IIIA - Human Resources

General Observations

The Human Resources Department, in collaboration with West Valley College (WVC), has numerous policies and practices in place to help ensure that employees are supported and that qualified personnel are hired to support learning programs and to improve institutional effectiveness. The College heavily relies on District services such as the Human Resources Department to achieve compliance with a significant portion of Standard IIIA. The Human Resources Department could play a more active technical and leadership role to collaborate with the College to improve communication and mutual cooperation to work towards continuous improvement.

Findings and Evidence

In partnership with the District and the Human Resources Department, the College has policies and practices in place to help ensure that qualified personnel are hired to support learning programs and to improve institutional effectiveness. Initiated by program review requests, positions are prioritized yearly by both the Academic and Classified Senates. Once prioritized, the requests go to the appropriate Vice Presidents and to the President for final approval. HR reviews applicants for minimum qualifications. If an applicant does not meet minimum qualifications and requests equivalency, these requests are forwarded to the faculty equivalency committee for evaluation. Once a position is approved, the respective senates work closely with Human Resources to build the selection committees and ultimately approve the committee membership.

Job announcements are available online, and applications can be submitted digitally. The College adheres to the Faculty Minimum Qualifications as established by the Board of Governors of California Community Colleges as well as the minimum qualifications established by the Academic Senate and District Board of Trustees. Applicants for academic, classified, and management positions are screened by the Human Resources department to ensure that they meet the minimum qualifications. A review of job descriptions and job announcements from different employment categories (management, faculty, and classified) confirmed that criteria and qualifications are clearly stated in the electronic job announcements.

Selection and hiring documents have not been updated since January 2006. Neither document addresses the new all-electronic application system. (III.A.1)

WVC uses criteria for the selection of faculty which includes knowledge of the subject matter, discipline expertise, duties and responsibilities that contribute to effective teaching. Job

announcements state that only degrees from accredited institutions or recognized by U.S. accrediting agencies will be recognized. An equivalency process exists for faculty applications. Participation by faculty, classified staff, administration, and students in the selection of new hires helps ensure fair and equitable treatment of all applicants and diversity on all screening committees. (III.A.1.a)

District procedures relating to the number of faculty who may serve on a screening committee help ensure that faculty play a significant role in the selection of new faculty. The roles and responsibilities of faculty participating in the hiring committee process are stated in the Faculty Recruitment and Selection Procedures Manual. The faculty screening committee includes five members, a majority of whom are subject matter faculty. (III.A.1.a)

Written policies and criteria have been established for all personnel to be evaluated systematically and at stated intervals. The criteria include performance assessment of completion of assigned duties, participation in institutional responsibilities, and other activities appropriate for the individual's position. Individuals are assessed to determine effectiveness and to determine if improvement is needed. (III.A.1.b)

The evidence suggests that there are nominally effective mechanisms in place to ensure the timely completion of evaluations. For example, the Human Resources Department was not able to provide the number of classified employees that had past-due evaluations but did provide evidence that their evaluations are aligned with their start dates. Of the evaluations that were due in the months of December 2013, and January/February 2014, at least 41 past-due. Administrator evaluations are due on or about July 1st of every year. Out of 39 administrative evaluations, 9 have been past due since July 2013. Evidence provided by the College indicated that for Regular Faculty, in fall 2012, 4 of 18 evaluations were not finalized. In spring 2013, 2 of 13 evaluations were not finalized, and for fall, 2013, 7 of 54 evaluations were not finalized. With respect to Associate Faculty evaluations, in fall 2012, 17 out of 61 evaluations were not finalized. In spring 2013, 14 of 49 evaluations were not finalized, and in fall 2013, 14 of 82 evaluations were not finalized. (III.A.1.b)

The College does not have a system or formal process to systematically evaluate faculty on contributions to the effectiveness of student learning outcomes, nor is there a component of the faculty evaluation which refers to the effectiveness in producing student learning outcomes. The College did provide a sample of evidence that some supervisors did assess their faculty in performance evaluations on matters relating to student learning outcomes. This information may have been based on peer observations and student satisfaction surveys. (III.A.1.c)

Evidence confirms that WVC has a Code of Ethics for all personnel and a Conflict of Interest Code. (III.A.1.d)

Prioritization of new faculty hires is led jointly by the Division Chairs Council (DCC) and Academic Senate each year using criteria and data necessary to identify faculty needs in disciplines or programs whose goals are in alignment with the College's mission and priorities. Despite budget cuts, the College has maintained compliance with State Title 5 requirements and Faculty Obligation Numbers which help ensure that the number of full-time faculty employed is in proportion to the amount of growth in funded credit FTES. Administrators and classified staff levels have also been affected by budget cuts. The College mitigated this budgetary challenge recently by identifying several positions for elimination and several others for reclassification. The College utilizes the program review process and the Division Chairs Council to assess staffing levels, prioritize how positions will be filled, and to make recommendations to the President. (III.A.2)

Evidence confirms that the College has established written policies and procedures to help ensure fairness in all employment procedures. This information can be found on the District website and employee portal.

To ensure that personnel policies and procedures are equitable and consistently applied, personnel policies and procedures are administered centrally by the District Human Resources Department. General principles include District compliance with federal, state, and local laws, and the District commitment to equal opportunity, fairness, and inclusion. Included are policies on unlawful discrimination, sexual harassment, family medical leave, hiring, equivalency, and other policies governing hiring and working conditions. The District has established procedures for handling and investigating any complaints of discrimination in the employment process. These procedures can be found on the District website.

The District and College subscribe to a service which notifies them when policies need to be modified or updated and provides the recommended language for modifications. At that time, the District also reviews and revises the procedure relating to the policy that required modification. (III.A.3; III.A.3.a)

A review of classified and faculty employment contracts confirm that personnel records are held securely and confidentially. The contracts require that employees have reasonable access to their records in accordance with the law. Hard copies of required personnel records regarding hiring, changes in employment, discipline action, performance evaluations and health/medical information are kept in individual employee files. However, Faculty official personnel files stored at the Human Resources department contained confidential medical information, although official personnel files for the staff and administrators properly maintain confidential medical files outside of the official personnel file. (III.A.3.b)

The College acknowledges the important contributions made by persons of diverse backgrounds and makes efforts to be inclusive of diversity in its employment and hiring practices by virtue of

the creation of related policies which include the District's Equal Employment Opportunity (EEO) Plan. The Plan includes policy statements, provisions for an advisory council, complaint mechanisms, training mandates, analysis methods, and steps to improve underrepresentation. The Plan was created by a shared governance committee in 2009, and it is to be reviewed and updated at least once every three years. The Plan has recently been updated and is scheduled to be approved by the District's Board of Trustees in April 2014.

The College's Student Equity Plan, previously developed and updated in 2013, is intended to advance and enhance the recruitment of diverse students and to help them matriculate and succeed at the College.

As part of the a budget reduction and organizational restructure process for 2014-2015, the President restructured the current administration in the Student Services area, reallocated resources, and created a Director of Student Equity and Success position. This position has responsibility for oversight of categorical and culturally-focused educational programs including the SUCCESS program for African-American students and the PUENTE Project for Latino students. In addition, West Valley College's Student Equity Plan was revised in spring 2013 to more accurately reflect current priority and goals.

The College developed an Institutional Effectiveness organizational structure in 2012-2013 in which one of the three major focuses is the Student Success Team. In addition to ensuring that the Student Success Act of 2012 implementation occurs systemically and effectively, this team is led by a faculty coordinator with a working team consisting of faculty, classified staff, and administrators to address achievement gaps, particularly among African American and Latino students.

The evidence suggests that screening committee members used in the hiring process are not consistently receiving sufficient, consistent guidance and training about their service on the Committee. There also appears to be insufficient training provided on equity and diversity in the context of the hiring process. Currently, the Human Resources Department emails the screening committee chairperson a PowerPoint presentation of the screening committee training. The committee chairperson may use their discretion as to whether or not they wish to train the screening committee members on the material. There was no evidence of a process or mechanism to monitor and ensure that the entire screening committee is receiving the necessary training on effectively serving on a screening committee as well as on the need for equity and diversity principles to be applied during the hiring process. (III.A.4)

The College has created and maintains several programs, practices, and services that support its diverse personnel. WVC's Educational Master Plan of 2009 provides evidence that indicates that diversity is a core value of the institution and permeates every aspect of College life.

The College has implemented a multi-module leadership development academy that includes participation of student services staff as well as administrators and supervisors from across the District. West Valley maintains an Employee Assistance Program (EAP) and a use-at-your-convenience training program called “People-On-The-Go”.

The Global Citizenship Committee provides an institutional foundation to promote, assure, and further explore a wide-range of equity and diversity-related issues on campus. The committee coordinates programs, events, and activities that address educational, academic, cultural, and social issues. The intent of the Committee is to promote critical discussion and exchanges of opinions that lead to a planning of institutional priority relative to equity and diversity. (III.A.4.a)

West Valley follows an established EEO policy in all of its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of students, faculty, and staff. Screening committees and applicant/candidate pools are reviewed by HR to ensure that they are diverse in composition. However this assessment is made subjectively rather than through the use of objective system to analyze the data. Applicant data is tracked for every recruitment period and a report is provided to the State Chancellor’s office each year. Faculty and staff demographic data are also reported annually.

The District Faculty and Staff Diversity Advisory Council (FSDAC) began data analysis related to student, faculty, and staff demographic trends in 2008 but became inactive in 2012. West Valley plans to use the District Council in the future to continue this effort. Meanwhile, there is insufficient evidence to show that the diversity data which is gathered is sufficient, and that it is being analyzed and used effectively to make positive progressive action. (III.A.4.b)

The District and WVC acknowledge the importance of integrity in the treatment of its administrators, faculty, staff and students by employing numerous policies, along with appropriate procedures and processes, which provide access to service, classes, and programs without regard to national origin, religion, age, sex or gender, race, color, medical condition or sexual orientation.

Students are addressed specifically in some of these policies and are also covered under the Student Rights and Responsibility Policies, which are available on the WVC website and also published in the College Catalog. These include the Student Code of Conduct and Complaint/Incident Report Form. Students are provided with a student grievance policy that outlines the steps for filing a grievance. The College maintains policies and procedures against unlawful discrimination, sexual harassment, and sexual discrimination as well as for injury/illness prevention, AIDS education, workplace violence protection, nepotism, conflict of interest and political activities.

In collaboration with the Human Resources Department, the College receives, investigates and maintains a record of complaints by employees and students. (III.A.4.c)

All employee groups are provided opportunities for professional development which are provided through the Human Resources Department and the College. The District and College support the professional development of employees in a diverse variety of ways. Contractual professional development leaves, sabbaticals, professional growth and development (PG&D) awards for faculty, and the Classified Growth Incentive Program provide opportunities for renewal and salary incentives. Co-sponsored by the Human Resources Department and Information Systems and in partnership with People-on-the-GO, employees are able to access technology and efficiency training via webinar. The program provides staff with classes to learn and enhance skills with tools such as Excel, Outlook and PowerPoint. In addition, classes are available on topics such as Business Writing, Effective Meetings, and Accomplishing More with Less. (III.A.5; III.A.5.a)

The Human Resources Department staff provide presentations on topics of interest at quarterly All Managers/Supervisors meetings. The purpose of such focused presentations is to increase awareness of work-relevant topics and provide resource information for the managers so as to increase effectiveness in and support for their respective positions. Professional Growth and Development of faculty is addressed within the contract and is intended to encourage the continued professional growth of members through on-going updating of knowledge and ability, development of new skills, and continuous analysis and improvement of professional expertise. Pursuit of professional development allows additional step advancement on the Salary Schedule. (III.A.5; III.A.5.a)

The Classified Growth Incentive Program facilitates continued growth, professionally and personally, of each individual staff member and ultimately enhances the District's institutional mission to effectively promote higher education. The central feature of this program is to provide work-related opportunities to upgrade individual worker skills through a variety of credit and non-credit coursework, projects, workshops, or other related activities and/or the completion of College level certificates and degrees. (III.A.5; III.A.5.a)

In 2010, the District began offering an employee assistance program through Claremont EAP, which provides training opportunities in addition to assistance and programs for all employees.

The Vice President of Instruction, in consultation with the Division Chairs, conducts retreats with topics including Effective Enrollment Management, Budget planning, Student Success, Title 5 regulation changes, Curriculum, and Accreditation.

New faculty members participate in a new faculty orientation program provided both by the District's HR department and the College Office of Instruction prior to the beginning of their

first semester. By participating in both sessions, new faculty members acquire information about District-wide matters as well as College-specific matters. The College's new faculty orientation usually occurs on an ongoing basis throughout the faculty member's first academic year. The purpose of this orientation program is to help facilitate a new faculty member's transition into full-time teaching at the College, introducing them to the mission, core values, and College priorities, and providing an array of support and resources to support their first year. Topics covered in this orientation include a general overview of the College, the participatory governance process of the College, the roles of the faculty union and the Academic Senate, classroom management techniques, and the use of technology in the classroom. (III.A.5; III.A.5.a)

The Classified Senate provides online training to staff through Lynda.com. Lynda offers more than 2000 courses including many that are applicable to leadership skills. (III.A.5; III.A.5.a)

Participants in professional development sessions are surveyed at the end of the session to receive input on the effectiveness of the professional development activity and to solicit suggestions for improvement. (III.A.5.c)

The team found that Human Resources planning should be should be more actively integrated with institutional planning and that the institution should systematically assess the effective use of human resources. The newly formed Budget and Resource Allocation Council, which is intended to effectively link budgeting and planning processes, may assist in this integration. However the Council began its operation in the spring 2014 and it is too early to assess its effectiveness. (III.A.6)

Conclusion: The College has not fully met the standard.

College Recommendation 3: To increase effectiveness, the team recommends that College closely monitor, fully implement and evaluate the newly developed Budget Resource Allocation process to determine whether it is meeting the needs of the College and providing more transparency into the budget allocation process. (I.B, III.D; III.D.1.d; III.A.6)

College Recommendation 5: To meet the standard, the team recommends that the College evaluate all personnel systematically and at stated intervals. (III.A.1.b)

College Recommendation 6: To meet the standard, the team recommends the District and the College ensure that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing these learning outcomes. (III.A.1.c)

Standard IIIB - Physical Resources

General Observations

West Valley College and the West Valley Mission Community College District (WVMCCD) Facilities Department are driven by the culture of “life and safety first.” Procedures are in place to evaluate the safety and physical resources. Criteria for evaluation include State and local building codes, OSHA, and risk management best practices.

The physical resources of the College appear to be in excellent condition due to recent campus construction projects. The physical resources support institutional programs and services and contribute to enhanced student learning and success by providing access to a safe, healthy and environmentally friendly working and learning environment.

In March 2011, the College leased approximately 2,820 square feet at 1 West Campbell Avenue from the City of Campbell. The Campbell Center includes approximately 567 feet of office space and 2,253 feet of classroom space. Three classrooms, each accommodating from 30 to 40 students, are now in operation for day and evening classes. Off-campus facilities are regularly inspected by the College.

The District annually updates its Five-Year Construction Plan. The Annual Safety & Security Report For 2013, completed in October of each year, meets federal reporting guidelines.

The College’s Facilities and Safety Advisory Council is composed of representatives from each building on campus and representatives from Health Services, Security, and Student Services. The council is scheduled to meet on the first Thursday of each month. The committee receives and allocates annual revenues to facility repairs and improvements. Recommendations from this committee are forwarded through the Vice President of Administrative Services to the District facilities department.

The District Facilities Department and the College use a coordinated approach to address both urgent and non-urgent requests for ‘as-needed’ maintenance services. Urgent requests are initiated by calling the Facilities Department to dispatch maintenance personnel to provide services.

Prior to offering classes at any off-campus site, the location is inspected for safety and sufficiency in meeting the needs of the programs and services. These facilities must comply with building regulations issued by the DSA and federally mandated health and safety requirements, ensuring ADA access. When courses are offered off-campus, routine maintenance is performed regularly.

The District Facilities Department is led by the Executive Director of Facilities, Maintenance and Construction. Each College has a Manager of College Facilities housed locally who manages the maintenance and operations of its physical resources. Grounds Services and Custodial Services report to the campus-assigned Director. All service and work orders are processed through an automated work order system and prioritized and attended to in order of submission and urgency. The Vice President of Administrative Services at the College is the direct contact with the

District Facilities Department on all facilities maintenance and renovations. The Executive Director of Facilities, Maintenance, and Construction supervises and manages all bond-supported construction-related projects for both Colleges.

Findings and Evidence

The Disability and Educational Support Program (DESP) maintains close relationships with the Facilities Department to ensure there are no physical barriers that prevent these students from achieving their educational goals. In alignment with its mission, goals and objectives, the College strives to provide facilities that ensure a successful learning environment for all students. (III.B.1.a; III.B.1.b)

The Executive Director of Facilities, Construction, and Maintenance develops an Annual Scheduled Maintenance Report for all District facilities maintenance needs. (III.B.1.a; III.B.1.b)

In the 2012 accreditation survey, 71% of the student respondents noted positively that they feel safe on campus during the day. In addition, the same survey indicated that 76% of students agree or strongly agree that the condition of the campus facilities is conducive to student learning. The College does not provide security at the Campbell/San Jose Center, as both have their own security. (III.B.1.a; III.B.1.b)

The College ensures the safety of its facilities by utilizing the annual SWACC P&L Inspection Follow-up Audit report prepared by the District's insurance company, Keenan & Associates. The report provides the College recommendations on needed safety adjustments and repairs. (III.B.1.b)

West Valley College assures that physical resources are accessible, safe, secure, and provide a healthful environment by complying with federally mandated American with Disabilities Act (ADA), seismic safety, and Division of the State Architect (DSA) regulations. Access for the disabled community is a high priority of WVMCCD and West Valley College. In May 2011, with the support of Measure H Bond, the College removed architectural barriers that were out of compliance with current ADA standards. Based on a review of the website for the Facilities and Security Advisory Council, the last meeting for which agendas and minutes were posted occurred on October 5, 2013. To improve campus awareness, transparency, and college-wide communication, the team suggests that postings be updated, if not current, and that the Council continue with regular meetings. (III.B.1.b)

The District maintains a campus Police Department staffed with highly trained officers to help protect the safety and ensure the security of faculty, students, staff, their property, and the property of the District. The District Police release the WVMCCD Safety and Security Report. The College complies with the Clery Act, updating criminal statistics by October 1 of each year and including data from the three previous calendar years. The Clery Report is published on both the College and District Police websites. For easy access, the telephone extension to the campus police department is posted in all classrooms and offices. (III.B.1.b)

The College maintains an off-site facility, The Campbell Educational Development Center. The Campbell Center adheres to the same safety and security standard and measures as the main campus site and reviews to ensure access, safety, security and a healthy learning and working environment for College programs and services. (III.B.1.b)

The District facilities department annually updates the West Valley College Space Inventory. The inventory details the type of usage for every space in every building and becomes part of the justification for the Five-Year Construction Plan. The state uses these figures, along with projected enrollment growth, to develop capacity/load ratios that are considered in the prioritization of projects. (III.B.1.b)

The Educational and Facilities Master Plan serves as the basis for all facilities and equipment-related planning and evaluation. Facilities project lists for Measure “H” and Measure “C” are directly tied to institutional planning through the most current Plan completed in 2009. The Educational and Facilities Master Plan 2009 also discussed sustainable design principles. The District committed to working with respective architects to comply with LEED certified building if the project is larger than 10,000 square feet, whether a new or renovated project. Budget reduction strategies and College restructuring due to the state budget crisis have shifted College priorities, and the need for revision of the Master Plan has been acknowledged by both the College and District. (III.B.1.c)

Funding requests for facilities are derived from the 2009 Educational and Facilities Master Plan. Projects listed on the College’s annual, state-required Five-Year Construction Plan are identified from the comprehensive plan. (III.B.2.a; III.B.2.b)

Space utilization and capacity ratios are used to assess the use of the facilities. Annual space inventories are conducted to determine capacity-load ratio of all space on campus. Total Cost of Ownership is considered as well, especially in terms of energy efficiency and savings. The District Facilities Department submits a Five Year Construction Plan to the California Community College Chancellor’s Office for funding consideration. (III.B.2; III.B.2.a; III.B.2.b)

The College has a Facility Plan and Five Year Construction Plan which feed into the overarching Educational and Facilities Master Plan. In the process of developing the Educational and Facilities Master Plan, the College solicited feedback from faculty, classified professionals, administrators, and students from within the College community. (III.B.2.b)

The College uses its institutional planning process to identify equipment needs. Departments identify and prioritize needs in their program reviews. Starting in spring 2014, the Budget and Resource Advisory Council (BRAC), as part of the Integrated Planning and Resource Allocation process, will review and analyze requests using established criteria in accordance with the College mission statement and priorities. BRAC makes recommendations on resource allocation to the College Council. Once approved, distributed, and installed, designated staff, including maintenance technicians, information technology staff, laboratory technicians, athletic attendants, and instructional assistants maintain campus-based equipment. Funding for most

facilities and equipment is centralized in the College budget to meet the ongoing needs of College programs and services. (III.B.2.b)

The College determines that physical resource needs are met by regular evaluations of physical resource needs. Decisions regarding resource allocations are made based on evidence which is evaluated through a participatory governance process. The newly-developed Budget and Resource Advisory Council (BRAC) has been formed to address issues relating to the College's resource allocation budget, which includes analysis of program review data. The Council has a very strong structure, which includes participation and representation from all constituent groups. However, the recently formed Committee has not yet developed a process to evaluate and implement the plan; therefore it is too early to make an assessment of the effectiveness of the Council. (III.B.2)

The Five-Year Construction plan is developed with the input from the President's Cabinet and approved by the Board of Trustees. The plan is reviewed and prioritized annually. State Chancellor Outlay Applications are submitted to the state for renovation and new construction projects based on the master plan. (III.B.2.a; III.B.2.b)

The College's Educational and Facilities Master Plan 2009 (E&FMP) planning and development process provided determination of sufficiency of classrooms, lecture halls, laboratories, and other critical facilities for instruction and student services. (III.B.1.a; III.B.2.a)

Conclusion: The College meets the standard.

College Recommendation 8: To increase effectiveness, the team recommends that the College work with the District to assure the continued development and support of West Valley College's physical resources, and continue to work on updating the Educational and Facilities Master Plan in accordance with the five-year timeline. Additionally, the team recommends that the Facilities and Security Council regularly meet as scheduled.

Standard IIIC - Technology Resources

The ANGEL Learning Management provides a cloud-based distance learning environment. District Information Systems (IS) manages campus network and internet access which is currently at gigabit speed to provide enough performance and capacity for the foreseeable future. ANGEL support is provided through the College Instructional Technology Department. Computer and media creation equipment is available for check out through Instructional Technology staff on an as-needed basis.

General Observations

West Valley uses technology resources throughout the College and the Campbell Center in support of student learning, instructional programs, campus operations, communication, and institutional research. The District and the College share responsibilities for technology support,

with the District supporting the employees of West Valley and the enterprise architecture, while the College supports the instructional spaces. Technology needs for the instructional areas of the College are identified in the Technology Strategic Plan, through Program Review summaries, and through the work of the Distance Education committee. Until late fall 2013, the College had a Technology Advisory Committee which served as a forum for discussion of campus instructional technology needs. Plans for non-instructional technology and District-wide supported systems are handled by the District IS department through the VP-IS committee in consultation with the College Vice Presidents. (III.C.1; III.C.1.a; III.C.1.c; III.C.1.d)

Findings and Evidence

Responsibility for technology support is shared by the District Information Systems department (IS) and the College Instructional Technology and Services department (ITS). District IS supports College faculty and staff, maintains the network infrastructure (both wired and wireless), District-wide enterprise systems including the student information system (Colleague), and email (Microsoft Exchange). The College ITS supports audio visual systems and 899 computers installed in classrooms, instructional servers located on the campus, the College's website, and Angel, the College's learning management system. (III.C.1.a)

District IS holds VP-IS monthly meetings with College Vice Presidents to review and discuss current and upcoming technology projects. Collaboration between the two support areas is achieved through bi-monthly staff meetings. Based on information from the interviews conducted, the Instructional Technology Staff is recognized throughout the campus as hard working, responsive, and adept in their profession. However, there is a concern that a lack of sufficient coordination in efforts of District IS and College ITS results in inefficiencies in planning and in campus support. Additionally, there is a concern that the quantity of support staff charged with supporting the instructional technology at West Valley College is insufficient for the amount of technology supported. (III.C.1.a)

Prior to 2014, the technology needs at West Valley College were identified through the Technology Advisory Committee (TAC). TAC used the Education and Facilities Master Plan and information from constituent groups and consolidated thematic results from the Program Review data to identify needs. The Dean of Instructional Technology served as the chairperson for the committee before retiring late last year. Since that time, the committee is listed as "Dormant" and is in the process of being reassessed to align with the Integrated Planning Process. (III.C.1; III.C.1.a)

The District's Curriculum and Student Team (CST) was established for District IS and student services to assess and make recommendations on the technical functionality and effectiveness of the Colleague system. However, the committee has not met regularly since spring 2013 and it is unclear how comprehensive planning for the system is conducted. (III.C.1.a; III.C.2)

The College relies on Program Review summary information presented at the annual College Council retreat for the evaluation of technology provided to support the institution. Information from Program Reviews and Student Learning Outcome assessments appear to be the only source of evaluation. (III.C.1; III.C.1.c)

Technology planning is represented as following the Integrated Planning and Resource Allocation Process of the College. However, there is no evidence to support the connection between technology and the integrated process of the institution. Further, the self-study states the College is only in the planning phase of integrating technology planning with institution planning. While the Technology Strategic Plan provides measurable goals and objectives for the evolution and support of instructional technology at West Valley, the College lacks a comprehensive technology plan covering all technology. The College has listed the development of such a plan along with a District technology plan as an actionable improvement. (III.C.1; III.C.1.a; III.C.1.c; III.C.2)

The College provides avenues for the collaborative and inclusive planning of Distance Education Technology through the Distance Education Committee (DE). The committee includes faculty representation from each division ensuring the instructional needs of the campus are represented. DE serves as a resource for and advisor in matters of policy, practice and pedagogy to integrate distance learning and technology-enhanced instruction into the College's curriculum. Committee members actively participate in promoting Distance Education to students on the West Valley campus and encourage sharing of best practices among the online faculty. (III.C.1; III.C.1.a)

Technology hardware and software are replaced on an ad hoc basis based on available one-time funding from construction projects, funds from Bond Measures H (2004) and Bond Measure C (2011), or through the West Valley/Mission Land Corporation. West Valley ITS maintains a comprehensive technology inventory of the campus with records detailing the installation and maintenance of computer technology. (III.C.1.a; III.C.1.c)

It appears from the evidence provided that the substantial increase in "Smart" classrooms (from 30 to 120 since 2008) which increased the numbers of computers and audio/visual equipment to be maintained and serviced did not include a corresponding increase in funding for equipment maintenance or for replacement of costly consumables such as projector bulbs. College-wide, instructional software is updated on a regular basis, with the last round of instructional software upgrades completed using funds from the Mission-West Valley Land Corporation. However, department specific software upgrades are requested through individual department program reviews and are dependent on available funding from BRAC. (III.C.1.a; III.C.1.c)

Campus wireless access continues to present a challenge. The self-study indicates, and it was observed by members of the visiting team, that the campus wireless capacity is insufficient to

support current institutional needs. The number of students with multiple personal devices (BYOD) has put a strain on the capacity of the wireless system. The Network Access Control system provides a layer of complexity that serves to protect the campus but fails to address the saturation issue of the campus wireless network. (III.C.1.a)

The West Valley Portal provides a central point of access to online services for both students and employees. The majority of the online services the campus offers to students can be accessed through the portal system. For employees, the portal provides convenient access to information pertaining to budget, purchasing, and personnel items. Having these resources available through the Internet provides for anytime anywhere access to the information. (III.C.1.a)

West Valley College offers a robust training program for faculty and staff to maintain their currency with technology applications and online instruction. The College regularly assesses the need for training through program reviews, Distance Education Committee, and SLO assessments. The College's eLearning website offers comprehensive courses and training videos for faculty on instructional topics. The Classified Senate sponsors a peer-led Student and Administration Support Staff (SASS) program to provide job-relevant technology training for the College's classified professionals. Online training videos augment in-person workshops and cover a wide variety of application programs ranging from Microsoft Office to the Angel learning management system. The College has identified through the self-study a need to develop a comprehensive training plan which will serve to further strengthen an already impressive training program. (III.C.1.b)

Training for students on using the MyWVC Portal is provided during student orientation sessions and training videos are posted on the admissions office website. Introduction to using EUREKA, an online application for job search and self-assessment, is offered to those students who enroll in Counseling 012 or 018. During high school recruitment, students are exposed to the K16 Bridge program which helps the students focus their educational goals towards a major at the College. (III.C.1.b)

The District and College protect data residing in their Student Information System (Colleague) through a full nightly backup, while incremental backups are performed on the Windows-based servers using the same schedule. All backups are written to either tape or disk depending on the application and frequency of access. Backup media are secured in a fireproof safe. Future plans include replication of data between West Valley and Mission Colleges for redundancy. (III.C.1.c; III.C.1.d)

West Valley uses Angel as their Learning Management System. Angel is hosted by Blackboard and available for fully online, hybrid, and enhanced instructional offerings. Additionally, all courses have access to Angel for posting of course syllabus and additional assignments to augment the course offerings. Accounts are created by the District's Colleague system

automatically at the time the student registers for classes and instructions are provided to the student on how to access their ANGEL account. The tutorial center currently does not provide support for Angel and there is no plan for providing that support in the immediate future. The Angel coordinator provides first tier support for Angel to the faculty with Blackboard, the owner of Angel, providing Tier two support. (III.C.1.a)

Conclusion

The team commends the College for its robust technology training program. The College offers a wide variety of training courses in a variety of mediums to accommodate the needs of faculty and staff.

The institution lacks a comprehensive and integrated technology plan encompassing both the instructional technology supported by the campus ITS staff and the administrative systems supported by the District ITS staff. The Technology Strategic Plan, while informative and easy to understand, only covers the instructional areas of the campus and the Technology Advisory Committee (TAC) that created the document and served as the forum for assessing the technology needs of the campus is now “dormant”. Additionally, while the College has taken what it deems as “significant preliminary steps” to develop a plan to integrate technology into institutional planning, there is not enough evidence to support that the integration exists today. (III.C.1; III.C.1.c; III.C.2)

It is evident from the self-study, Program Review summary, and the Technology Strategic Plan that the College should increase ongoing funding to support the campus technology. Several references are made to the District’s two bond measures and support from the West Valley Land Corporation as sources for one-time technology funding. In addition, there appears to be inadequate ongoing funding to cover the maintenance costs associated with the instructional equipment installed in the classrooms throughout the campus once the initial maintenance contracts expire. Without the proper funding for routine maintenance, the useful life of this equipment will rapidly decrease. (III.C.1.a; III.C.1.c; III.C.1.d; III.C.2)

West Valley College has a disproportionate ratio of support staff when compared to its sister College and to the District. While the quantity of technology has increased in support of the instructional programs, staffing in ITS has remained stagnant. (III.C.1.a)

The College does not meet this standard.

College Recommendation 7: To meet the standard, the team recommends the College integrate technology planning with institutional planning, and that the College and the District develop a comprehensive technology plan for the entire organization which addresses and incorporates the needs of both instructional and non-instructional areas. (III.C. 1; III.C. 2)

Standard IIID - Financial Resources

General Observations

The College has recently undergone major changes in both their planning and budgeting processes. Much effort has been expended on developing, providing professional development on, and implementing the Integrated Planning and Resource Allocation process. The institution spent several years developing a new Resource Allocation Model that has come to fruition during the 2013-14 budget cycle and includes a newly revised Associate Faculty Funding Model. It is yet to be seen how effectively these models will serve the College. However the new model appears to be a more fair and equitable allocation process. The District moved into “basic aid” status during the 2012-13 fiscal year which should provide greater financial stability moving into the future.

Findings and Evidence

The Integrated Planning Process established by the College in 2011 provides for a comprehensive cycle of program review/assessment and budget development starting from the College Mission. (III.D.1; III.D.1.a)

The District has adequate reserves to meet their obligations. Over the past several years the District has been able to meet both the 5% reserve and a contingency reserve of no more than 3%, even during the years of declining State revenue. Expenditures have been appropriately reduced in concert with State revenue reductions. As part of the on-going review process of the Resource Allocation Model, the District recently increased the rate at which part-time faculty is funded and adjusted the efficiency factor downward. (III.D.1.b)

The District’s most recent budget has salaries and benefits at 85.88% of total expenditures. The percentage is greater than the amount desired in Administrative Policy 6200 (80%) and there is no discussion within the self-study of trying to bring this percentage down in order to comply with AP 6200. In actuality, the District plans on changing AP 6200 within the next few months to allow for a percentage ranging between 85-90% rather than 80%. The District meets both the 50% Law calculation and the Full-Time Obligation Number (FON).

The District’s liabilities consist of compensated absences, lease revenue bonds, and general obligation bonds. The lease revenue bonds require payment from the general fund and the student representation fees which are allocated annually. The District appears to be utilizing solar rebate funds and utility savings to help defray the cost attributable to the general fund. (III.D.1.c; III.D.3.c; III.D.3.e)

The District provides other post-employment medical and dental benefits (OPEB) to employees with a minimum of 10 years of service credit if they were hired prior to January 1, 1994. Since the benefits provided are lifetime benefits, the District's liability related to these benefits is quite high at \$88.5 million. As required by GASB 45, the District has an actuarial study performed to assess the liability related to their OPEB. (III.D.3.d.) The District has made substantial efforts towards funding this liability and has set aside \$32.5 million as of June 30, 2013. As reported in their audit report, the District did not meet their Annual Required Contribution (ARC), but rather only contributed 83% towards the ARC in the 2012-13 fiscal year. However, the previous two fiscal years, the District contributed 100% towards their ARC. The District is commended for making these efforts towards their GASB 45 liabilities. (III.D.3.c)

The College has a clear and concise Budget Planning document that is distributed to all budget administrators. Recent changes have been made in the budgeting process. It is yet to be determined how effective the new process is in linking budgeting and planning processes. (III.D.1.d)

The College utilizes Colleague as the enterprise reporting system and Analytic software for position control. Budget administrators have access to their individual accounts for monitoring expenditures as compared to their budgets. (III.D.2.a)

The District undergoes both a financial and compliance audit annually. Based upon the audit results, the District received findings related to significant deficiencies in five of the past seven audits but none were related to internal control lapses; rather, the findings were all compliance in nature. Furthermore, in 2009 and 2010, there were audit adjustments made to the financial statements, but these appeared to be more timing differences and/or oversight errors rather than a deficiency within the financial system itself. In the more recent years, the District has made a good effort in resolving audit deficiencies and not having them repeat. (III.D.2.b; III.D.2.e)

Financial information is presented to the Board of Trustees quarterly in the form of the CCFS-311 reports and annually in the form of the Tentative, Mid-year, and Final Budgets. (III.D.2.c; III.D.3.b)

Both the construction bond Measure H and C undergo a financial and performance audit annually. Each of the past five years' audit reports has indicated that the District is utilizing the bond funds as they were intended. In fiscal years 2008 and 2009, there were audit findings regarding questionable expenditures from material fees collections but these audit findings have been resolved and have not repeated since then. (III.D.2.d)

Board policies and administrative policies have been established to ensure sound financial practices and financial stability. District Council and Chief Budget Officer's meetings occur frequently, informing participants of financial conditions. This information is then disseminated

at the College level through College Council and other local committees. The District has both sufficient cash flow and reserves through the establishment of a 5% general fund reserve and up to a 3% contingency reserve to maintain stability. (III.D.3; III.D.3.a)

The District and the College oversee the financial information throughout the year. The District engages in external audits annually and presents the reports to the Audit and Budget Oversight Committee and Citizen's Bond Oversight Committee. The financial information includes discussion of the general fund, restricted fund, debt service funds, special revenue funds, capital projects funds, proprietary funds, and fiduciary funds in order to effectively manage each one of them. (III.D.3.b)

The general obligation bonds are assessed by the County and reflected within the annual audit reports. All other long-term debt instruments are included within the annual audit reports. (III.D.3.e)

The College provides a process to track default rates for student loans by entering into an agreement sponsored by the California Community College Chancellor's Office. (III.D.3.f)

The Board has developed specific policies which govern the process of entering into contractual agreements with external entities. Agreements are evaluated at the District level for risk before moving forward. The approval process also evaluates the project's relationship to the goals and mission. (III.D.3.g)

In January 2012, the District underwent a revision to their Board Policies and Administrative Policies related to Business and Fiscal Affairs, with almost every policy being updated. (III.D.3.h)

With the recent changes to budgeting and resource allocation, the College has improved the integration of financial planning with institutional planning. The College moved from a budget rollover system to a zero-based budgeting technique for discretionary dollars which requires each department to identify unmet resource needs through their Program Review. (III.D)

Conclusion: The College meets the standard.

College Recommendation 3: To increase effectiveness, the team recommends that College closely monitor, fully implement and evaluate the newly developed Budget Resource Allocation process to determine whether it is meeting the needs of the College and providing more transparency into the budget allocation process. (I.B; III.D; III.D.1d; III.A.6)

Standard IV - Leadership and Governance

Standard IVA - Decision-Making Roles and Processes

General Observations:

West Valley College has an inclusive and participatory governance model. It has implemented a process whereby faculty, students and classified staff participate in collegial decision-making and policy recommendation activities, as outlined in the WVC Shared Decision-Making Plan (IV.A.3.1). There exists a Board policy on governance (Board Policy 2510—Participation in Local Decision Making), whereby the Board is the ultimate decision maker, yet it is committed in its obligation to ensure appropriate members of the District participate in the decision-making process, especially as required by California law. All governance groups are encouraged to contribute to the governance process, which includes problem solving, policy development, and formulating solutions to improve student learning. Recommendations flow to the administration and the Board of Trustees. This well-defined governance process is integral to the College's ability to successfully execute its mission. Evidence points to much collaboration and support of stakeholders, working together in an environment of collegiality

The College communicates appropriately with all College constituents and with local, state, and federal agencies. The College complies with agency policies and guidelines. Communications to the public and stakeholders is conducted through the College's website, emails and other College materials/publications. Information about its accreditation appears on its homepage.

Findings and Evidence:

A commitment to student learning and success is reflected in the College's mission statement and reflected through a committed and inclusive leadership structure at West Valley College. The mission statement was updated in the fall of 2011, and as part of the process, included the addition of the College's Institutional Learning Outcomes/Institutional Core Competencies. These include the following: Critical Thinking and Information Literacy; Quantitative and Qualitative Reasoning; Effective Communication; Technological Competency; Personal Responsibility; Social Responsibility; Global Awareness and Diversity; and Creative Problem Solving. The College's website includes the mission statement and the annual goals/objectives, which are core for the planning and evaluation efforts among divisions, programs and departments. An annual mandated All College Day is used for disseminating information and refining institutional focus for the year ahead. As such, all employees have the opportunity to participate. (IV.A.1)

The implementation of College initiatives includes all College constituents through a participatory governance structure, which results in decisions being driven by the mission

statement and annual goals and objectives. Every fall semester annual goals and objectives are assessed and new goals are identified for the following year through a participative governance structure that fosters an environment of continuous improvement and excellence in all areas of College operations that support teaching and learning, student services programs, business operations, and community outreach. The process used is communicated through a system of institutional councils working in cooperation with each other to enable participation among and across the entire institution in discussing, planning, and implementing College goals and initiatives. The primary councils involved include the Executive Staff Council/President's Cabinet, Academic Senate, Classified Senate, Associated Student Organization, Division Chair Council and the Student Services Council. (IV.A.1)

All of the councils provide representatives to the College Council, designated as the institution's key participatory governance body, with an advisory role to the College president. It has responsibility for policy development matters pertaining to planning, budgeting, and accountability. It formalizes recommendations to the president on proposals from the Budget and Resource Advisory Council (BRAC). (IV.A.2) This Council is chaired by the President, meets twice each month during the academic year and convenes when needed during the summer break.

The primary vehicle for faculty participation in governance on academic and professional matters is through the Academic Senate. The Senate provides direct input to a variety of key internal leadership, including to the Board of Trustees, District administration, and appropriate College administration. (IV.A.2.a)

The Academic Senate provides oversight responsibilities to the Curriculum Committee, the Program Review Committee, the Professional Development Committee, the Distance Education Committee, and the Student Learning Outcomes and Assessment Committee. Board Policy 4020 stipulates faculty rights in the areas of course, program, and curriculum development. New courses and programs, including minor course changes, are the role of Academic Senate. Additionally, Board Policies and Administrative Procedures depict the role of the faculty and the Academic Senate in institutional planning and student learning programs and services. Decision-making for student learning programs and services is specified in the WVMCCD Faculty Handbook and for administrators in the WVMCCD Administrative Handbook. (IV.A.2.b)

The Academic Senate established an advisory subcommittee titled the Academic Directions Committee (ADC), beginning in the fall of 2012, with responsibilities for advising and assisting programs not meeting established performance measures (IV.A.2.b, IV.3). The Academic Senate also works with the Curriculum Committee on numerous state and legislative mandates impacting curriculum issues at the College. And, as a result of declining budgets at the College, a policy on program discontinuance was adopted by the Academic Senate in the spring of 2013. (IV.A.2.b)

The College's Classified Senate Constitution defines the role of the Senate, promoting the interests of classified professionals in the development and formation of policy/practice. It is through this channel that members of classified employees have the opportunity to participate in institutional and District governance. Representation is also available through the WVMCEA Collective Bargaining Contract for all classified employees. Additionally, Classified Senate members, beginning mid-year 2013, are provided with online training consisting of 2,000+ courses through Lynda.com. The Classified Senate pays for this service, raising its own funds to do so. Attendance has been excellent, while demonstrating the need of training that is flexible with current work assignments. In meeting with the SVC Classified Senate, they are very supportive of the institution and their involvement in the participatory governance process. (IV.A.2.a; IV.A.3)

Various College advisory committees are involved in College participatory governance. These include the Division Chair Council, Curriculum Committee, Facilities and Safety Advisory Council, Technology Advisory Committee, Accreditation Steering Committee, Professional Development, Student Services Council and the Executive Staff Council/President's Cabinet. (IV.A.3)

The Associated Student Organization (ASO) at West Valley College is the governance body representing students. Members are either elected or appointed. Student leaders are provided with many opportunities to provide input and to influence decisions. They are well represented on numerous committees, including the Board of Trustees, District Council, College Council, Academic Senate, Classified Senate, Student Services Council, Division Chair Council, Facility and Safety Committee, Matriculation Committee, Student Equity and Success Committee, Student Learning Outcomes and Assessment Committee, and the Global Citizenship Committee. Additionally, students are greatly involved in numerous governance activities and areas where student input is sought. For example, students participate on many faculty hiring committees and they were involved in the Self Study Process. Students interviewed reported great inclusion in the governance process. (IV.A.2.a; IV.A.3)

The President, fairly new to his position, previously served as the Vice Chancellor of Human Resources for WVMCCD and Interim President, before assuming his permanent position. The President demonstrates his support of a participatory governance process through many channels, including his accessibility to all College employees and students via individual appointments, visits to various governance committee meetings, and regular meetings with operational units of the College. He utilizes town hall meetings to focus on topics that are of importance to the College stakeholders. These include such topics as organizational restructuring and fiscal reduction plans, especially as funding reductions are impacting upon these key areas of the institution. In meeting with various internal stakeholders there is strong support for the president and the leadership he brings to the institution. (IV.A.3)

The President is also the link to the Chancellor and Governing Board, and as such, regularly communicates with both. He also conducts weekly meetings with his cabinet and attends executive management team meetings at the District level. Evidence supports that the President provides for an open and transparent communication process at the College and is committed to participatory governance. (IV.A.1; IV.A.3)

At the District level, the College participates in District-wide decision making. Policy recommendations are primarily routed through the District Council (IV.A.1). This Council has membership from West Valley College on a number of standing and/or ad hoc committees. Any changes in structure, processes, goals, or objectives made by the District Council are disseminated by council members to all appropriate constituent groups. (IV.A.5). College representatives participate in orientation sessions for new members who will serve on this Council. The orientation program consists of a review of operating principals and other key operational guidelines.

In total, 76 percent of all College employees either strongly agreed or agreed that WVC demonstrates a commitment to institutional excellence, as outlined in the 2012 Employee Accreditation Survey. Also, the College conducts Employee and Student Surveys on a six year cycle, to evaluate the role of leadership and governance, including decision-making structures and processes (IV.A.5). Results are used for institutional improvement. The various College constituent groups are engaged in improving the practices, programs and services in which they are involved. (IV.A.3)

Since the 2007 Accreditation Report, progress has ensured to develop a regular and ongoing training program for new campus leaders, department heads, and division chairs. At the District level, new employees receive orientation. Faculty members are provided with additional opportunities for faculty orientation at the College level through a full academic year program. This program is excellent as it provides information on classroom management techniques, the use of classroom technology, information on the role of the faculty union, the participatory governance process, plus a general overview of the College. Additionally, the new Vice President of Instruction is providing orientation and training to all new division and department chairs. (IV.A.1; IV.A.3)

Board Policy 2510 provides the participatory governance process for students (Associated Student Organization), faculty (Academic Senate), and classified staff (Classified Senate). (IV.A.2.1) Administrative roles and responsibilities are addressed in the WVMCCD Administrative Handbook. (IV.A.2.a) Bylaws are in place for each participatory governance body. The WVC Shared Decision-Making Plan outlines how individuals are to bring forward ideas and recommendations for institutional improvement (IV.A.2.a; IV.A.2.a.). In addition, the College regularly evaluates its participatory governance and decision-making structures and processes. This occurs during annual retreats of the College Council. (IV.A.5)

WVC also sustains relationships with numerous external stakeholders. It complies with various federal, state and local agency policies. All of this is accomplished through an environment of honesty and integrity. It also produces reports and information, as requested by the ACCJC, and has been fully accredited since September 1964, complying with ACCJC over the years. It is through Board Policy 3200 that outlines the roles and responsibilities of the Board of Trustees, Chancellor and the Colleges in the Accreditation process. This policy establishes standards and expectations for the institutions to follow. However it has been noted elsewhere in this report that Eligibility Requirement 21, which deals with integrity in relations with ACCJC, has not been met. This is due to the lack of Substantive Change documents being filed in a timely manner to notify the accrediting body that the college has a number of instructional programs which offer more than 50% of courses through distance education methods. (IV.A.4)

Conclusions:

The team commends the students of the College for being extensively involved in the governance process of the institution.

College leadership fosters an environment promoting continuous institutional improvement. The College has established written policies to guide governance and decision-making and implements them accordingly. Written policies are in place that guide governance, with the Board of Trustees serving as the policy making body. Constituent groups have the opportunity to provide input through a participatory governance process. Recommendations about student learning and activities are established by the faculty. Evidence demonstrates that College leadership is effective in establishing an environment of continuous input by College stakeholders.

The College continues to make improvements to its governance structure ensuring all operational and programmatic needs of WVC are appropriately represented in the governance process.

An effective and open communication system is in place which evidence supports it is transparent through public agendas, open meetings, public minutes, and membership is demonstrated through the membership of students, faculty, classified staff and administrators.

The College needs to adhere to ACCJC requirements on Substantive Change with respect to distance education offerings in instructional programs which now permit a student to fulfill more than 50% of requirements through enrollment in online courses.

The College has not fully met this standard.

College Recommendation 1: To satisfy the Eligibility Requirement and meet the standard, the team recommends that the college review its instructional programs with respect to the percentage of online offerings and submit a Substantive Change report to the accrediting body on

programs that have equaled or exceeded the 50% threshold in online offerings (ER 21; II.A.1.b; IV.A.4)

Standard IVB - Board and Administrative Organization

General Observations

West Valley-Mission College District has a governing board that consists of seven members representing seven geographic areas within the District. Additionally, a student trustee represents each College within the District and is elected annually by their respective student constituencies. The student is able to make and second motions but is a non-voting Board member.

The District has a strong infrastructure of board and administrative policies. The board is responsible for filling a Chancellor vacancy through a fair and open search process. The Chancellor, also referred to as the Chief Executive Officer, has the principal responsibility of leadership of the educational programs. The College's self-study section which addresses Standard IV, Leadership and Governance, is comprehensive and addresses the standards.

Findings and Evidence

The Board of Trustees serves as an independent policy-making body that not only reflects the public interests, but also has an extensive participatory governance structure and communication processes. The WVMCCD Board Policy Manual (Chapter 2) contains all policies required for the functions of the Board of Trustees, including duties and responsibilities of board members located in Board Policy 2200. Board duties and responsibilities are also addressed in the Code of Ethics, and Conflict of Interest Policy and Procedures. All Board policies are accessible to the general public and are posted on the District website. Additionally, the Board's commitment to ensuring the quality, integrity, and effectiveness of the student learning programs and services as well as the financial stability of the institutions are affirmed through the District's mission statement. (IV.B.1.a)

The Board of Trustees works as a board of the whole and conducts its meetings and business following all appropriate laws. To foster further communication with employees, the Board of Trustees began holding Strategic Conversation Meetings with both College and District employees during 2012-2013 academic year. (IV.B.1)

Board policies, administrative procedures, appraisals of long range Educational and Facilities Master Plans, and Board presentations demonstrate compliance by posting all current agendas

and minutes, as well as the District Mission, Goals and Objectives, Strategic Plan and meeting schedule. (IV.B.1.b; IV.B.1.c; IV.B.1.d)

The Board acts in a manner consistent with its policies and bylaws and regularly evaluates its policies and practices and revises them as necessary (BP 2410). Policies are reviewed semi-annually to ensure that updates align with the CCLC Policy and Procedures model. The Board has a self-evaluation policy which is undertaken annually. The Board meetings are operated in a professional and respectful manner. Recently an extremely contentious agenda item was before the Board. Although there was major disagreement on this particular board action item, the Board behaved in a manner consistent with proper board etiquette, following its own Code of Ethics Board Policy. (IV.B.1.e)

Governing Board Policy (BP 2740) provides for new member orientation. These include annual budgets, organizational charts, College catalogs, class schedules, Educational and Facilities Master Plans, facilities and modernization documents, and Board Policies, as well as an orientation by the Chancellor and Vice Chancellors of Administrative Services and Human Resources. Staggered terms of election provide for continuity even though four members could in fact be replaced in one year following local board elections. (IV.B.1.e; IV.B.1.f)

The Board has a self-evaluation process and a Code of Ethics (updated and adopted in 2012) that is clearly defined. The Board assesses itself annually at regularly scheduled open board meetings. Its self-evaluation 2013 and Code of Ethics (BP 2715) are included in the self-study. The Board is informed and involved in the accreditation process and works closely with the Chancellor in accordance with Board Policy 3200. (IV.B.1.g; IV.B.1.h; IV.B.1.i)

The Board has a policy in place that provides for selecting and evaluating the Chancellor of the District (BP 2431). After hiring the current Chancellor in 2012, the Board delegated full responsibility and authority to the Chancellor to implement and administer board policies. The Chancellor works with the Board in a manner to ensure continuous communication and support of the District. He meets individually with each Board member, including both student members, prior to each Board meeting to review the Board agenda in detail. (IV.B.1.j)

Additionally, the Board conducts an annual evaluation of the Chancellor through a process that fosters open communication, establishes clear direction, and provides constructive and supportive feedback. The process is comprehensive and includes input from all interested constituents. Additionally, the Chancellor receives regular input from the Board so that he is cognizant of any issues or concerns that may be impacting his overall performance. (IV.B.1.j)

Both the District Function Map and the West Valley Mission Community College Organizational Chart clearly delineate the operational responsibilities and functions of the District from those of the Colleges. These documents indicate the services provided by the District to the West Valley

College. There is a clear designation of which centralized services are provided by the District to the College and there is ample opportunity for the College to evaluate the services provided, discuss any issues, and/or make recommendations for changes/improvements. (IV.B.3.a; IV.B.3.b)

The District recently adopted a new Resource Allocation Model (RAM) and revised the Associate Faculty Funding Model. Both of these changes were incorporated into the budget development for 2013-14. The new model is fair and consistent based upon the full-time equivalent students (FTES) generated at each campus. The model also provides for full-time faculty, part-time faculty, and base staffing allotments before splitting the available revenue between the Colleges. The control of expenditures is effectively controlled through the Vice Chancellor of Administrative Services as evidenced by their ability to maintain well above a 5% reserve over the past several years. (IV.B.3.c; IV.B.3.d)

The District Chancellor acts as the liaison between the College and the governing board by presenting all College matters to the governing board himself. The Chancellor has formed a District Council and a Chancellor Roundtable as a means for exchanging information in a timely manner. (IV.B.3.f)

The planning structures established culminating with District Council regularly evaluates the services provided to the College by the District as outlined within the operating principles. The results of the evaluations can be found within the summary of each meeting where they were discussed and are found on the District website. (IV.B.3.g)

Following Administrative Procedure 2430 Delegation of Authority to the Chancellor, the team found that the Chancellor gives full responsibility and authority to the College President to implement District policies as described in the District rules and regulations without interference. (IV.B.3.e)

The selection of College presidents is administered through BP 7120 and evaluation is addressed through AP 2435. (IV B.1.j) The roles and responsibilities of the College presidents are defined in the self-study. Responsibilities include overseeing the College's budget and ensuring that FTES, efficiency and enrollment goals are met and ensuring that District policies and procedures are implemented and followed. The president delegates authority to College administration consistent with their responsibilities. (IV.B.2.a)

The College has a strong participatory governance structure (defined in the *West Valley Shared Decision Making Plan*.) The President works closely with College Council when previous year's goals and objectives are reviewed, assessed and discussed. The subsequent year's goals are then developed based on the College's mission and priorities. Input into planning and resource allocation is solicited by the president from all College constituent groups. (IV B.2.a; IV B.2.b)

The President and staff ensure that they are informed about statutes, regulations, and board policies. All institutional practices are based on the College mission and *Educational Master Plan*. The President works closely with the College Cabinet and meets regularly with the Executive Management Team of the District and College to discuss these matters. Feedback is regularly incorporated into participatory governance process. (IV B.2.c)

The President efficiently controls budget and expenditures. The President is directly involved with the development and oversight of the budget, working with the Vice President of Administrative Services and College services personnel. As part of the Integrated Planning and Resource Allocation process, the College conducts additional planning and evaluation, including Program Review, Student Learning Outcome and Assessment, and the *Educational and Facilities Master Plan*. Further development and adoption of the budget and allocation process is inclusive with broad representation from faculty, staff, administration, and students. (IV B.2.d)

The President works and communicates effectively with the communities served by the College. The self-study provides information on the number of community activities in which the President participates. These include community service organizations as well as advocacy for various entrepreneurship activities and numerous fundraising events. Town Hall meetings, e-mails and various other evidence is supported by documentation. (IV B.2.e)

Conclusions

The team commends the Board of Trustees for operating at a level that demonstrates its full understanding and application of its role as a policy-making body while ensuring it employs a Chancellor to whom it has delegated full responsibility and authority to administer Board policies without Board interference.

The Board of Trustees appropriately addresses all requirements set forth in Standard IVB. It serves as an independent policy-making body reflecting the public interest. Once the board takes formal action, it acts as a whole. Additionally, it establishes policies that are consistent with the mission statement of the District. It ensures quality, integrity, and improvement of the student learning programs and services. The Board hires and evaluates a Chancellor. The Chancellor in turn hires the President of West Valley College. This President has full responsibility and authority to implement board policy at the College level.

The College has been led by three presidents since the last accreditation with the most recent hire approved by the Board on May 22, 2013. Additionally, this new president reports to a Chancellor employed for only two years. In spite of this, evidence gathered demonstrates a cohesive environment, emulating from the Board, to the Chancellor and then to the College President, and then across the institution.

The College meets this standard.