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| West Valley College |
| Institutional Self Evaluation Report |
| In support of Reaffirmation of Accreditation Volume II |

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Submitted by:

West Valley College

14000 Fruitvale Avenue Saratoga, CA 95070

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# Standard III: Resources

#### ***The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation for resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.***

## Standard IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means, delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

West Valley College assures that as an institution it employs qualified personnel to support student learning programs and services to facilitate and improve institutional effectiveness. In partnership with the West Valley Mission Community College District (WVMCCD), the college has procedures that assure employees to be treated equitably regarding regular and systematic evaluation. There are also systems in place to provide for opportunities for professional development. West Valley College is committed to enhancing the significant role played by persons of diverse background. West Valley College encourages diversity. This human resource planning is integrated with institutional planning as developed through the process of participatory governance.

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## Standard IIIA.1

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

### Descriptive Summary

West Valley College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide support for the college’s programs and services. The college adheres to the Faculty Minimum Qualifications as established by the Board of Governors of California Community Colleges as well as minimum qualifications established by the Academic Senate and WVMCCD Board of Trustees. ([3A.1.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_ap_7120_recruitment_hiring.pdf))

All applicants for academic, classified, and management positions are screened by the Human Resources (HR) department to ensure all personnel are qualified for their respective positions. HR supervises all phases of the recruitment process. All hiring committees follow the procedures for selection and recruitment that have been developed by the Academic Senate for faculty positions. ([3A.1.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Faculty_Hiring_Procedure.pdf)) Procedures developed by Human Resources are followed for management and classified positions. ([3A.1.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/manangement_classified_selection_process.pdf)) HR reviews applicants for minimum qualifications. If an applicant does not meet minimum qualifications and requests equivalency, these are forwarded to the faculty equivalency committee for evaluation.

Existing positions help the college operate effectively and smoothly in order to assure the integrity and quality of its programs and services, which are derived from the Institutional Mission as well as goals and objectives. The college develops new positions or makes augmentations to existing positions when the institutional goals and objectives require changes in organizational structure. Existing, new, and/or revised position descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

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| 3A.1.1 | WVMCCD Minimum Faculty Qualifications | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_ap_7120_recruitment_hiring.pdf> |
| 3A.1.2 | HR and Academic Senate Faculty Selection and Hiring Procedures | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Faculty_Hiring_Procedure.pdf> |
| 3A.1.3 | Management and Classified Selection and Hiring Procedures | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/manangement_classified_selection_process.pdf> |

## Standard IIIA.1.a

Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### Descriptive Summary

West Valley-Mission Community College District has developed policies for ensuring that all personnel are qualified by appropriate education, training and experience to provide and support all programs and services. The policies are publicly available and identify criteria, qualifications, and procedures for selection of all personnel. The practices adhere to Education Code Section 70901.2, 70902(b)(7) & (d), and 87100 et seq.; and Title 5 Sections 53000 et seq., and 51023.5; as stated in WVMCCD Board Policy 7120 ([3A.1.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7120.pdf)) and are outlined in the *Faculty Recruitment and Selection Procedures Manual* ([3A.1.a.2](http://westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_hiring_procd.pdf))and the *Classified and Administrators Recruitment and Selection Procedures Manual* ([3A.1.a.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Classified_Admin_Selection_Procedure.pdf)); they are posted on the Human Resources’ website. ([3A.1.a.4](http://wvm.edu/documents.aspx?fid=26400&doc=26706&year=0&category=1&excludeyear=1))

These policies include, but are not limited to, providing full, objective and equal access for all applicants; actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment; complying with all federal, state, and local laws; ensuring participation by faculty, classified staff, administration, and students in their respective roles throughout procedures so that fair and equitable treatment of all individuals can be assured; ensuring diversity on all screening committees; and maintaining confidentiality throughout the process.

Participatory governance plays a pivotal role in the creation of hiring criteria, policies, and procedures. Board Policy 7120 states the Academic Senate and Classified Senate participate in the development, revision, and approval of these policies and procedures jointly with administration. ([3A.1.a.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ap_7120.pdf))

All positions within the district have detailed job descriptions. In accordance with the district’s recruitment and selection process, each hiring committee reviews the job description and develops appropriate position announcements prior to posting and conducting recruitment and hiring activities. This assures the relativity to the institutional mission and goals, along with the accurate reflection of position duties, responsibilities and authority. ([3A.1.a.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty.job.announcement.example.pdf)) Job descriptions are available for viewing on the Human Resources website. ([3A.1.a.7](http://wvm.edu/documents.aspx?fid=26400&doc=26718&year=0&category=39608&excludeyear=1))

The state of California establishes minimum qualifications for every faculty discipline area. Applications must possess these minimum qualifications in order to be considered for a position. Every faculty job description emphasizes the importance of instructors being grounded in their subject, knowledgeable of the best pedagogies in their field, committed to student learning and success, and sensitive to the differences among students in a richly diverse campus environment. Faculty must meet minimum qualifications, or the equivalent, as established by the Statewide Academic Senate for California Community Colleges. These minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines and as a guide to determine suitability for employment.

The importance of effective teaching is clearly indicated in job announcements. The candidates must demonstrate success in effective teaching by including a special, separate statement in their cover letter or resume. In many cases, there are additional supplemental questions that the candidates are required to answer that demonstrate their ability to meet the needs of a diverse student population.

District procedures ensure that faculty play a significant role in the selection of new faculty. Roles and responsibilities of faculty participating in the hiring committee process are clearly stated in the *Faculty Recruitment and Selection Procedures Manual.* ([3A.1.a.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/part_time_faculty_pool_recruitment_process_11_12_13.pdf)) Based on these procedures, faculty are involved in every step of the hiring process: from the formation of the hiring committee with discipline expertise, to the preparation of the job description, recruitment advertising, development of paper screening criteria and rating form, equivalency review, interviews, reference checks, and hiring recommendations. The faculty screening committee includes five members, a majority of whom are subject matter faculty. The screening committee may also include classified, management, and students.

The committee’s initial responsibility is to review the application. The screening committee develops paper screening, interview and reference questions, which address the knowledge, skills, and abilities of each applicant, as they pertain to the duties and responsibilities of the position. Many faculty screening committees include a teaching demonstration as part of the screening process. Many classified positions include a skills demonstration as part of the screening process. All screening committee questions are approved by the appropriate vice presidents for content and HR for employment-related information. HR reviews all applications to assure that they are complete, meet minimum qualifications and/or have requested equivalency.

For faculty positions, an equivalency process has been established for applicants who do not directly meet minimum qualifications in order to determine equivalence, based on degree equivalence, academic background equivalence, or professional equivalence. The same process is followed for applicants holding degrees from non-U.S. institutions. This process includes a review of transcripts and course descriptions.

Per Administrative Procedure 7211, “the Board of Trustees relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.” ([3A.1.a.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/AP_7211.pdf))

The faculty equivalency process includes review by an Equivalency Committee consisting of:

1. Vice President of Instruction, or designee, from each college
2. Four Academic Senate representatives, two from each college, each serving a two-year term. Terms shall be staggered. A minimum of two faculty members must be present to validate the committee’s decision regarding equivalency
3. Up to two (2) ad-hoc full-time faculty members, one from each college in the discipline from which the equivalency has been requested. A full-time faculty member from a related discipline at the college requesting the equivalency may be recommended as the faculty discipline representative.

The job applicant is responsible for submitting the required forms and supporting documents to assert and equivalency. ([3A.1.a.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Faculty%20Job%20Announcement%20with%20Equivalency%20Requirement.pdf))

The process for hiring of associate faculty members is currently under review by both colleges. This is an effort to streamline as well as install a more flexible and efficient hiring process at the college; it is led by Division and Department Chairs supported by appropriate Deans. ([3A.1.a.11](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Part%20Time%20Associate%20Faculty%20Pool%20Recruitment%20Process_Rev%2011.12.13.pdf))

The hiring procedures of full-time employees are rigorous and thorough. All positions follow the same process of initial screening of written applications, interviews with the hiring committee, reference checking, final interview and selection.

### Self-Evaluation

The college meets this standard. The college’s hiring process for full-time employees in all categories is thorough and consistent.

### Actionable Improvement Plans

* Continue to review associate faculty hiring process and implement new process by fall 2014.

### Evidence

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| 3A.1.a.1 | [WVMCCD Board Policy 7120](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7120.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7120.pdf> |
| 3A.1.a.2 | Faculty Recruitment and Selection Procedures Manual | <http://westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_hiring_procd.pdf> |
| 3A.1.a.3 | Classified and Administrators Recruitment and Selection Procedures Manual | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Classified_Admin_Selection_Procedure.pdf> |
| 3A.1.a.4 | [Human Resources Forms webpage](http://wvm.edu/documents.aspx?fid=26400&doc=26706&year=0&category=39649&excludeyear=1) | <http://wvm.edu/documents.aspx?fid=26400&doc=26706&year=0&category=1&excludeyear=1> |
| 3A.1.a.5 | BP 7120 – Recruitment and Hiring | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ap_7120.pdf> |
| 3A.1.a.6 | Faculty Job Announcement | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty.job.announcement.example.pdf> |
| 3A.1.a.7 | Faculty Job Description | <http://wvm.edu/documents.aspx?fid=26400&doc=26718&year=0&category=39608&excludeyear=1> |
| 3A.1.a.8 | WVMCCD Associate Faculty Part-Time Pool Recruitment Process Overview | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/part_time_faculty_pool_recruitment_process_11_12_13.pdf> |
| 3A.1.a.9 | AP 7211 – Minimum Qualifications | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/AP_7211.pdf> |
| 3A.1.a.10 | Faculty Job Announcement | [http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Faculty Job Announcement with Equivalency Requirement.pdf](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Faculty%20Job%20Announcement%20with%20Equivalency%20Requirement.pdf) |
| 3A.1.a.11 | Associate Faculty Hiring Process | [http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Part Time Associate Faculty Pool Recruitment Process\_Rev 11.12.13.pdf](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Part%20Time%20Associate%20Faculty%20Pool%20Recruitment%20Process_Rev%2011.12.13.pdf) |

## Standard IIIA.1.b

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

### Descriptive Summary

All personnel are evaluated systematically and at stated intervals. Performance evaluations are designed to encourage employee growth and development, and to encourage open and productive communication among supervisors and employees.

General evaluation guidelines are laid out in Administrative Policy 7150 ([3A.1.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ap_7150.pdf)) and in contracts negotiated with the respective collective bargaining units: Association of College Educators (ACE) for faculty, Classified Employees Association (CEA) for classified personnel, Peace Officers Association for campus police personnel, and Teamsters Local 856 for supervisory classified personnel. There are written criteria established by the college and district for evaluating all personnel. The criteria include assessing performance of assigned duties, participation in institutional responsibilities, as well as other activities appropriate for the individual’s position. Individuals are assessed to determine effectiveness of personnel and to determine if improvement is needed.

The agreements with the employee collective bargaining units and unrepresented employees require employee evaluations by the college. Human Resources coordinates these evaluations in conjunction with college administrators, faculty, and staff to assure that all administrators, faculty, and staff are evaluated in accordance with district policies and collective bargaining agreements.

#### Full-Time Faculty

In accordance with the ACE contract, a four-year tenure review process is utilized for tenure-track faculty as reflected in Board Policy 7210. ([3A.1.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7210.pdf), [3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_contract_ext_2011_all_26B.pdf)) The purpose of the tenure review period is to give faculty members an opportunity to demonstrate that they meet the performance criteria established. During the four-year tenure-review period, new full-time faculty is evaluated by a three member Tenure Review Committee whose membership includes two tenured faculty members and an administrative designee. Tenure-track faculty are also assigned to a faculty mentor in the same discipline, if available. Student appraisal surveys are completed for each of the faculty member’s course sections. The administrator/peer evaluation form and the student appraisal surveys contain a set of criteria used to evaluate the faculty member’s performance, as well as a written narrative to describe areas of performance and areas for improvement. Tenure-track faculty undergo rigorous evaluation, which includes site observations, appraisal surveys, and self-appraisal. A one year performance plan for tenure track faculty is developed by the appraisal team, in consultation with the member, to provide direction and set priorities during the tenure-track faculty’s first years of service.

The plan focuses on enabling the tenure-track faculty to become oriented to the college and District, ensuring successful completion of their primary services assignment, and fulfillment of appraisal criteria. Part of this plan is based on appraisal team’s recommendations of the previous appraisal period. Recommendations signed by the faculty under review, are sent each year of tenure-review to the office of the appropriate Vice President and President. The President or his designee reviews and comments on each document, signs, and forward them to the district’s HR. The President shall notify the Vice Chancellor of HR when the tenure-track faculty is placed on “Needs Improvement” or “Unsatisfactory”. During the first year, if the appraisal recommends that the tenure-track faculty member’s performance rates as “needs to improve,” he/she will be recommended for an additional contract and a plan for corrective action will be provided by the team in the Performance Plan. At the end of the 4th year, there must be a team recommendation that the faculty member’s performance rates as “Satisfactory” or tenure may be denied.

The ACE contract also explains in detail the procedures for evaluating regular and contract faculty and stipulates that every regular faculty employee is to be evaluated once every three academic years. The process is intended to be proactive and to ensure that tenured faculty members are treated fairly and objectively by established criteria. The goals of the evaluation process are to communicate with tenured faculty, to document and measure performance, and to set professional goals. The evaluation team is composed of two regular faculty in satisfactory status, within the appraisee’s department, Division, or related discipline. On alternate evaluation years, one of the faculty members is a regular faculty from outside the appraisee’s department. Criteria for the evaluation contain site observations, appraisal surveys, self-appraisal, reassigned time evaluation (if reassigned time is 0.2 FTE or more), an administrative appraisal when appropriate.

A faculty member and the evaluation team have opportunities to hold pre-appraisal conference, progress review, and post-appraisal conference to discuss, review and summarize the overall appraisal process. A summary evaluation report is produced by the appraisal committee at the conclusion of the entire process. If the appraisal committee concludes that the faculty needs improvement, the original appraisal team, plus the appropriate administrator, will serve as the appraisal team.

The Division Chair, in consultation with the appropriate administrator or the Department Chair, drafts a “Plan for Corrective Action” for those areas noted as “Need-to-Improve”. A progress conference is conducted prior to the thirteen week of the first semester in Needs-to-Improve status. The appraisal team reviews the Plan for Corrective Action, the appraisal observations, and other relevant information to ensure compliance with the plan. A progress conference is held with the appraisal team and the appraisee prior to the final exam week of the first semester in Needs-to Improve status. At the end of the progress conference, the appropriate administrator prepares a written summary that specifies the progress made to date by the appraisee. If the appraise returns to Satisfactory status in the Professional Related and Collegial Related Criteria, the appraisal is complete. If the appraisal team recommends that continued performance improvement is necessary to correct noted deficiencies, the appraisee continues to be in Needs-to-Improve status for the appropriate category for one more semester. At the conclusion of the appraisal period of two semesters, if the appraisal team grants Unsatisfactory Performance status to the appraisee due to insufficient progress made, a notice of Unsatisfactory performance be issued by the appropriate administrator and notification is reported to the college president and appropriate disciplinary action will be taken.

#### Associate Faculty

Associate faculty are also evaluated on a regular basis: all new associate faculty in their first semester and every six semesters once Re-Employment Preference (REP) has been granted. Associate faculty are granted REP status if he/she successfully served for six semesters within a period of five years during the academic semesters, and he/she had three consecutive evaluations indicate satisfactory performance and validated by the Vice President of Instruction. The goals of the appraisal process are to communicate with the associate faculty member about his/her performance, to document and measure performance, and to set professional goals. The appraisal team consists of the Department Chair of designee within the faculty member’s discipline or related discipline with an option of adding one other faculty member on the team upon request by either the Department Chair or the appraisee.

The college has in place necessary and appropriate employee performance evaluation policies and process for management supervisor/teamsters, peace officer and confidential staff. Employee performance evaluations support college values and goals by building communication links between administrators, supervisors, faculty, and staff; identifying education and training needs; aligning work efforts with college goals and objectives; and, defining areas of strength and needs. The performance appraisal process helps to inform employees and provides employees opportunities to adjust and improve.

The college emphasizes its importance in conducting all evaluations in a timely manner where the procedure, schedule, and timelines are reviewed and discussed in the Cabinet meeting, as well as respective Division, Department, and program meetings.

### Classified Professionals

Board Policy 7230 defines the classified employee ([3A.1.b.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7230.pdf)); Article 13 of the *Collective Bargaining Agreement between West Valley-Mission Classified Employees Association (WVMCEA) and West Valley – Mission Community College District* details the evaluation process for all WVMCEA classified employees. ([3A.1.b.](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea_contract_2012_15_final_web_article13.pdf)5) The classified professional appraisals are monitored through the district Office of Human Resources (HR). Vice Presidents receive classified professional appraisal schedule from HR in a timely manner and disseminate information to relevant Deans and managers, informing relevant Division and Department chairs, for a timely completion.

A performance appraisal for probationary employees is given at five and ten months, with an optional third evaluation at twelve months. If the employee is in satisfactory status, he/she will become permanent at one year point. Permanent employees are evaluated yearly until the worker reaches three years of employment, and then every two years thereafter unless otherwise warranted.

The performance evaluation is based upon a mutual understanding of job expectations, goals, and promotes professional and personal growth. This is accomplished through review of the job description, knowledge of District priorities, and review of the performance evaluation system and most importantly, ongoing communication throughout the year.

The evaluation criteria include roles and responsibilities of the supervisor and the employee in addition to rating performance factors and reviewing goals and objectives. ([3A.1.b.](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Classified_Evaluation_Form.pdf)6)

#### Confidential Unit Professionals

Board Policy 7420 ([3A.1.b.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7420.pdf)) defines confidential professionals as those who are required to develop or represent management positions with respect to collective bargaining.

Confidential professionals follow a similar appraisal process as classified professionals: A performance appraisal for probationary employees is given once by the end of the fourth month and again by the end of the eighth month of employment. A satisfactory evaluation is necessary to gain regular status with the District. Should there be an unsatisfactory evaluation during the probationary period, the immediate supervisor has the option to extend the probation, prior to the end of the twelve-month probationary period, by no more than six months, at which time a determination will be made on the employee’s employment status. Once the confidential employee has gained regular status with the District, the employee will be evaluated once per year for the first three years and then every other year thereafter. ([3A.1.b.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Confidential_Unit_Regulations.pdf))

The performance evaluation is based upon a mutual understanding of job expectations. This is accomplished through review of the job description, knowledge of District priorities, review of the performance evaluation system and, most importantly, ongoing communication throughout the year.

#### Supervisory Professionals

A Supervisory Professional’s appraisal is conducted in accordance with the Supervisors Association, Teamsters Local 856 contract. A performance appraisal for probationary employees is given twice during the probationary period. Once the supervisory employee has earned permanent status with the District, the employee will be evaluated at least once every two years. Supervisory employees with unsatisfactory performance be placed on Improvement Program with a written plan of specific activities to be undertaken to achieve improvement in specific areas of work performance which are identified and indicated in the evaluation. The administrator and/or Supervisor may decide to conduct an interim evaluation to determine progress in achieving the objectives of the improvement program sooner than the timeline identified in the improvement program. ([3A.1.b.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Supervisors_Contract_All_06-09_Ext_0612.pdf))

#### Peace Officer Employees

In concert with the Peace Officers Association contract, newly hired officers must complete a field training program prior to gaining probationary status. Once the field training program has been completed, the member begins the one year probationary period. The officer must gain two satisfactory written appraisals to receive permanent status; one completed by the end of the sixth month and the second by the end of the eleventh month. Once permanent status is gained, officers are evaluated every other year. ([3A.1.b.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/poa_contract_092611.pdf)) Performance criteria, process, and improvement program are clearly delineated in the contract and the appraisal forms are linked to the District’s HR website.

The evaluation form identifies specific rating performance factors. The college realizes that institutional effectiveness and improvement depends on the performance of all personnel. Performance factors are set forth within the personnel evaluation process so that effectiveness of individual performance has a standard by which to be evaluated. Actions taken following evaluations are formal, timely, and documented. Employees not meeting the Satisfactory Standard Criteria are given a chance to improve by completing an improvement plan with follow-up evaluations to monitor progress.

#### Administrators

Administrative Team Evaluations reflect a constructive attempt to assess strengths and weaknesses, and to suggest ways in which administrative skills, human relations, and professional knowledge can be enhanced. Per the WVMCCD Administrative Handbook ([3A.1.b.11](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/admin_handbook.pdf)), the administrator and his/her supervisor set and agree upon mutually set objectives that relate to institutional goals and objectives, program review findings, and pertinent accreditation recommendations as well as objectives specific to responsibilities of the administrator’s job description. ([3A.1.b.12](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/New.Admin.Perform.Review.0910.pdf)) The following timeline is used for evaluation purposes:

* August 1 - Each administrator shall establish his or her annual objectives on or before August 1 each year.
* August 31 - The administrator's supervisor should review the objectives and discuss any suggestions or necessary changes by August 31. Otherwise, it is assumed that the objectives are approved as written.
* December 1 - The administrator shall provide a progress report and review of the annual objectives to his or her supervisor on or before December 1.
* December 31 - The supervisor shall review the progress report and provide feedback to the administrator by December 31.
* July 15 - The administrator shall complete a final report of the annual objectives (Administrative Performance Review: Appendix B) and provide a copy to his or her supervisor on or before July 15.
* July 31 - The administrator's supervisor will review the final report of the objectives and then complete a written final annual evaluation of the administrator by July 31.

At the request of the supervisor or the administrator being evaluated, an Administrative Performance Survey may be completed by colleagues and constituents of the administrator to assess management style and effectiveness. In order for administrative contracts to be renewed bi-annually, a current evaluation must be on file in Human Resources.

#### President

The President is evaluated annually based on performance goals and objectives. The evaluation process includes input from the: Academic, Classified, Student Senates, reporting staff and administrators, and three to five members of the community. ([3A.1.b.13](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Admin.Perform.Survey.0710.pdf))

### Self-Evaluation

The college meets this standard. The processes and procedures for evaluating faculty, classified professionals, supervisory professionals, peace officers, and administrators are clearly provided in each respective contract or in the administrative handbook, supported by the district’s board policies.

Evaluation criteria for faculty who teach in an online modality are in the last stage of negotiation. The Distance Education Committee along with Academic Senate have established a check list for faculty that ensures effective student contact until the criteria are finalized. Evaluations for faculty who teach in an online modality are conducted in concert with the regular faculty evaluation per the ACE contract in a timely fashion.

### Actionable Improvement Plans

None

### Evidence

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| 3A.1.b.1 | AP 7150 – Evaluations | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ap_7150.pdf> |
| 3A.1.b.2 | Board Policy 7210 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7210.pdf> |
| 3A.1.b.3 | ACE Bargaining Agreement –  Article 26B | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_contract_ext_2011_all_26B.pdf> |
| 3A.1.b.4 | Board Policy 7230 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7230.pdf> |
| 3A.1.b.5 | WVMCEA Contract Article 13 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea_contract_2012_15_final_web_article13.pdf> |
| 3A.1.b.6 | Classified Employee Evaluation Form | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Classified_Evaluation_Form.pdf> |
| 3A.1.b.7 | Board Policy 7420 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_7420.pdf> |
| 3A.1.b.8 | Confidential Unit Handbook | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Confidential_Unit_Regulations.pdf> |
| 3A.1.b.9 | Teamsters Contract | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Supervisors_Contract_All_06-09_Ext_0612.pdf> |
| 3A.1.b.10 | Peace Officer Association Contract | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/poa_contract_092611.pdf> |
| 3A.1.b.11 | WVMCCD Administrative Handbook | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/admin_handbook.pdf> |
| 3A.1.b.12 | Administrative Performance Review | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/New.Admin.Perform.Review.0910.pdf> |
| 3A.1.b.13 | Annual Evaluation of President | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Admin.Perform.Survey.0710.pdf> |

## Standard IIIA.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

### Descriptive Summary

West Valley College does not directly evaluate faculty on effectiveness of achieving student learning outcomes. Teaching effectiveness is evaluated in peer observation in the categories of student matter knowledge, appropriateness of methods of instruction, organization of class, and appropriateness of assignment for the objectives of the course, effective communication and promoting independent thinking. Student appraisal surveys also address teaching effectiveness.

The Academic Senate holds the belief that the assessments associated with Student Learning Outcomes are a part of the college’s commitment to a culture of inquiry. The SLO/A process is dedicated to an ongoing exploration of how students learn. It is dedicated to an introspective teaching process that is continually changing to meet the needs of students.

The college successfully instituted a systemic and meaningful SLO/A process as part of the Integrated Planning and Resource Allocation process with a clearly identified master schedule. ([3A.1.c.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Master_Program_Review_and_SLO_Assessment_Schedule_01-07-2014_External.pdf)) In addition, it is proven that the college’s progress and status on SLO/A process is validated as 100% intact based on the feedback given by ACCJC in response to our March 15, 2013 report. ([3A.1.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/2a/ACCJC_Status_Report_SLO_Implementation/01_March_15th_SLO_Assessment_Report/March_15_2013_SLO_Report_Final_Final.pdf)) The Scorecard and feedback indicated that West Valley College’s SLO/A process, quality, meaningfulness, and connection to student success are exceedingly higher than average scores and many areas rated the highest evaluation points.

The Academic Senate believes that the assessment of SLO/A is used in a culture of inquiry to improve teaching and learning. It is a part of every faculty member’s contribution to the college and aim to achieve student success.

### Self-Evaluation

The college meets this standard. The college instituted a successful SLO/A process as part of Integrated Planning and Resource Allocation where effectiveness at every level of its organization is measured. Teaching effectiveness is evaluated through an established peer evaluation process.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.1.c.1 | Master Program Review and SLO/A Assessment Schedule | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Master_Program_Review_and_SLO_Assessment_Schedule_01-07-2014_External.pdf> |
| 3A.1.c.2 | ACCJC Report on WVC SLO/As | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/2a/ACCJC_Status_Report_SLO_Implementation/01_March_15th_SLO_Assessment_Report/March_15_2013_SLO_Report_Final_Final.pdf> |

## Standard IIIA.1.d

The institution upholds a written code of ethics for all of its personnel.

### Descriptive Summary

The college and district uphold a written code of professional ethics for all personnel. WVMCCD Board Policy 3050 sets forth the tenets of the institutional Code of Ethics. ([3A.1.d.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_3050.pdf), [2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ap_3050.pdf)) The Code was approved by the Board of Trustees on January 17, 2012. ([3A.d.1.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bot_approval_bp_3050.pdf)) The district also has a Conflict of Interest Code that mandates annual filings (by specified employees) with the State Fair Political Practices Commission (FPPC). The Conflict of Interest Code is reviewed regularly by the Board in cooperation with the FPPC.

The WVC catalog 2013-2014, the schedule of classes and the college [website](http://westvalley.edu/services/policy/index.html) include the following campus and district policies: ([3A.d.1.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A1d4_2014_catalog_page172-180.pdf))

• Academic Freedom Policy

• Non-discrimination statement and policy

• Sexual Harassment and Sex discrimination Policy

• Standard of student conduct

• Drug free environment and Drug prevention program

Board policy and related district and college policies and procedures serve as guidelines related to harassment, mutual respect, discrimination, and diversity.

### Self-Evaluation

The college meets this standard. The codes of ethics exist for all employees.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.1.d.1 | Board Policy 3050 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bp_3050.pdf> |
| 3A.1.d.2 | AP 3050 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ap_3050.pdf> |
| 3A.1.d.3 | Board Meeting Minutes - January 17, 2012 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/bot_approval_bp_3050.pdf> |
| 3A.1.d.4 | WVC Catalog – page 172-180 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A1d4_2014_catalog_page172-180.pdf> |

## Standard IIIA.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

### Descriptive Summary

All California community colleges are required to meet Full Time Faculty Obligation (FON) under California Code of Regulations (CCR) Title 5 Section 51025 which requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. The district submits a report annually to the State Chancellor’s Office demonstrating its compliance. ([3A.2.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/fon_2013_14.xlsx)) During the period since the last accreditation in 2007, West Valley College has met its obligation each year. The college’s baseline budgetary funding includes money each year to ensure compliance with this requirement. 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.

The last several years of budget reductions have taken a toll on staffing levels. The college is currently in the process of addressing the $1.5 million reduction required by the district for the 2014-15 academic year to balance its budget. The President charged the College Council to lead this challenging and difficult process across campus, while maintaining the highest level of inclusion, participation, and transparency. The College Council developed a process called Focus Area Interdisciplinary Teams (FAIT) consisting of diverse and multidisciplinary members of the campus community who collaboratively engaged in many difficult dialogues across the campus. FAIT aimed at achieving the budgetary reduction while also restructuring parts of the college so as to increase an overall institutional effectiveness. ([3A.2.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Reductions_Revised_10-24-13.pdf)), As of the end of the Fall 2013 semester, the recommended changes are identified to the college community by the President with the exception of a reduction of contractual reassigned time for Division and Department chairs and its organizational structure. ([3A.2.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/president_budget_reduction_restructuring_outcomes.pdf)) As of this writing, courageous and creative plans are discussed primarily by Division chairs, Department chairs, and the Academic Senate with an anticipation of a recommended plan to be submitted to the College Council and the President in early spring 2014. The college also mitigated this budgetary challenge by not filling vacated positions due to retirement or resignation causing challenging impacts on reduced administrative positions.

For planning and budgeting, including staffing, the college has adopted an Integrated Planning and Resource Allocation model where each academic, student services, and administrative program completes a comprehensive review every other year and an update-review when comprehensive review is not due. ([3A.2.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Master_Program_Review_and_SLO_Assessment_Schedule_01-07-2014_External.pdf)) Division and Department chairs produce reports which are submitted to the Budget Resource Allocation Committee (BRAC). This is a newly instituted process effective spring 2014 where the committee will continue to work on fine-tuning details relating to the functionality of the committee. In conjunction with the district’s budget development timeline, BRAC will conduct comprehensive review and analysis of the reports based on established criteria and format and make recommendations for overall resource allocation for departments and programs including staffing needs. In addition to the BRAC’s recommendations for staffing needs, departments, programs, and administrators that request vacant position to be filled and/or new position to be created are required to bring requests to the college council for review and approval with data and rationale. The College Council makes decisions based on presented needs with college’s mission, annual goals and objectives, Institutional Learning Outcome, and priorities.

### Self-Evaluation

The college meets this standard. With the implementation of the Integrated Planning and Resource Allocation process, which includes Program Review, Student Learning Outcomes and Assessments, and Budget and Resource Allocation, the college will have an increasingly better coordinated and more comprehensive approach to educational master planning and resource allocation while meeting stated institutional priorities. Program Review is an important component of this comprehensive approach, and is enhanced with the incorporation of annual Program Review and college-wide Student Learning Outcome assessments. Effective staffing and resource allocation decision-making at the BRAC and College Council levels can occur based on a timely and carefully structured program review and student learning outcome information.

In a period of limited funding and an increased student demand for courses and services, as well as rapidly increasing state, federal, and legislative mandates on the implementation of new regulations and academic directions, the college responded by instituting a system to evaluate and meet staffing needs. As this process is new, the college will continue to carefully evaluate its process and make appropriate improvements.

Staffing levels have been reduced due to state budget shortfalls in recent years. Table 1 below indicates West Valley College’s full-time employees between Fall 2009 – Fall 2013.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Administrators | 7 | 7 | 7 | 7 |
| Full-time faculty | 165 | 167 | 166 | 166 |
| Classified | 110 | 111 | 107 | 100 |
| Total | 282 | 285 | 280 | 263 |

### Actionable Improvement Plans

* Integrated Planning and Resource Allocation Team and College Council ensure that the BRAC process as part of Integrated Planning and Resource Allocation works effectively in making resource allocation decisions in spring 2014.
* Complete the FAIT 2014-15 budget reduction and organization restructuring process by mid spring 2014 semester.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.2.1 | FON Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/fon_2013_14.xlsx> |
| 3A.2.2 | FAIT Documents | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Reductions_Revised_10-24-13.pdf> |
| 3A.2.3 | President’s Email re: Budget Reduction and  Restructuring Outcomes | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/president_budget_reduction_restructuring_outcomes.pdf> |
| 3A.2.4 | Master Program Review and SLO/A Assessment Schedule | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Master_Program_Review_and_SLO_Assessment_Schedule_01-07-2014_External.pdf> |

## Standard IIIA.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

## Standard IIIA.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

### Descriptive Summary

The district Human Resources (HR) Department is responsible for initiating and recommending the development or revision of district personnel policies and procedures. All policies, as well as rules and regulations, governing employment procedures including the sexual harassment policy can be found on the district website and employee portal. ([3A.3.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a2_Board%20Policy_Chapter_3.pdf)) Each administrative office makes such information readily available for reference and both district personnel and the public has access to this information. Each administrator is responsible for maintaining a current copy of the Rules and Regulations.

HR works in a participatory governance process with representatives, constituency groups—including bargaining units and employee associations—of both colleges and the district, to review policy language. Recommendations for revisions are made to the Chancellor through the District Council which is the highest participatory governance advisory group to the Chancellor. The Chancellor then recommends action on the policy revisions to the Board.

On behalf of the Board, HR, the Chancellor and his staff regularly review board policies and administrative procedures that provide guidance on implementing board policy. They are updated as needed to ensure they are current, relevant, and appropriate. District HR is responsible for the administration of personnel policies.

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. A college-based Administrative Specialist-Personnel has a dual reporting relationship to the college and to the district HR Department.

The college adheres to written personnel policies and procedures that have been developed by the WVMCCD HR Department to ensure fairness in all employment procedures. 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. ([3A.3.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a2_Board%20Policy_Chapter_3.pdf), [3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a3_Board%20Policy_Chapter_7.pdf)) The district has established procedures for handling and investigating any complaints of discrimination in the employment process which can also be found on the WVMCCD website. ([3A.3.a.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a4_AP_3435.pdf))

### Self-Evaluation

The college meets this standard. The written policies and procedures have been developed and refined adequately to ensure fairness in employment procedures.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.3a.1 | Board Policies | [http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a2\_Board Policy\_Chapter\_3.pdf](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a2_Board%20Policy_Chapter_3.pdf) |
| 3A.3.a.2 | Board Policies Chapter 3 | [http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a2\_Board Policy\_Chapter\_3.pdf](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a2_Board%20Policy_Chapter_3.pdf) |
| 3A.3.a.3 | Board Policies Chapter 7 | [http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a3\_Board Policy\_Chapter\_7.pdf](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a3_Board%20Policy_Chapter_7.pdf) |
| 3A.3.a.4 | AP 3435 – Discrimination and Harassment Investigations | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3a4_AP_3435.pdf> |

## Standard IIIA.3.b

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

### Descriptive Summary

In accordance with Education and Labor Codes, personnel records are private, accurate, complete, and permanent. Individual collective bargaining agreements for represented employees include additional detail regarding contents. ([3A.3.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3b1_AP_7145.pdf))

District Human Resources (HR) staff are trained to maintain personnel records and the confidentiality of each employee’s information. Hard copies of required personnel records regarding hiring, changes in employment, discipline, evaluations and health/medical information are kept in individual employee files. All personnel files are maintained in secure filing cabinets that are locked when not being accessed at the district HR Department. Employees may request to review their personnel file during regular business hours or by special arrangement. College administrators oversee the security and confidentiality of all staff and faculty records at the local level.

Every employee has the right to inspect personnel records pursuant to applicable law and collective bargaining agreements. An employee may review his/her personnel file by contacting the appropriate Human Resources Specialist and making an appointment. To maintain security, the Specialist will remain with the employee during the review process, and the employee will be required to sign a log that he/she reviewed the file on a specific date.

The Human Resources Specialist will witness by signature that the employee reviewed the file. The employee may request the Human Resources Specialist to make copies of documents in his/her file.

The employee’s immediate supervisor and/or the supervisor’s supervisors (up to the Chancellor) may review an employee’s personnel file by contacting the appropriate Human Resources Specialist.

The employee may authorize a representative to review his/her personnel file. Such authorization must be in writing to verify the signature of the employee. The representative shall contact the Human Resources Specialist to make arrangements for the review.

Furthermore, contents of personnel files may be subpoenaed. The Human Resources Specialist will follow the terms and conditions of the subpoena.

Collective bargaining agreements listed below include language addressing maintenance of personnel file contents and access to them. These files are maintained in accordance with the provisions outline in specific articles:

* ACE Bargaining Agreement – [Article 11](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_article_11.pdf) ([3A.3.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_article_11.pdf))
* WVMCEA Bargaining Agreement – [Article 12](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea_article%2012.pdf) ([3A.3.b.](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea_article%2012.pdf)3)
* WVMCCD Administrative Handbook- [Section 3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/admin_section_3.pdf) ([3A.3.b.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/admin_section_3.pdf))
* WVMCCD Confidential Unit Handbook- [Section 9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/conf_section_9.pdf) ([3A.3.b.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/conf_section_9.pdf))
* Police Officers Association Contract - [Article 11](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/poa_article_11.pdf) ([3A.3.b.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/poa_article_11.pdf))
* Teamsters Contract – [Article 14](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/teamsters_article_14.pdf) ([3A.3.b.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/teamsters_article_14.pdf))

Employees are informed via their agreement or handbook of their right to receive a copy of all information to be placed into their hard copy personnel file. Employees have a right to review and respond to any disputed evaluation or information prior to the inclusion of any such material. Employees are informed of their right to inspect and respond to any materials in their personnel file. Online personal information under Portal is accessible by employees via self-services.

### Self-Evaluation

The college meets this standard. District HR practices effectively secure and keep confidential hard copy personnel records and database information. The provisions of the bargaining agreements in relation to personnel records are strictly adhered to.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.3.b.1 | AP 7145 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3b1_AP_7145.pdf> |
| 3A.3.b.2 | ACE Bargaining Agreement – Article 11 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_article_11.pdf> |
| 3A.3.b.3 | WVMCEA Bargaining Agreement | [http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea\_article 12.pdf](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea_article%2012.pdf) |
| 3A.3.b.4 | WVMCCD Administrative Handbook | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/admin_section_3.pdf> |
| 3A.3.b.5 | WVMCCD Confidential Unit Handbook | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/conf_section_9.pdf> |
| 3A.3.b.6 | Police Officers Association Contract | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/poa_article_11.pdf> |
| 3A.3.b.7 | Teamsters Contract | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/teamsters_article_14.pdf> |

## Standard IIIA.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

### Descriptive Summary

Issues of equity and diversity are part of the college’s core values and permeate every aspect of college life. The district as a whole is committed to equity and diversity as indicated by policies, procedures, and practices established and regularly reviewed for relevance and improvement. The Equal Employment Opportunity (EEO) Plan includes policy statements, provisions for an advisory council, complaint mechanisms, training mandates, analysis methods, and steps to improve underrepresentation. ([3A.4.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/WVMCCD_EEO_Plan_Board_Approved_2-19-09.pdf)) It is regularly reviewed and is, currently, in a review cycle (2013-14).

The Board upholds policies and implements procedures in a number of areas of specific relevance, including, but not limited to:

* BP/AP 3410 – Non-discrimination ([3A.4.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A42_AP_3410.pdf))
* BP/AP 3420 – Equal Employment Opportunity ([3A.4.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A43_AP_3420.pdf))
* BP/AP 3430 – Prohibition of Harassment ([3A.4.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A44_AP_3430.pdf))
* AP 3435 – Discrimination and Harassment Investigations ([3A.4.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A45_AP_3435.pdf))
* BP/AP 7100 – Commitment to Diversity ([3A.4.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A46_AP_7100.pdf))
* BP/AP 7160 – Professional Development ([3A.4.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/AP_7160.pdf))
* BP/AP 7510 – Domestic Partners ([3A.4.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A48_AP_7510.pdf))
* BP/AP 7700 – Whistleblower Protection ([3A.4.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A49_AP_7700.pdf))

The college prides itself with the richness of its diverse student population which has increased drastically in the last several years. The college continuously assesses ways to recruit, welcome, and help diverse students matriculate and succeed at West Valley College and formulates innovative and effective ways to address equity and diversity at the college. As part of the college’s budget reduction and organizational restructure process for 2014-2015, the President restructured the current administrative structure in the Student Services area, redeployed resources and created a Director of Student Equity and Success position to oversee categorical programs and culturally-focused educational programs including the SUCCESS program for African-American students and PUENTE Project for Latino students. In addition, West Valley College’s Student Equity Plan was revised in spring 2013 to reflect upon college’s current priority and goals. ([3A.4.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/2013_wvc_student_equity_plan.pdf))

The college developed an Institutional Effectiveness organization structure in 2012-2013 where 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 will be led by a faculty coordinator with a working team consisting of faculty, classified staff, and administrators addressing achievement gaps particularly among African American and Latino students, bringing equity among our diverse student populations with their success.

### Self-Evaluation

The college meets this standard. Understanding of and appreciation for diversity is a core value at West Valley College. The college has an extensive collection of practices, policies, and initiatives that afford understanding, appreciation, and celebration of its diverse population. Student equity is also a central focus of the experience at West Valley College.

### Actionable Improvement Plans

* Successfully operationalize the Student Success Team in spring 2014 with a newly appointed faculty Coordinator and evaluate its work on equitable student success among our diverse student population.
* Continue to monitor the new implementation of the director of Student Equity and Success starting in 2014-2015 and increasing the number of diverse students who are successful.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.4.1 | WVMCCD EEO Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/WVMCCD_EEO_Plan_Board_Approved_2-19-09.pdf> |
| 3A.4.2 | BP/AP 3410 – Non-discrimination | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A42_AP_3410.pdf> |
| 3A.4.3 | BP/AP 3420 – Equal Employment Opportunity | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A43_AP_3420.pdf> |
| 3A.4.4 | BP/AP 3430 – Prohibition of Harassment | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A44_AP_3430.pdf> |
| 3A.4.5 | AP 3435 – Discrimination and Harassment Investigations | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A45_AP_3435.pdf> |
| 3A.4.6 | BP/AP 7100 – Commitment to Diversity | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A46_AP_7100.pdf> |
| 3A.4.7 | BP/AP 7160 – Professional Development | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/AP_7160.pdf> |
| 3A.4.8 | BP/AP 7510 – Domestic Partners | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A48_AP_7510.pdf> |
| 3A.4.9 | BP/AP 7700 – Whistleblower Protection | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A49_AP_7700.pdf> |
| 3A.4.10 | Student Equity Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/2013_wvc_student_equity_plan.pdf> |

## Standard IIIA.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

### Descriptive Summary

The college creates and maintains several appropriate programs, practices, and services that support its diverse personnel.

West Valley College’s *Educational Master Plan of 2009* clearly shows that diversity is a core value of the institution and permeates every aspect of college life. The college’s statement of philosophy is as follows:

*West Valley College is a community of learners open to those seeking advanced educational opportunities. Our faculty, staff, and students have a passionate commitment to learning, fueled by the spirit of inquiry. The college embraces innovation and change characterized by trust, confidence, and accountability. Through communication and teamwork, and a respect for diversity, West Valley College affirms its commitment to people. (Adopted March 8, 2007)*

The institutional mission, goals and objectives, and curriculum and pedagogy, student services and the student life programs speak to the institution’s commitment to the understanding of and concern for equity and diversity.

Through a comprehensive program of professional development opportunities, the college and district serve the needs of diverse personnel. Since the last accreditation cycle, the district completed a multi-module leadership development academy that included participation of student services staff as well as administrators and supervisors from across the district. ([3A.4.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Lead_20A_Course_Outline.pdf)) An Employee Assistance Program (EAP) implemented several years ago has provided valuable support. ([3A.4.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/EAP.Summary.Srvcs.1011.pdf)), A use-at-your-convenience training program called “People-On-The-Go” has been well-received and, in the area of wellness, a new transportation FSA has been established, which allows people who use public transportation to set aside funds necessary “pre-tax.” ([3A.4.a.3](http://www.people-onthego.com/westvalley-mission-online-q4), [4](http://www.wvm.edu/WorkArea/DownloadAsset.aspx?id=6793))

The college’s Global Citizenship Committee serves as an institutional foundation to promote, assure, and further explore wide-range of equity and diversity related issues on campus on multiple levels. The committee coordinates programs, events, and activities that address educational, academic, cultural, and social issues. They are attended by all parts of the college community promoting critical discussion and exchanges of opinions that lead to a planning of institutional priority relative to equity and diversity.

### Self-Evaluation

The college meets this standard. One of the hallmarks of West Valley College is its commitment to providing appropriate programs, practices, and services that support the diversity of its personnel.

### Actionable Improvement Plans

* Explore opportunities to increase funding for diversity programs on campus

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.4.a.1 | People-OnTheGoDistrict Online Courses for All Employees (Q4, 2013) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Lead_20A_Course_Outline.pdf> |
| 3A.4.a.2 | Lead 20A Course Outline | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/EAP.Summary.Srvcs.1011.pdf> |
| 3A.4.a.3 | EAP Summary of Services | <http://www.people-onthego.com/westvalley-mission-online-q4> |
| 3A.4.a.4 | [CommuteEase Brochure](http://www.wvm.edu/WorkArea/DownloadAsset.aspx?id=6793) | <http://www.wvm.edu/WorkArea/DownloadAsset.aspx?id=6793> |

## Standard IIIA.4.b

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

### Descriptive Summary

The district follows an established Equal Employment Opportunity policy in all 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, including ethnic group identification, national origins, religion, age, gender, sexual orientation, race, color, or physical or mental ability. ([3A.4.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A43_AP_3420.pdf))

West Valley College is committed to hiring a diverse faculty and staff, an asset which supports a dynamic environment for teaching, learning, and working. In order to ensure a diverse pool of qualified applicants, Human Resources (HR) and the hiring committee recommend particular websites and publications and journals specific to the recruitment. For faculty positions, advertising is routinely placed in the California Community College Registry, Chronicle of Higher Education, Higheredjobs.com and various websites and publications targeting groups underrepresented in higher education employment. In addition, hiring committees are reviewed by HR to ensure that they are diverse in composition. 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. Finally, in all selection processes, each candidate is queried regarding demonstrated ability to effectively interact with people of diverse socio-economic, cultural, disability and ethnic backgrounds.

During the spring of 2008, members of the District Faculty and Staff Diversity Advisory Council (FSDAC) attended a training session given by the law firm Liebert Cassidy Whitmore entitled, “From Model Plan to Your Plan: Developing Compliant EEO Plans That Work.” In addition, the FSDAC hosted a discussion forum relative to Office Model Equal Employment Opportunity Plan with the EEO Model Plan Project Director, from the California Community College Chancellor’s Office.

The FSDAC began data analysis related to student, faculty, and staff demographic trends during this same time. The college’s Academic Senate held discussions regarding the District’s EEO Plan on May 6, 2008, and May 13, 2008. At the November 18, 2008, Academic Senate meeting, the District presented a draft of the Equal Employment Opportunity Plan. Ultimately, the Board of Trustees approved the District’s Equal Employment Opportunity Plan at its February 19, 2009, meeting. ([3A.4.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/eeo_plan_wvmccd_board_approved_2-19-09.doc), [3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A4b3_eeo_plan_wvmccd_board_approved_2-19-09.pdf))

In order to better incorporate the District Faculty and Staff Diversity Advisory Council (FSCAC) into the district’s participatory governance structure and to increase its stature, the current 2013-14 revision of the EEO Plan proposes that the District’s highest participatory governance group, District Council, serve as the FSDAC.

The responsibilities of the Council shall include but not be limited to the following:

1. Review and advise on aspects of the hiring, retention, and promotion processes that impact the District’s ability to attract and retain a diverse faculty and staff; advise on implementing the District’s obligation to hire faculty and administrators with a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students;
2. Promote communication with community groups and organizations for people with disabilities;
3. Promote hiring of faculty who have, themselves, graduated from a community college;
4. Develop communications among departments to foster understandings of the Plan;
5. To advise the Chancellor regarding special training or staff development needs;
6. Review the Plan and monitor its progress; and
7. Recommend changes needed in the Plan.

In addition to advising the Associate Vice Chancellor of Human Resources (AVC), the District Council (acting as FSDAC) has direct access to the Chancellor, the Vice Chancellor of Administrative Services, and both college Presidents. The Council will be positioned to better assure the institution’s support for appropriate programs, practices, and services that support it diverse personnel and that the institution regularly assesses its record in employment equity and diversity consistent with its mission.

As the delegated EEO Officer, the AVC oversees the day-to-day implementation of the EEO Plan and programs, and assures that reviews are conducted in a timely manner and that any revisions to the Plan are communicated widely.

Table 2 and 3 below summarize information on ethnicity and gender of West Valley college employees provided by HR and college’s research office.

Table 2: Number of Employees by gender

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|  | M | F | M | F | M | F | M | F | M | F |
| FT faculty | 74 | 108 | 67 | 97 | 67 | 98 | 66 | 101 | 59 | 105 |
| Classified | 32 | 85 | 29 | 78 | 28 | 84 | 25 | 78 | 23 | 72 |
| Administrators | 3 | 5 | 3 | 4 | 2 | 5 | 1 | 4 | 4 | 8 |
| Total | 109 | 198 | 99 | 179 | 97 | 187 | 92 | 183 | 86 | 80 |

Table 3: Employees by job category and ethnicity – fall 2013

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Native American | Asian/Pacific Islander | Black | Hispanic | White | Other |
| FT faculty | 0 | 19 | 6 | 1 | 22 | 116 |
| Classified | 0 | 15 | 2 | 1 | 15 | 62 |
| Administrators | 0 | 4 | 1 | 1 | 0 | 6 |

### Self-Evaluation

The college meets this standard. The employee survey relative to this standard included equity and diversity. All rated favorably (an average of 70%) on understanding for issues of equity and diversity. Comments were made about the inclusive atmosphere and high level of diversity at our college. ([3A.4.b.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/accreditation_survey_employee_final_7312.pdf))

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.4.b.1 | AP 3420 Equal Opportunity Employment | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A43_AP_3420.pdf> |
| 3A.4.b.2 | EEO Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/eeo_plan_wvmccd_board_approved_2-19-09.doc> |
| 3A.4.b.3 | EEO Plan Board Approval - February 19, 2009 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A4b3_eeo_plan_wvmccd_board_approved_2-19-09.pdf> |
| 3A.4.b.4 | Accreditation Employee Survey | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/accreditation_survey_employee_final_7312.pdf> |

## Standard IIIA.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

### Descriptive Summary

The college has avenues for advocacy for administration, faculty, staff and students and Board Policies guide and support the actions of the college and the district.

The district maintains Commitment to:

* Diversity BP 7100 ([3A.4.c.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_7100.pdf))
* Equal Employment Opportunity BP 3420 ([3A.4.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A43_AP_3420.pdf))
* Non-Discrimination BP 3410 ([3A.4.c.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A42_AP_3410.pdf))
* Personnel Files (AP 7145) ([3A.4.c.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3b1_AP_7145.pdf))
* Academic Freedom (BP 4030) ([3A.4.c.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_4030_Academic_Freedom.pdf))
* Workplace Violence Plan (BP 3510) ([3A.4.c.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_3510_Workplace_Safety.pdf))
* Sexual and Other Assault on Campus (BP 3540) ([3A.4.c.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_3540.pdf))
* Prohibition of Harassment (BP 3430) ([3A.4.c.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A44_AP_3430.pdf))
* Whistleblower Protection (BP 7700) ([3A.4.c.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A49_AP_7700.pdf))
* Drug Free Environment and Drug Prevention Program (BP 3550) ([3A.4.c.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_3550.pdf))

These policies, along with appropriate procedures and processes, provide access to service, classes and programs without regard to national origin, religion, age, sex or gender, race, color, medical condition or sexual orientation. The district Human Resources Department maintains the *WVMCCD EEO Plan* and provides training, reporting and analysis to ensure compliance. ([3A.4.c.11](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/WVMCCD_EEO_Plan_Board_Approved_2-19-09.pdf))

Students are also addressed in some of these policies in addition to the Student Rights and Responsibility Policies, which are available on the [WVC Website](http://westvalley.edu/services/policy/index.html) and also published in the *College Catalog* including the Student Code of Conduct and Complaint/Incident Report Form. ([3A.4.c.12](http://westvalley.edu/services/policy/docs/general-complaint-form.pdf)) Students are provided with a student grievance policy that outlines the steps for filing a grievance in instances where they feel that their rights have been violated. ([3A.4.c.13](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Student_Grievances_and_Appeals_Policy.pdf)) As appropriate, a hearing process can be implemented led by the Vice President of Student Services. The college implements 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.

Even though [participatory governance](http://www.westvalley.edu/about/governance.html) is not unique to WVC, the roles and perspective of all members of the college community are represented in the operation of the college. With our participative, quadripartite mode of decision making, there are numerous opportunities for constituency groups to advocate. The councils, standing committees, task forces and ad hoc committees are representatives of all four segments of the college community and their deliberations are open.

Bargaining units provide advocacy opportunities: the Association of Educators (ACE) for faculty, the Classified Employee Association (CEA) for classified professionals, the Supervisors Association Teamsters Local 856 for classified supervisors, and the Peace Officers Association for the District Police officers.

### Self-Evaluation

The college meets this standard. The college’s treatment of its faculty, classified, administration and students is guided by their constituency groups and their respective bargaining contracts and district-wide policies and procedures.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.4.c.1 | Commitment to Diversity BP 7100 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_7100.pdf> |
| 3A.4.c.2 | Equal Employment Opportunity BP 3420 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A43_AP_3420.pdf> |
| 3A.4.c.3 | Non-Discrimination BP 3410 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A42_AP_3410.pdf> |
| 3A.4.c.4 | Personnel Files | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A3b1_AP_7145.pdf> |
| 3A.4.c.5 | Academic Freedom | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_4030_Academic_Freedom.pdf> |
| 3A.4.c.6 | Workplace Violence Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_3510_Workplace_Safety.pdf> |
| 3A.4.c.7 | Sexual and Other Assault Policy | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_3540.pdf> |
| 3A.4.c.8 | Harassment and Discrimination | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A44_AP_3430.pdf> |
| 3A.4.c.9 | Whistleblower Protection | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/3A49_AP_7700.pdf> |
| 3A.4.c.10 | Drug Free Environment and Drug Prevention Program BP 3550 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/BP_3550.pdf> |
| 3A.4.c.11 | WVMCCD EEO Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/WVMCCD_EEO_Plan_Board_Approved_2-19-09.pdf> |
| 3A.4.c.12 | Complaint/Incident Report Form | <http://westvalley.edu/services/policy/docs/general-complaint-form.pdf> |
| 3A.4.c.13 | Student Grievance Policy | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Student_Grievances_and_Appeals_Policy.pdf> |

## Standard IIIA.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institution's mission and based on identified teaching and learning needs.

## Standard IIIA.5.a

The institution plans professional development activities to meet the needs of its personnel.

### Descriptive Summary

To meet its mission “*to* *support students along their pathways to reach transfer and career goals in an environment of academic excellence,*” and in accordance with BP 7160, West Valley College and the District offer opportunities to all employees for continued professional growth. ([3A.5.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/AP_7160.pdf))

Contractual professional development leaves (sabbaticals, professional growth and development (PG&D) award for faculty and the Classified Growth Incentive Program provide opportunities for renewal and salary incentives. The district HR Department provides various workshops and information sessions on multiple topics relevant to the betterment of district employees’ well-being and professional improvement. The district is committed to providing appropriate opportunities for meaningful personal and professional development for all members of the district community.

Co-sponsored by Human Resources and Information Systems and in partnership with People-on-the-GO, beginning May 1, 2011, district employees are able to access technology and efficiency training via webinar. This training is readily available at no cost to them or their department right at their desktop. 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.  Classes range in length from 90 minutes to two hours, and staff may take as many as they would like with approval of a supervisor. ([3A.5.2](http://wvm.edu/group.aspx?id=2473))

Effective spring 2013, HR staff began presentations on topics of interest at quarterly All Managers/Supervisors meetings. The purpose of such focused presentations is to increase awareness of the work-relevant topics and resource information for the managers so as to increase efficiencies, effectiveness, and support in their respective positions. ([3A.5.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/All_Managers_Team_Meetings/))

Professional Growth and Development of faculty is addressed in ACE contract article 47. ([3A.5.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_article_47.pdf)) The purpose of this article is 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, by allowing for additional step advancement on the Salary Schedule. Basic information and forms are available on the Professional Growth and Development website. ([3A.5.5](http://wvm.edu/content.aspx?id=2148))

The Classified Growth Incentive Program facilitates continued growth, professionally and personally, of each individual worker and ultimately enhances the District's institutional mission to effectively promote higher education.

The central feature of this program will be 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 complete college level certificates or degrees. ([3a.5.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea_contract_2012_15_final_web_article23.pdf))

District Human Resources encourages employees to attend training sessions complying with state and federal employment laws, education code, and board policies. Training schedules are announced periodically. These training sessions comply with the applicable law or governing agency as listed.

|  |  |  |  |
| --- | --- | --- | --- |
| District Staff Development  Training sessions complying with  State and Federal Employment Laws, Education Code, and Board Policies | | | |
| **Training Subject** | **Audience** | **Frequency Required** | **Requiring Agency** |
| **Illness and Injury Prevention Plan (IIPP)** | All employees | Yearly | Board Policy 3410  OSHA Requirement (Federal: 66:5916-6135 State: T8 CCR §3203) |
| **Cultural Competency/Diversity** | All employees | All employees during their first year of employment.  Updates when policy changes are made.  Supervisors - yearly | Board Policy 7100  CA Ed Code 1.1.1.201f |
| **Violence in the Workplace for Supervisors** | Managers and Supervisors | Once during employment with WVMCCD and upon promotion to supervisory position | Board Policy 3510  OSHA requirement Federal §5 (a)(1)  CA Ed Code 1.1.1.233.a.3-7 |
| **Violence in the Workplace** | Employees (all faculty and staff) | Once during employment with WVMCCD | Board Policy 3510  OSHA requirement Federal §5(a)(1)  CA Ed Code 1.1.1.233.a.3-7 |
| **Child Abuse Mandated Reporter Training** | All employees who have contact with anyone under the age of 18 during the course of their work | Once during employment with WVMCCD | Board Policy 3518  Penal Code 11166 |
| **Sexual Harassment Prevention for Supervisors**  **(Preventing Discriminatory Harassment for Supervisors)** | All employees with supervisory duties | Within 6 months of hire or promotion, every 2 years thereafter | Board Policy 3430  California Law AB1825  Government Code section 12950.1 |
| **Sexual Harassment Prevention**  **(What Everyone Needs to Know about Discriminatory Harassment – online version)** | Employees without supervisory duties | Every two years | Board Policy 3430 |
| **Screening Committee Training** | Employees serving on hiring committees | Before serving on a committee | Administrative Procedure 7100  Title 5, section 53003 (C)(4)  Academic Senate screening committee procedures |
| **FERPA (Student Confidentiality)**  **Federal Education Records Under the Family Educational Rights and Privacy Act** | Anyone in contact with student records | One time during employment with WVMCCD | Board Policy 5040  Applies to colleges and universities receiving federal funds under any program administered by the U.S. Dept. of Education  34 C.F.R. 99.1(a), 99.3 |
| **Emergency Management/HAZMAT Training** | Not coordinated by Staff Development | Central Services has this information | Board Policy 3505  Federal and State Laws |

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. ([3A.5.7](http://www.claremonteap.com))

The West Valley College Office of Instruction provides regularly scheduled retreats each semester for Division Chairs. Each Division chair receives 50% of their assignment to perform administrative duties per the ACE contract. ([3A.5.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_contract_ext_2011_page189.pdf)) For this reason, it is critically important that each retreat serves as an orientation and training ground for the Division Chairs. The Vice President of Instruction, in consultation with the Division Chairs, conducts retreats with topics ranging from Effective Enrollment Management, Budget planning, Student Success, Title 5 regulation changes, Curriculum, and Accreditation. ([3A.5.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Division_Chair_Retreats/))

New faculty members participate in a new faculty orientation program provided both by the district’s HR department and Office of Instruction at the college 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 takes place ongoing 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 provide an array of support and resources to support their first year at the college. Topics covered in this orientation include a general overview of the college, participatory governance process of the college, role of the faculty union, role of the Academic Senate, classroom management techniques, and the use of technology in the classroom. ([3A.5.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_handbook_complete_2010-2011.pdf)) With the recent budget reductions and increased state and legislative mandates, the new faculty orientation has not been as consistently ongoing as the college would have liked. There is a plan to ensure that meaningful and innovative new faculty orientation to be reinstated in spring 2014.

Beginning in June 2013, the Classified Senate provides online training to staff through Lynda.com. ([3A.5.11](http://westvalley.edu/committees/Accreditation/2013/evidence/3a/Lynda_Training/)) Lynda offers more than 2000 courses including many that are applicable to leadership skills. This service is paid for by the Senate using fundraising monies. Since instituting the program, all seats have been filled each time a new session begins demonstrating the need of classified employee training that is flexible with work assignments.

Student and Administration Support Staff (SASS) is a peer-support training program sponsored by the Classified Senate, with the support of President Davis. The goal is to improve classified training, create an interactive forum for suggestions, changes, and problem solving, and to develop more consistency in common processes throughout the college. Many classified staff members have to learn new jobs or take on more responsibility, and the college wants to support colleagues during this difficult transition.

SASS is in its infancy. It met twice in spring 2013, and then began regular monthly meetings in October 2013. A survey was conducted to determine the training needs of staff. ([3A.5.12](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/sass_training_survey_2013.xlsx)) The first session offered was to introduce staff to Lynda.com after the Classified Senate purchased five licenses for staff to use on a rotating basis. ([3A.5.13](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/sass_agenda.pdf)) Since then SASS presented trainings in the student and financial applications of Cognos and Microsoft Outlook. The trainers are classified staff who have expertise in a particular area and attendees are encouraged to share tips they might have.

### Self-Evaluation

The college meets this standard. The college and district offer a variety of professional development opportunities for its faculty, staff, and administrators all of which have at their core the goal of positively impacting student learning and success.

Loss of funding due to budget reductions continues to impact the ability to offer ongoing professional development activities. However, both the college and the district managed to adapt its programming for alignment with institutional goals and trends and needs of faculty and staff.

### Actionable Improvement Plans

* Explore opportunities to maximize staff development, utilizing data-driven decision on focused-topics, during times of constrained budget.
* Conduct streamlined and strategic leadership training for the Division chairs and Department chairs.
* Continue to offer an ongoing new faculty orientation in spring 2014.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.5.1 | [Administrative Procedure 7160](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ap_7160.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/AP_7160.pdf> |
| 3A.5.2 | [WVMCCD Staff Training Webpage](http://wvm.edu/group.aspx?id=2473) | <http://wvm.edu/group.aspx?id=2473> |
| 3A.5.3 | Supervisor/Manager Meeting Agendas | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/All_Managers_Team_Meetings/> |
| 3A.5.4 | [Association of College Educators Article 47](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_article%2047.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_article_47.pdf> |
| 3A.5.5 | [Faculty Professional Development webpage](http://wvm.edu/content.aspx?id=2148) | <http://wvm.edu/content.aspx?id=2148> |
| 3A.5.6 | Article 23 - Classified Professional Growth Incentive Program | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/wvmcea_contract_2012_15_final_web_article23.pdf> |
| 3A.5.7 | [Claremont Employee Assistance Program](http://www.claremonteap.com/index_static.html) | <http://www.claremonteap.com> |
| 3A.5.8 | ACE Contract Appendix D | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/ace_contract_ext_2011_page189.pdf> |
| 3A.5.9 | Division Chair Retreat | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Division_Chair_Retreats/> |
| 3A.5.10 | [Faculty Handbook](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_handbook_complete_2010-2011.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_handbook_complete_2010-2011.pdf> |
| 3A.5.11 | [Lynda Training](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/lynda_training.pdf) | <http://westvalley.edu/committees/Accreditation/2013/evidence/3a/Lynda_Training/> |
| 3A.5.12 | SASS Survey | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/sass_training_survey_2013.xlsx> |
| 3A.5.13 | SASS Training | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/sass_agenda.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/2013_Lynda.com_Licenses_Purchase.pdf> |

## Standard IIIA.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### Descriptive Summary

District Human Resources Department includes a participant evaluation of workshops and trainings each time they are offered. Feedback and comments are reviewed and evaluated for relevance and effectiveness of training. Results are utilized for future development of new training and professional development opportunities. ([3A.5.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/eap_mgt_orientation_eval_09-13-13.docx))

The All College Day Committee is also responsible for planning and coordinating All College Day (ACD) activities subject to the requirements of the Association of College Educators Collective Bargaining Agreement and approved by the Academic Senate.

The evaluation process for All College Day (Flex day) is completed through the distribution of an assessment form during the initial welcoming events, workshops and other events throughout the day. The assessment results are reviewed by the All College Day Committee (ACD) ([3A.5.b.2](http://www.westvalley.edu/committees/All_College_Day/index.html)) and shared with the college President and Cabinet. Recommendations are ascertained and implemented. The committee develops and coordinates the All College Day activities from the input of faculty, staff, administrators and the ACD Committee’s evaluation, survey, and e-mail.

The purpose of the WVC Professional Development Committee is to plan and coordinate the professional development activities for faculty and staff. The Professional Development Committee is responsible to assess the needs of the college as they relate to professional development and improvement of teaching and learning, and student service. They also develop programs and strategies to meet these needs. The Professional Development Committee annually evaluates the Professional Development Program and Funding Guidelines. ([3A.5.b.3](http://www.westvalley.edu/committees/Professional_Development/Documents/Forms_And_Instructions/Conference_And_Grant_Forms/WVCMini-Grant_Guidelines_2011-12.doc)) The Professional Development Committee members examine, approve or deny requests for professional development funding using an established process.

The newly identified faculty coordinator for the WVC Student Success Team will continue to lead the implementation process of the Student Success Act of 2012, or the Student Success and Support Programs, and begin leading critical exploration of teaching and learning needs that address student success. ([3A.5.b.4](http://www.westvalley.edu/committees/Accreditation/student_success_diagram.html)) The college is deeply committed to this newly and strategically focused work as part of the WVC’s Institutional Effectiveness, supporting professional development opportunities for faculty, staff, administrators, and students.

### Self-Evaluation

The college meets this standard.The reduction of funding created a challenging environment to continue supporting professional development activities. However, the college made commitment to provide strong college-wide All College Day each semester. With the Student Success Team led by the new coordinator starting in spring 2014, the college will emphasize on new, innovative, and forward-thinking teaching and learning, as well as student support opportunities to ensure student success.

### Actionable Improvement Plans

* WVC Professional Development Committee and All College Day Committee work to increase synergy between these committees to streamline efforts to provide strong professional development activities for the campus community.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3A.5.b.1 | Participant Evaluations – EAP Orientation | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/eap_mgt_orientation_eval_09-13-13.docx> |
| 3A.5.b.2 | All College Day Committee | <http://www.westvalley.edu/committees/All_College_Day/index.html> |
| 3A.5.b.3 | Professional Development Program and Funding Guidelines | <http://www.westvalley.edu/committees/Professional_Development/Documents/Forms_And_Instructions/Conference_And_Grant_Forms/WVCMini-Grant_Guidelines_2011-12.doc> |
| 3A.5.b.4 | Student Success team Framework | <http://www.westvalley.edu/committees/Accreditation/student_success_diagram.html> |

## Standard IIIA.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

### Descriptive Summary

The college regularly assesses its human resources needs in a number of ways which integrate human resources planning with institutional planning. The college assesses the use of its human resources primarily through its planning and resource allocation process as part of the college’s Integrated Planning and Resource Allocation and resource allocation. ([3A.6.1](http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html)) Program Review, which is one of the three main components of this ongoing planning and assessment cycle, includes information for needs and rationale for human resources. Program Review allows for departments to annually assess budgets and how goals are met through human and other resource requirements. Subsequently, starting in spring 2014, the Budget and Resource Advisory Council (BRAC) reviews the human resources needs used established criteria and in alignment with the college’s mission. ([3A.6.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/brac_12_17_13.pdf)) Recommendations will be forwarded to College Council which advises the president.

Faculty hiring at the college occurs through a clearly defined process that is integrated in the participatory governance process. There is a clearly delineated process chart and timeline produced each year by the Vice President of Instruction in consultation with the Division Chairs Council and Academic Senate. ([3A.6.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Faculty_Hiring_Process_and_Timeline.pdf))

In recent years’ severe budget reduction, the college engaged in participatory governance based assessment process in identifying areas of reductions in conjunction with possible restructuring and consolidation of programs, departments, and services. Beginning in spring 2013, subcommittee of the College Council created four ”Focus Area Interdisciplinary Team (FAIT)”s across campus, opening wide opportunity for the campus community members to participate in this process, as well as ensuring transparency throughout the process. ([3A.6.4](http://westvalley.edu/committees/Accreditation/2013/evidence/4b/FAIT_Process/)) The college came to some decisions in the late fall 2013 semester and some areas of analysis will continue into the spring 2014 semester. ([3A.6.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/president_budget_reduction_restructuring_outcomes.pdf)) While extremely challenging, this process created ample opportunity for the college community to thoughtfully review, analyze, and assess needs for human resources in various sectors of the college.

### Self-Evaluation

The college meets this standard. The decisions for prioritizing hiring requests are firmly rooted in the participatory governance process, camps wide.

### Actionable Improvement Plans

• Assess BRAC role and responsibilities in spring 2014.

### Evidence

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| --- | --- | --- |
| 3A.6.1 | Integrated Planning Diagram | <http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html> |
| 3A.6.2 | Budget Resource Advisory Council | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/brac_12_17_13.pdf> |
| 3A.6.3 | Faculty Hiring Process and Timeline | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Faculty_Hiring_Process_and_Timeline.pdf> |
| 3A.6.4 | FAIT Documents | <http://westvalley.edu/committees/Accreditation/2013/evidence/4b/FAIT_Process/> |
| 3A.6.5 | President’s Letter re: Budget Reduction/Restructuring Outcomes | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/president_budget_reduction_restructuring_outcomes.pdf> |

# Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

### Descriptive Summary

West Valley College provides safe and sufficient physical resources of its programs and services.

West Valley College is set in a wooded area surrounded by natural beauty including oak trees and a creek running through the campus. The physical facility consists of 29 buildings and 6 athletic fields sitting on 143 acres. ([3B.1](http://westvalley.edu/maps/)) There are 27 single story buildings and two double story buildings. The college has seven parking areas that will accommodate 3,130 vehicles for students and faculty. The majority of parking is on the north-west corner of the campus at the intersection of Fruitvale and Allendale Avenues. Most original structures are single story, but as the college renovates and additions from approved Bond Measure H & C, more modern two story buildings are becoming prevalent as with the Fox Center. The physical space of the campus totals 538,242 gross square feet with 368,487 assignable square feet.

The campus consists of four informal zones distributed by academic disciplines and use. The first zone on the north side of campus is the Sciences Zone. It includes the Applied Arts and Science and the Science and Math Divisions. The second zone is the Central Zone of campus includes the Business Division and multiple student services including the bookstore, the Office of Admissions and Records, Counseling and Administration Offices. The third zone on the east side of campus is the Liberal Arts Zone. It includes the Social Science, Fine Arts, and Language Arts Divisions. It also includes the Tutorial Center and Library. The fourth zone on the south side of campus is the Athletics Zone. It consists of the Physical Education Division and Athletic fields. There are seven athletic fields for soccer, softball, football, track, tennis, golf and baseball.

The West Valley Mission Community College District was approved by voters in 1963. The District’s first college, West Valley College, was established in 1964 and became operational on a 12.5 acre site located in the city of Campbell. The first year of operation, 1964-1965, the college had 3,203 students with 53 faculty and 10 administrators offering 100 courses.

In 1964, the district purchased the current 143 acres of land bordered by Fruitvale and Allendale avenues in Saratoga. Between the years of 1964 – 1974 the college was created with the first buildings completed in 1968. Mission college was established in 1979 and in 1985 the district added Mission College to form a two-college district.

The college has existed in its present location for almost four decades and most of its buildings were in need of updating and reconstruction. To meet this need, the district successfully conducted a $235 million bond measure in November 2004. The college was allocated $97 million from the Measure H Bond for new building and reconstruction projects. ([3B.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_7_bond_measure_h_priority_list.xls)) The college has been successful in pursuing state construction funds in excess of $60 million to help meet its facilities development plans. The projects completed with Bond Measure H include the Math & Science renovation and addition, the construction of a two-story Technology (Fox) Center, a replacement pool for the Aquatic Center, and reconstruction of Applied Arts and Science, Language Arts, Social Science, and the Learning Center. The measure also renovated the Campus Center and modernized infrastructure. ([3B.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/completed_measure_h_projects.pdf))

In June of 2012, the electorate approved a $350 million local general obligation bond (Measure C) for The West Valley Mission Community College District which provides funding for $157 million in construction projects for West Valley College. The bond (Measure C) will support the development of several construction projects on the main campus. Construction project include new building construction for Student Services, Fine and Performing Arts, and the Library and Learning Resource Center. The projects also include renovation of Applies Arts and Sciences, Business Division, Humanities and Fine Arts, Campus Center, Administration of Justice, and Physical Education. Additional bond measure projects include Technology Systems, Planetarium upgrades and parking lots and walkway replacements. ([3B.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls))

Facilities planning, design, construction and maintenance are the primary responsibilities of the West Valley Mission Facilities Department. ([3B.5](#_B._PHYSICAL_RESOURCES)) However, to ensure that physical resources support student learning programs and services and improve institutional effectiveness, West Valley College employees play a primary role in designing the functional elements of buildings and collaborate with District staff on other aspects of new facilities. In addition, campus personnel play an important part in coordinating the operations of facilities on campus.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3B.1 | Campus Map | <http://westvalley.edu/maps/> |
| 3B.2 | Measure H Bond Projects List | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_7_bond_measure_h_priority_list.xls> |
| 3B.3 | Measure H Completed Project List | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/completed_measure_h_projects.pdf> |
| 3B.4 | Measure C Bond Projects | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls> |
| 3B.5 | [Function Map: Physical Resources](#_B._PHYSICAL_RESOURCES) | [Function Map: Physical Resources](#_B._PHYSICAL_RESOURCES) |

## Standard IIIB.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

### Descriptive Summary

West Valley College and the West Valley Mission Community College District (WVMCCD) Facilities Department have effective procedures to regularly evaluate the safety of physical resources against multiple criteria. These criteria include building codes, OSHA requirements, and common risk management best practices. Stringent design standards are followed that meet or exceed current building codes for school facilities. All building projects undergo multiple review procedures, both in the design and construction phases to ensure that they meet all applicable building codes and safety and accessibility requirements. In addition, the college uses both internal and external safety and security evaluations of its facilities and monitors employee and non-employee accident and injury reports to identify and reduce or eliminate risk factors through maintenance and improvements of physical resources and training of employees.

The college ensures the safety of its facilities by utilizing the annual report prepared by the district’s insurance company, Keenan & Associates. Keenan & Associates complete an annual inspection of each facility and, in conjunction with the district facilities manager. ([3B.1.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvcmc_swacc_020113_condition.pdf)) The report provides the college needed safety adjustments and repairs. The college maintains standards in compliance with OSHA (Occupational Safety Health Standards), ADA (Americans with Disabilities Act), and local building codes requirements.

The Vice President of Administrative Services meets once a month with the college’s Facilities and Safety Advisory Council to ensure that the campus meets state regulations regarding health and safety. ([3B.1.2](http://westvalley.edu/committees/Facilities_Safety_Advisory/)) The committee is composed of representatives from each building on campus plus representatives from Health Services, Security, and Student Services. The committee receives annual revenues to assign for facility repairs and improvements. Recommendations from this committee are forwarded through the Vice President of Administrative Services to the district facilities department.

The WVMCCD’s comprehensive planning process provides safe and sufficient resources that assure the integrity and quality of its programs and services. The college’s *Educational and Facilities Master Plan* 2009 (E&FMP) ([3B.1.3](http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf)) planning and development process provided determination of sufficiency of classrooms, lecture halls, laboratories, and other critical facilities for instruction and student services:

Beginning in 2001: The College developed its first E&FMP. It was a highly participatory process involving many constituencies of the college.

August 2008: The WVMCCD Board of Trustees hired a planning team to assist West Valley College in developing an *Educational and Facilities Master Plan* to the previously developed 2001 plan. The planning process was a highly participatory one involving many constituencies of the college. During the summer and early fall of 2008, the College Council worked with the planning team to define the project scope, develop processes and timelines, and develop the educational plan goals. Educational planning information and data were collected, and Program Reviews were analyzed to assure compatibility with the college’s strategic goals.

Fall 2008: Meetings were held with representatives from every work unit and academic discipline. The meetings were designed to confirm findings from Program Reviews and assess future plans and needs. The condition of existing facilities, grounds, way finding, and pedestrian and vehicular access was also assessed.

December through February 2009: Internal and external environmental scans were completed. Concurrently, other studies were completed that provided information for the E&FMP. These studies are described later in this section.

Using the Program Reviews, the environmental scan, the information from the other studies, and a collection of other internal and external resource documents, the College Council reviewed the list of potential college-wide educational initiatives that were then disseminated via the participants to the entire campus community. Then, in February, the College Council, working with the planning consultants and using the educational initiatives as a guide, discussed several options for possible new campus construction and facilities modifications.

Spring 2009: The College Council worked closely with the consultants reviewing a series of planning options and developing recommendations for the *Facilities Plan*. The discussion included the consideration of primary and secondary effects, project linkages and priorities, strategies for maximizing state funding, preliminary project budgets, and phasing plans.

The planning process included a series of College Council meetings as well as presentations and discussions with the college to broaden the plan’s perspective and to enhance the acceptance of proposed developments. The primary data used to evaluate the sufficiency of classrooms, laboratories and other facilities are capacity-to-load ratios and instructional space utilization reports.

The district facilities department annually updates the *West Valley College Space Inventory*. ([3B.1.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_5__space_inventory.pdf)) 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* ([3B.1.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf)). The state uses these figures, along with projected enrollment growth, to develop capacity/load ratios that are considered in the prioritization of projects.

In 2005, the district authorized Geier & Geier Consulting, Inc. to assess its current facilities. This assessment found that over the three decades since the campus was completed, changes in instructional methods have created the need to modify existing space (classrooms, laboratories, and offices) and to develop additional technology capacity and distance learning capabilities ([3B.1.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/WVC%20_Geier&Geier%20Consulting_Report_2005.pdf)). Findings from this evaluation contributed to the formulation of direction for the Educational and Facilities Master plan of 2009.

West Valley College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. The college’s *Educational and Facilities Master Plan* (E&FMP) assesses facilities needs in support of educational programs. Working in collaboration with faculty, staff, and students, college administrators are responsible for the implementation of the plan. Facilities, maintenance, and custodial services are district functions with a district director of facilities assigned to West Valley College. The E&FMP was last reviewed comprehensively in 2009. ([3B.1.7](http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf))

The district annually updates its *Five-Year Construction Plan*. This 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. ([3B.1.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf))

The primary focus of all facilities planning is to ensure that facilities are constructed and maintained to assure access, safety, security and a healthful learning and working environment, while meeting instructional and institutional goals.

The Executive Director of Facilities, Construction, and Maintenance develops an *Annual Scheduled Maintenance Report* for all district facilities maintenance needs. ([3B.1.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b1b_15_201314_state_scheduled_maintenance_plan.pdf)) The College’s Facilities and Safety Advisory Council, in conjunction with the college’s facilities manager, meets and confers regarding maintenance and repair needs. Roadways, pathways and signage are under continual scrutiny from campus police, maintenance, and campus facility groups. ([3B.1.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_16__2011_12_smallfacilitiesproject.pdf))

West Valley’s sixteen modular building are approved by the Department of State Architects. Scheduled maintenance funds address the need for upkeep and replacement of roofs, HVAC, windows and doors, and any other structural improvements. ([3B.1.11](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b1b_1_maintenance_operating_budget.pdf))

New building plans conform to state building code standards as determined by the California Department of State Architects (DSA). Community Colleges currently operate under the Field Act, a stringent building code for public schools. The college hires a licensed architect to provide plans and specifications that are approved by DSA. After DSA approval, the project is publicly bid and awarded to the lowest responsible licensed contractor. A DSA state inspector is present during construction to make sure that buildings are built to specifications. The *West Valley College Educational and Facilities Master Plan* (E&FMP) called for an *Environmental Impact Report* (EIR) to assess the effects of the actions proposed in the master plan. ([3B.1.12](http://wvm.edu/content.aspx?id=4978))

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. When courses are offered off-campus, routine maintenance is performed regularly. These facilities must comply with building regulations issued by the DSA and federally mandated health and safety requirements, ensuring ADA access. To ensure off-site facilities have the resources that aid in the delivery of West Valley College’s educational programs, the coordinator of relevant academic area works with staff at the off-site location to ensure that all instruction and service needs are met.

In March 2011, the college leased approximately 2,820 square feet at 1 West Campbell Avenue from the City of Campbell. ([3B.1.13](http://westvalley.edu/classes/campbell.html)) 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 such as the Campbell/San Jose Center are regularly inspected by West Valley College employees and the same compliances described above apply.

The college maintains a safe, secure environment for its students and personnel ([3B.1.14](http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7012)). In the 2012 accreditation survey, 71% of the student respondents noted positively that they feel safe on campus during the day. ([3B.1.15](http://www.westvalley.edu/committees/Accreditation/documents/surveys/accreditation_student_survey_report__07_12.pdf)) 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.

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. Projects eligible for state funding remain on the *Five-Year Construction Plan* until they are funded or rejected by the state, or until the priorities for facilities change because of other factors.

Most funding sources for facilities maintenance and improvement, including the *Five-Year Construction Plan*, have specific guidelines and/or restrictions. The college regularly applies for state-scheduled maintenance funds earmarked for repairs. The availability of funds varies from year-to-year with specific guidelines for the types of projects that qualify. The state funds require matching funds. Each submitted project is then rated against a state formula. Available funding determines the number of funded projects. The college annually updates the list of projects to be submitted to the state based on critical needs, periodic facilities maintenance assessment, the *Facilities Condition Assessment Report* and the availability of matching funds ([3B.1.16](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/Facilities_Condition_Assessment_Report.pdf)). Projects completed and in process since 1998 are listed in the *Facilities and Campus Development Project Listing.*

The physical resource process is structured by two branches:

1. The Committee Structure:

The Facility and Safety Advisory Committee develops facility standards. The standards include what type of seats or tables are standard for classrooms. The committee develops policies and procedures. Small facilities projects are determined by the VP of Financial Services and the cabinet if they are less than $10,000 in scope. If the project cost is determined to be more than $10,000 then it goes to the Facilities Advisory Committee for prioritization in to Tier I, Tier II, or Tier III. The committee develops a project cost and planning agenda. ([3B.1.17](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b//small_facilities_project_flow_chartandform.xls))

1. The Administrative Structure:

A project determined to pass the “one-day” test is a project that will take one day or less to complete. A one-day test project will be completed as a work order. A project taking longer than one day will be a small facilities improvement project (i.e. replacing office furniture mounted on a wall). The Administrative Structure includes the following items:

* + - E&FMP
    - Bond Measure Priority Project List
    - 5-Year Project Plan
    - Small Facilities Project List

West Valley College uses its institutional planning process to identify equipment needs. Departments identify and prioritize needs in their Program Reviews. ([3B.1.18](http://www.westvalley.edu/committees/program-review/index.html)) Starting in spring 2014, the Budget and Resource Advisory Council (BRAC), as part of the Integrated Planning and Resource Allocation and resource allocation processes, will review and analyze requests with established criteria in accordance with the college mission statement and priorities to make subsequent recommendations to the College Council. ([3B.1.19](http://westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf)) Once approved, distributed, and installed, designated staff maintain campus-based equipment including maintenance technicians, information technology staff, laboratory technicians, athletic attendants, and instructional assistants. Funding for most facilities and equipment is centralized in the college budget to meet the ongoing needs of the college programs and services**.**

The college’s Instructional Technology Division, which handles planning and upkeep of the college’s technology equipment needs, was recently restructured due to the retirement of the Dean of Instructional Technology and Services. Under the leadership of the Vice President of Administrative Services, a streamlined technology equipment inventory will be refreshed as well as cross-referenced with facility equipment needs (i.e. HVAC computerized system, new alarm system). It is reflected in the college’s Technology Strategic Plan. ([3B.1.20](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/technology_strategy_update_for_tac_11-12-13.pdf))

Colleague, the college’s administrative management system, is used for class scheduling and to assign classrooms and evaluate room utilization. West Valley College and Mission College began exploring the Ad Astra system to specifically address instructional facility space in 2010. ([3B.1.21](http://www.aais.com/products)) Ad Astra is to be fully adopted at West Valley College; however its implementation plan will be revisited to incorporate the revisions occurring with facility and renovation priorities.  As buildings are renovated and room inventories change, Ad Astra's database will be updated as well in order to align with the room assignments in Colleague's schedule of classes.   A review of the Ad Astra facilities inventory will be completed in spring 2014, followed by Ad Astra training for staff members using the system for more complete implementation by fall 2104.

ANGEL Learning Management provides a cloud based distance learning environment. ([3B.1.22](http://wvmccd.angellearning.com/default.asp)) 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.

The [Annual Safety & Security Report For 2013](http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7012) , completed in October of each year, meets federal reporting guidelines. The report includes statistics on criminal problems and police and security issues over a three year period. Overall reports for assaults, burglary, sex crimes, stolen vehicles, theft, drug violations and traffic collisions have declined during this period.

### Self-Evaluation

The college meets this standard. The college has existed in its present location for almost four decades, and most of its buildings are in need of updating and reconstruction. To meet this need, the district successfully conducted a $235 million bond measure in November 2004. The college was allocated $97 million from the Measure H Bond for new building and reconstruction projects. ([3B.1.23](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_7_bond_measure_h_priority_list.xls)) The college has been successful in pursuing state construction funds in excess of $60 million to help meet its facilities development plans. In June of 2012, the electorate approved a $350 million local general obligation bond (Measure C) for The West Valley Mission Community College District. The passing of bond Measure C in 2012 will provide $157 million in funding for new construction projects. ([3B.1.24](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls))

The college has always supported the learning outcomes of students with disabilities. Disability Educational Student Program (DESP) maintains close relationships with the Facilities department to ensure there are no physical barriers that prevent students from achieving their educational goals. The college is in compliance with state and federal mandated American with Disabilities Act (ADA) standards and consistently makes improvements to the college’s physical plan to ensure accessibility. ([3B.1.25](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/ada_barrier_removal_project_2010.pdf))

### Actionable Improvement Plan

* Under the leadership of the Vice President of Administrative Services in conjunction with the district Information systems (IS) department, complete installation of the Ad Astra software for instructional schedule planning for room allocation.
* Plan for revision of Educational and Facilities Master Plan district-wide

### Evidence

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| --- | --- | --- |
| 3B.1.1 | Keenan and Associates SWACC Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvcmc_swacc_020113_condition.pdf> |
| 3B.1.2 | Facilities and Safety Advisory Council | <http://westvalley.edu/committees/Facilities_Safety_Advisory/> |
| 3B.1.3 | Educational and Facilities Master Plan 2009 | <http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf> |
| 3B.1.4 | WVC Space Inventory | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_5__space_inventory.pdf> |
| 3B.1.5 | WVMCCD Five Year Construction Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf> |
| 3B.1.6 | Geier and Geier Report 2005 | [http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/WVC \_Geier&Geier Consulting\_Report\_2005.pdf](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/WVC%20_Geier&Geier%20Consulting_Report_2005.pdf) |
| 3B.1.7 | Educational and Facilities Master Plan 2009 | <http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf> |
| 3B.1.8 | WVMCCD Five Year Construction Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf> |
| 3B.1.9 | WVMCCD Annual Scheduled Maintenance Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b1b_15_201314_state_scheduled_maintenance_plan.pdf> |
| 3B.1.10 | Facilities and Campus Development Project Listing | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_16__2011_12_smallfacilitiesproject.pdf> |
| 3B.1.11 | Scheduled Maintenance Funds | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b1b_1_maintenance_operating_budget.pd> |
| 3B.1.12 | Environmental Impact Report | <http://wvm.edu/content.aspx?id=4978> |
| 3B.1.13 | Campbell Center | <http://westvalley.edu/classes/campbell.html> |
| 3B.1.14 | [Annual Safety & Security Report For 2013](http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7012) | <http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7012> |
| 3B.1.15 | Accreditation Student Survey | <http://www.westvalley.edu/committees/Accreditation/documents/surveys/accreditation_student_survey_report__07_12.pdf> |
| 3B.1.16 | Facilities Condition Assessment Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/Facilities_Condition_Assessment_Report.pdf> |
| 3B.1.17 | Small Facilities Project Flow Chart and Form | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b//small_facilities_project_flow_chartandform.xls> |
| 3B.1.18 | Program Review | <http://www.westvalley.edu/committees/program-review/index.html> |
| 3B.1.19 | Budget and Resource Advisory Council | <http://westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf> |
| 3B.1.20 | WVC Tech Plan November 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/technology_strategy_update_for_tac_11-12-13.pdf> |
| 3B.1.21 | Ad Astra | <http://www.aais.com/products> |
| 3B.1.22 | Angel Course Management System | <http://wvmccd.angellearning.com/default.asp> |
| 3B.1.23 | Measure H Bond Projects List | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_7_bond_measure_h_priority_list.xls> |
| 3B.1.24 | Measure C Bond Projects List | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/ada_barrier_removal_project_2010.pdf> |

## Standard IIIB.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

### Descriptive Summary

The West Valley Mission Community College District (WVMCCD) Facilities Department is led by the Executive Director of Facilities, Maintenance and Construction. ([3B.1.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf), [2](http://wvm.edu/group.aspx?id=176&linkidentifier=id&itemid=176)) 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 prioritized and attended to in order of precedence and urgency. The Vice President of Administrative Services at the college is the direct contact with the WVMCCD 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.

In addition to a comprehensive long-range planning process to ensure the adequacy of resources will into the future, the WVMCCD Facilities Department and West Valley College use an integrated process to design, construct, modify and maintain buildings to ensure effective utilization and continuing quality of facilities to meet the needs of its programs and services. The WVMCCD Facilities Department evaluates and formulates plans for facilities using state prioritization criteria to project eligibility for new or modernized space across campus. West Valley College continuously evaluates facility needs based on college priorities through the institutional planning process. West Valley Mission Community College District’s (WVMCCD) comprehensive planning process aligns with the mission statements of the district and colleges, encompassing resource allocation and curriculum offerings. As a result, the *WVC Educational and Facilities Master Plan 2009* ([3B.1.a.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/2009_wvc_educational_and_facilities_master_plan_page73.pdf)) clearly delineated recommendations for the college’s facility needs:

1. Maximize functional space
   1. Renovate facilities
   2. Address program needs
   3. Continue technological advancements
2. Eliminate non-functional space
   1. Remove temporary buildings
   2. Replace aging facilities
3. Improve efficiency/utilization of facilities
   1. Consolidate related programs
   2. Create flexible, interdisciplinary spaces
4. Enhance the campus environment
   1. Create gathering spaces for learning
   2. Improve landscape and way finding

With the successful passage of Measure H bond in the amount of $235 million for the district in November 2004, construction projects were successfully completed below based on the Educational and Facilities Master Plan. ([3B.1.a.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/completed_measure_h_projects_page2-4.pdf))

* Aquatic Center project
* Campus Technology Center (Fox Center)
* Science and Math addition
* Science and Math Building renovation
* ADA barrier removal (phase 1)
* Utility infrastructure modernization
* Surface improvements (I, II & III)
* Interim housing/swing space/Wet labs
* Campus Center building renovation
* Campus Center Student Grove project
* Applied Arts and Science renovation
* Classroom and student services facility upgrades
* Solar photo voltaic system projects

The college is completing one project remaining from Measure H—the Applied Arts and Science (AAS) renovation which is slated for completion in the Spring 2014 semester.

With the recent successful passing of the bond measure C with $350 million. The college delineated the following re-prioritized plan. The initial list of construction projects was approved by the Board in January 2013. ([3B.1.a.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls))

* Applied Arts and Science renovation
* Student Services Building-New replacement
* Library and Learning Resources Center reconstruction
* Fine Arts Building – new replacement
* Humanities and Fine Arts building renovation
* Business Division renovation and Administration of Justice building
* Planetarium upgrade

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 of new or renovated projects. When the building project is LEED certified, the college’s Sustainability Committee ([3B.1.a.6](http://www.westvalley.edu/committees/Sustainability/)), an advisory committee to the College Council, works in collaboration with the architects often creating student internship opportunities.

Once any individual project is launched, the design team is constructed. A team consists of a Project Lead who is a college administrator who is the overseer of the entire project, a core group that includes key personnel of the focused areas, the architects, the project manager (Gilbane), and the Executive Director of Facilities, Maintenance, and Construction. Initially the project architects/engineers/project managers and facilities planners meet early and often with WVC end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction documents phase that allows the project to be put out to bid in order for a contract to be awarded. WVC end-user participation scales back during the construction phase, when the designs are being built, but then the college’s involvement ratchets up once again toward the end of construction when furniture and equipment requirements are identified and produced.

At key milestones in the project design, plans are submitted to the West Valley College President’s Cabinet for review and input. Once the design is complete, the project is submitted to the Division of the State Architect (DSA) for structural, fire/life safety, and accessibility review and approval.

The WVMCCD Facilities Department staff also coordinates all significant alterations and upgrades to ensure facilities meet changing needs and provide a safe and accessible learning and working environment. Routine repairs and maintenance is performed by a combination of WVMCCD Facilities Department and West Valley College.

The WVMCCD Facilities Department and West Valley 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 WVMCCD Facilities Department to dispatch maintenance personnel to provide services. Non-urgent requests for custodial, maintenance or other facilities services such as alterations and upgrades are submitted via an online work order system. ([3B.1.a.7](http://secure-www.wvm.edu/)) An employee can initiate a work order to identify needed maintenance or alterations to improve facilities. Priority is given to safety and health requests and other critical needs.

West Valley College evaluates the effectiveness of its facilities and equipment using input from the Program Review process, as part of the college’s Integrated Planning and Resource Allocation process, as well as by monitoring work order requests and other forms of input through the Facility and Safety Advisory Council or other campus constituency groups. Some work orders are maintenance related such as furniture replacement and repair, some are technology related use in classrooms and faculty offices. West Valley College has three different entities for addressing different technological maintenance needs:

1. The district Information System (IS) department is responsible for faculty offices and classroom network connections as well as the campus-wide wireless internet system consistently used by students and staff to utilize laptops, tablets, or iPads. The district IS department is responsible for providing necessary computer and printers for individual staff and faculty.
2. Instructional Technology staff on campus are responsible for the replacement of computer equipment in classrooms, computer labs, and other instruction-related facilities. The staff is also responsible for setting up such “smart” classrooms and labs to be ready for instructional purposes prior to start date of each semester. Staff also provide maintenance, troubleshooting, and faculty assistance for any classroom instructional technology related needs during the semester.
3. Classroom Technology staff who update, replace, or troubleshoot audio-video related works.

All forms of feedback are used to identify and prioritize needed improvements to facilities and equipment. At a time of reduced resources, it is critically important for the college and district IS to coordinate their planning efforts in providing necessary support and services to the college. The college is in the process of implementing Ad Astra software for effective utilization of facilities and classrooms. ([3B.1.a.8](http://www.aais.com/products)) Implementation of this tool will allow the college to receive reports on academic and non-academic use of classrooms in a timely manner to ensure rooms are scheduled efficiently. In addition, currently separately managed room reservations such as those in the Fox building, Campus Center, and the Library can centralized through Ad Astra.

West Valley College’s *Hazardous Material Management Plan (HMMP)* was certified by the FHDA. ([3B.1.a.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/WVMCCD_Hazardous_Material_Plan_2012.pdf)) The HMMP outlines procedures for emergency response and contingency in case of chemical spills, fumes, injury, and/or containment, treatment, evacuation, and training.

### Self-Evaluation

The college meets this standard. The above initiatives, activities, and processes demonstrate how the institution plans, builds, maintains, and upgrades its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

### Actionable Improvement Plan

* Coordinate planning processes of the District IS and college’s IT in regards to needs of equipment and software.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3B.1.a.1 | WVMCCD Organizational Chart | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf> |
| 3B.1.a.2 | WVMCCD Facilities Webpage | <http://wvm.edu/group.aspx?id=176&linkidentifier=id&itemid=176> |
| 3B.1.a.3 | *WVC Educational and Facilities Master Plan 2009- page 73* | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/2009_wvc_educational_and_facilities_master_plan_page73.pdf> |
| 3B.1.a.4 | Measure H and Capital Outlay Program report November 13, 2013 (p. 2-4) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/completed_measure_h_projects_page2-4.pdf> |
| 3B.1.a.5 | Board Approval – Measure C construction List, January 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls> |
| 3B.1.a.6 | WVC Sustainability Committee | <http://www.westvalley.edu/committees/Sustainability/> |
| 3B.1.a.7 | Work Order System | <http://secure-www.wvm.edu/> |
| 3B.1.a.8 | Ad Astra | <http://www.aais.com/products> |
| 3B.1.a.9 | *WVC Hazardous Material Management Plan* | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/WVMCCD_Hazardous_Material_Plan_2012.pdf> |

## Standard IIIB.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

### Descriptive Summary

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 the architectural barriers were out of compliance with current ADA standards. ([3B.1.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/completed_measure_h_projects_page3.pdf))

The college has always been a leader in recruiting and supporting the learning outcomes of those students who possess a disability of some sort. The Disability and Educational Support Program (DESP) maintains close relationships with the WVMCCD 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.

The college continues to upgrade the facilities as part of the Measure C Bond construction project to maintain compliance with the Americans with Disabilities Act (ADA) standards and related state codes. All renovations and new projects are reviewed and approved by the Division of the State Architect. It is the position of the college not to deny any student instructional access due to physical limitations imposed by the campus. Toward that end, the college has over the years made improvements to the college’s physical plan to ensure accessibility. On an ongoing basis, ADA and other safety issues are addressed through the campus’s Facility and Safety Advisory Council. ([3B.1.b.2](http://westvalley.edu/committees/Facilities_Safety_Advisory/)) The Facility and Safety Advisory Council reviews and recommends policies governing the college’s physical plant and physical plan improvements to the college’s highest governing committee, the College Council. In addition, as part of the capital construction plan, newly constructed facilities and existing facilities that are renovated are built to comply with ADA codes.

The district and the college routinely assess accessibility and safety of the buildings. The Division of State Architect (DSA) and Santa Clara County Fire Department perform annual campus inspections with an Inspector of Record for ADA access, structural, fire, and life safety compliance followed by the creation of an ADA Compliance Plan. ([3B.1.b.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/WV_AAS_13_0315_RA-STUDY_2_Core_Revisions.pdf))

The college also places a high level of attention on the safety of it facilities. Activities that demonstrate this commitment to safety include regular meetings of the WVC Facility and Safety Committee, annual safety inspections to comply with the California Occupational Health and Safety Act (Cal OSHA), and the resolution cycle with the college’s property and liability insurance provider. Keenan and Associates conducts annual campus inspections and reports any findings to the district Facilities Department. ([3B.1.b.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvcmc_swacc_020113_condition.pdf))

The WVC Facilities and Safety Advisory Council meets monthly to facilitate overall safety and facility related issues surrounding campus such as the review of recent accident and injury incidents, safety inspections, and the promotion of safety on campus. ([3B.1.b.5](http://westvalley.edu/committees/Facilities_Safety_Advisory/)) The Facility and Safety Advisory Council members represent all constituency groups at the college, including administrators, faculty, staff, and students. The district Executive Director of Facilities, Construction, and Maintenance Department develops an annual scheduled maintenance report of all district facility maintenance needs. ([3B.1.b.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b1b_15_201314_state_scheduled_maintenance_plan.pdf)) The college’s Facilities and Safety Advisory Council, in conjunction with the college’s facilities managers, meets bimonthly and confer regarding maintenance and repairs needs. Roadways, pathways, and signage are under continual scrutiny from district police, maintenance personnel, and campus groups.

The security of its facilities is of paramount importance at West Valley College. The college fire alarm system was upgraded in 2012 to include retrofitted fire alarm systems in each classroom and building. The alarm system is automatically dispatched with the local fire agency for immediate response. In addition, the college upgraded all classrooms on campus, with the exception of the Physical Education Division, with a new emergency telephone system. The emergency telephone system enables anyone to connect with emergency services as well as automatic dispatch to EMS. To ensure a timely emergency communication to the college community, the emergency telephone system’s uniform audible (verbal) message feature can be used to carry out messages to all user phones with college-wide emergency information. The college is equipped with a web and phone based emergency alert system—WVM Alert—which provides real time emergency information to all registered users. ([3B.1.b.7](http://wvm.edu/emergency.aspx?id=3480))

The safety of students on campus is a major priority, so that all students can focus on their learning experience. The WVMCCD maintains a campus Police Department staffed with highly trained officers to help protect the safety and ensure the security of students, staff, their property, and property of the district. ([3B.1.b.8](http://wvm.edu/police/)) District police officers, committed to standards of professional excellence, are required to meet the selection and training requirements of the California Peace Officer Standards and Training Commission. Officers receive the same training and carry the same authority on or near the college campuses as city police officers and county deputy sheriffs.

The District Police, under the direction of a Vice Chancellor of Administrative Services, offers a wide range of services to the campus community. Services include providing and presenting current crime prevention information, patrolling the college campuses and parking lots, proactive crime suppression, investigating all offenses that occur on the campus, and informing campus users of the occurrence of crimes specified by federal statute. Officers are authorized to arrest or cite law violations.

The District Police releases the *WVMCCD* *Safety and Security Report.* ([3B.1.b.9](http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7012))The Jeanne Cleary Disclosure of Campus Safety Policy and Campus Crime Statistic Act (commonly known as the Clery Act) is federal legislation designated to provide students, prospective students, and the public with uniform information from universities throughout the country on criminal problems and police and security issues. Criminal statistics are updated by October 1 of each year and include data from the three previous calendar years. The report can be found both at the [WVC website](http://westvalley.edu/services/student-right-to-know/index.html) and [District Police website](http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7012). To accommodate easy access to the campus police, the telephone extension to the campus police department is posted in all classrooms and offices.

The college recognizes that smoking on campus is a public health issue. To address the issue in hopes of decreasing the health risks to member of its community, the Facility and Safety Committee recently identified smoking areas which are well away from entrances to buildings and clear of main pathways throughout the college. ([3B.1.b.10](http://westvalley.edu/services/student-development/health/smoking.html)) The decision was reached after vetted through the college’s participatory governance process with discussion forums held to solicit feedback.

The college maintains an off-site facility, The Campbell Educational Development Center. ([3B.1.b.11](http://westvalley.edu/classes/campbell.html)) The Campbell Center adheres to the same safety and security standard and measures as the main campus site and reviews to assure access, safety, security and a healthy learning and working environment for college programs and services. The Campbell Center agreement is negotiated to ensure that West Valley College maintains sufficient control to ensure the quality of off-site facilities.

### Self- Evaluation

The college meets this standard. The college has a number of processes and protocols to measure and ensure West Valley College’s physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Effective decision making guides the planning, design and construction of new and renovated facilities. The college is not yet where it wants to be in regards to campus security and training programs.

### Actionable Improvement Plan

* District and the colleges commit to develop a comprehensive Emergency Preparedness process.

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### Evidence

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| --- | --- | --- |
| 3B.1.b.1 | ADA Barrier Removal | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/completed_measure_h_projects_page3.pdf> |
| 3B.1.b.2 | Facilities and Safety Advisory Council | <http://westvalley.edu/committees/Facilities_Safety_Advisory/> |
| 3B.1.b.3 | ADA Compliance Plan – HMC Architect | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/WV_AAS_13_0315_RA-STUDY_2_Core_Revisions.pdf> |
| 3B.1.b.4 | Keenan and Associates Inspection Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvcmc_swacc_020113_condition.pdf> |
| 3B.1.b.5 | Facilities and Safety Advisory Council | <http://westvalley.edu/committees/Facilities_Safety_Advisory/> |
| 3B.1.b.6 | Annual Scheduled Maintenance Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b1b_15_201314_state_scheduled_maintenance_plan.pdf> |
| 3B.1.b.7 | WVM Alert | <http://wvm.edu/emergency.aspx?id=3480> |
| 3B.1.b.8 | Campus Police | <http://wvm.edu/police/> |
| 3B.1.b.9 | WVMCCD Safety and Security Report | <http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=7012> |
| 3B.1.b.10 | Smoke Free Campus Policy | <http://westvalley.edu/services/student-development/health/smoking.html> |
| 3B.1.b.11 | Campbell Educational Development Center | <http://westvalley.edu/classes/campbell.html> |

## Standard IIIB.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

### Descriptive Summary

The *Educational and Facilities Master Plan* serves as the basis for all facilities and equipment-related planning and evaluation. The Educational Master Plan identifies the college’s educational mission and overall direction and the accompanying Facilities Master Plan assesses data such as space utilization and capacity to use ratios to ensure the physical facilities can support the educational mission and goals of the college. The college’s current *Educational and Facilities Master Plan* was produced in 2009. ([3B.2.1](http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf)) Since that time, the college experienced workload reductions due to the state budget crisis, and is currently engaged in a 2014-15 budget reduction strategy and college restructuring process. College priorities have shifted due to the legislative mandates of both the Student Success Act of 2012 (SB 1456) and Associate Degree for Transfer (SB 1440) which changed the definition of effective service offerings to ensure student success. Consequently, the college facility projects supported by the recent passage of Bond Measure C will need careful examination based on fast-changing college priorities. To that end, the college and the district realize the need for revision of the Educational and Facilities Master Plan 2009. The college and the district began discussing the best way to make the revision so as to obtain accurate and current data of the college’s needs for the college’s facility planning. This timing conveniently coincides with the WVMCCD policy to review and update the Educational and Facilities Master Plan every five years.

The district Facilities Department conducts annual space inventories. ([3B.2.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_5__space_inventory.pdf)) The space inventories help to determine the capacity-load ratio of all space on campus. This ratio assists the college in determining where more space is needed on campus and suggests in which areas additional facilities may be needed. The District Facilities Department submits a Five Year Construction Plan to the California Community College Chancellor’s Office for funding consideration in the Capital Outlay Program. ([3B.2.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf)) This plan is developed by the District Facilities Department, in consultation with WVC and district administration, and is approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (locally or state funded) are shown in priority and sequence of the construction projects. The plan takes into account an important criterion for campus facilities planning; capacity to load ratios. The capacity to load ratio is a comparison of the square footage a college has in relation to the square footage the college’s enrollment indicates it needs. Capacity to load ratios is measured for different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces.

As the capital construction program provides opportunities to construct facilities that meet the needs of WVC, the cost of operating and maintaining those facilities – the total cost of ownership (TCO) – is considered. The district and the college have several mechanisms by which to ensure that TCO is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with WVMCCD operational criteria that include energy efficiency and LEED certification where appropriate.

Audio-visual equipment is evaluated by the Instructional Technology staff at the college on a regular basis. The unit performs necessary repairs, upgrades, and maintenance of the equipment in the classrooms and labs. The Instructional Technology unit maintains repair and maintenance records for classroom equipment and communicates the need for repair or replacement with Division Chairs, the Vice President of Administrative Services, and Vice President of Instruction.

### Self- Evaluation

The college meets this standard. The Educational and Facilities Master Plan process, which engages constituencies at both the college and district levels, successfully ensures that physical resource planning is integrated with institutional planning.

### Actionable Improvement Plan

* Continue planning for the Educational and Facilities Master Plan 2009 revision with the district.

### Evidence

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| --- | --- | --- |
| 3B.2.1 | Educational and Facilities Master Plan 2009 | <http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf> |
| 3B.2.2 | Annual Space Inventory | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_5__space_inventory.pdf> |
| 3B.2.3 | Five Year Construction Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf> |

## Standard IIIB.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

### Descriptive Summary

The West Valley-Mission Community College District (WVMCCD) developed its 2014-2018 Five Year Construction Plan ([3b.2.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf)) based on in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment. Facilities project lists for the Measure “H” Bond (2004) ([3B.2.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_7_bond_measure_h_priority_list.xls)) and Measure “C” Bond (2012) ([3B.2.a.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls)) are directly tied to institutional planning through the *2009 Educational and Facilities Master Plan* ([3B.2.a.4](http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf)) which is in alignment with the college’s annual goals and objectives approved by the WVC College Council. Total Cost of Ownership (TCO) is analyzed by the college and district to assess long-term fiscal implications in the maintenance and support of facilities development, as well as purchases of major technology and instructional equipment, and durable goods such as vehicles.

### Self -Evaluation

The college meets this standard. TCO was a factor in the district’s 2014-2018 Five-Year Construction Plan for both colleges and will be considered in the Educational and Facilities Master Plan update currently being planned.

### Action Plan

* Continue planning of Educational and Facilities Master Plan revision.

### Evidence

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| --- | --- | --- |
| 3B.2.a.1 | 2014-2018 Five Year Construction Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf> |
| 3B.2.a.2 | Measure H Project List | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_7_bond_measure_h_priority_list.xls> |
| 3B.2.a.3 | Measure C Project List | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/3b_8_approved_measure_c_bond_project_.xls> |
| 3B.2.a.4 | 2009 Educational and Facilities Master Plan | <http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf> |

## Standard IIIB.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

### Descriptive Summary

West Valley College works to ensure physical resource planning is integrated with institutional planning through the development of and updating the *Educational and Facilities Master Plan* ([3B.2.b.1](http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf)) and the *Five-Year Construction Plan*. ([3B.2.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf)) Both the *Facility Plan* and *Five-Year Construction Plan* are driven by the college’s *Educational Plan* which outlines the college mission, goals and quality indicators that guide planning and budgeting. The *Facilities Master Plan* is the enactment of the *Educational Master Plan* relative to physical resources and addresses the educational, site, and facilities needs of the college.

The *Five-Year Construction Plan* is a document submitted to the state Chancellor’s Office requesting funding for capital projects. It provides for long-range capital planning and is updated annually by the district Executive Director of Facilities, Maintenance, and Construction. The report identifies current data on capacity use ratios, demographics, and student enrollment.

The process of physical resource planning in the *Educational and Facilities Master Plan* is highly participatory and iterative. During the development of the plan, all segments of the college community—faculty, classified professionals, administrators, and students—worked together to clearly articulate the mission and goals of the college. The *Educational and Facilities Master Plan* was completed in February 2001 and updated in April 2005 and again in 2009. Consultants familiar with state standards facilitated development of the *Facilities Master Plan*. The consultants involved the college community through open forums, steering committees, and participatory governance meetings. The college and district are in the process of planning a revision to this report in 2014. The project priority list is presented to the Board by the Director of Facilities, and rankings are based on institutional needs as defined in the *Educational and Facilities Master Plan*, which is based on feedback from the College Cabinet, College Council, and other bodies of participatory governance.

WVMCCD and West Valley College’s capital construction program has resulted in the addition of new buildings in the space inventory which must be maintained. The newly developed Budget and Resource Advisory Council (BRAC), ([3B.2.b.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf)) as part of the college’s Integrated Planning and Resource Allocation, will address a mechanism that adjusts annual maintenance budgets to reflect additions and deletions from the space that needs to be maintained.

### Self-Evaluation

The college meets this standard. The *Educational and Facilities Master Plan* process, which engages constituencies at both the college and district levels, successfully ensures that physical resource planning is integrated with institutional planning. While institutional planning precedes and informs physical resource planning, regular evaluations of physical resource needs are factored back into planning and decision-making at each level. All college decisions regarding resource allocation are made on the basis of evidence, through a participatory governance process, ensuring that assessment and evaluation will continue to serve as the basis for college-wide improvement.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3B.2.b.1 | Educational and Facilities Master Plan | <http://www.westvalley.edu/committees/Accreditation/documents/2009-wvc-educational-and-facilities-master-plan.pdf> |
| 3B.2b.2 | WVMCCD Five-Year Construction Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/wvmccd_five_year_construction_plan_2014_18.pdf> |
| 3B.2b.3 | Budget and Resource Advisory Council | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf> |

# Standard IIIC: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

## Standard IIIC.1

The institution assures than any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

### Descriptive Summary

Technology resources are used throughout the college to support and increase the effectiveness of student learning programs and services. College-wide technology needs are identified by the following participatory governance groups: the Technology Advisory committee (TAC) and the Distance Education Committee (DE). TAC consists of one faculty representative from each division, and the Dean of Instructional Technology and Services. TAC meets regularly to assess and support the technology needs of faculty, staff, and classroom users. ([3C.1.1](http://www.westvalley.edu/committees/Technology_Advisory/)) TAC is also the participatory governance body responsible for maintaining the Instructional Technology Strategic Plan, developed in 2011, and updated in 2013. ([3C.1.2](http://www.westvalley.edu/academics/instru_tech/instru_documents/tac_stratgey_rev_spring_2011_addendum.pdf)) TAC identifies technology needs by examining the college’s *Educational Master Plan*, through analysis of Instructional, Student Services, and Administrative Program Reviews, and by soliciting input from the Division Chairs Council, Student Services Council, and members of the Distance Learning Committee. Late in the Fall 2013 semester, the Dean of Instructional Technology, who led this committee, retired. The college is currently in the process of reassessing the charge, role, and functionality of this committee aiming to better align its efforts with the Budget and Resource Advisory Council (BRAC) ([3C.1.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf)) as part of the college’s Integrated Planning and Resource Allocation process. ([3C.1.4](http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html))

The Distance Education (DE) Committee serves as a resource for and advisors to the Academic Senate, faculty, staff, and administrators in matters of policy, practice and pedagogy regarding distance learning and technology-enhanced instruction assisting faculty in learning about and integrating technology and distance learning into the curriculum. The DE committee consists of the Distance Education Coordinator (faculty), the ANGEL Coordinator (classified staff), one faculty representative from each division, and the Dean of Instructional Technology. The DE committee informs the college of DE practices and technology needs as they pertain to effective teaching and learning in an e-learning context. ([3C.1.5](http://www.westvalley.edu/committees/Distance_Learning_Committee/index.html))

Stemming from the college's mission statement and its deliberate efforts to support institutional effectiveness, college technology planning decisions are informed by the Integrated Planning and Resource Allocation process and technology resources are allocated accordingly. In response to student learning outcome assessment results and program review summaries, the college has completed numerous projects that have provided instructional equipment in new and remodeled classrooms. The standard instructional equipment installed in new and remodeled classrooms includes: an instructor computer (dual boot iMac with Windows & OSX), document camera, data projector and sound system. All of these technology upgrades foster an enhanced learning environment in which faculty can incorporate more dynamic and interactive teaching and learning approaches that lead to greater levels of student engagement and higher levels of success in achieving student level outcomes.

Assessment, planning, and implementation of college-wide technology support are carefully coordinated with facility projects based on the *Facility Master Plan*. Technology implementation and support are included in each renovation and/or new building project planning process of the college. Recently completed building projects with significant instructional technology funded by the Measure H Facilities bond and state funds include:

* Science Building Addition – three new science labs
* Fox Technology Center
* Science/Math Building Phase 1 – eight Math and three Chemistry labs
* Temporary classrooms (the “Village”)
* Science/Math building Phase 2 (fall 2011/spring 2012)
* Language Arts/Social Science building (Fall 13)

The Fox Technology Center, which opened for instruction in February 2010, is a state-of–the-art instructional technology building supporting an expansion of Distance Learning and Distance Learning enhanced instruction. Each classroom of the Center is equipped with advanced audio visual capabilities including full HD Digital Video. The center also houses:

* Four multi-media classrooms, fully outfitted with audio visual systems, as well as cameras to capture lectures and student presentation
* Three computer classrooms
* Two distance learning classrooms, including lecture capture and live streaming
* One large lecture hall that includes cameras to capture lectures, Dolby 7.1 sound system, and special acoustics
* Both distance learning classrooms and the lecture hall have dedicated audio/visual control rooms, recording equipment, advanced software, and a connection to the Comcast cable head-end for broadcast over cable from Fox
* Laptops on carts
* Instructional software
* Instructional servers
* Software for effective management of the instructional network

The district and the college strategically allocate funds for technology support when the bond measures are passed in order to support ongoing needs of maintenance and sustainability of the technology implemented.

For example, the most recent voter approved Facilities Bond Measure C (2011) includes $1,350,000 identified for Technology Refresh Funds. ([3C.1.6](http://westvalley.edu/committees/Accreditation/2013/evidence/3c/technology_refresh_funds.pdf)) The specific allocation of these funds, identified for support of campus technology infrastructure, will be further determined by assessing specific needs of the college based on the *Educational and Facilities Master Plan*, *Instructional Technology Strategic Plan,* and BRAC recommendations based on Program Review data.

District Information Services (IS) has completed a number of technology projects in support of the colleges, which have been funded primarily by the Measure H facility bond and the West Valley College/Mission College Land Corporation. This work includes a network refresh with new data network routers/switches as well as a 40GB fiber backbone that provides a redundant network “ring” around the large West Valley College campus.

Other recent completed District IS projects included:

* Microsoft E-Mail/Exchange implementation
* WVM-ALERT, which provides emergency alerts to faculty, staff and students
* Telephone system upgrades
* Colleague (Datatel) Student Portal

The following are instructional technology projects that were funded in fiscal 2010-2011 through the District’s auxiliary entity, the Land Corporation ([3C.1.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Landcorp_Projects_WVC_2010-2011_pg12.pdf)):

* Omni Update Web Content Management System to manage College Website
* Upgrade Computers in computer classrooms and labs (over $90,000)
* New Digital Music Studio
* Ten Additional Multi-Media classrooms
* Adapted Software/Hardware for accessibility
* Virtual Distance Learning Resource Center
* Computer Upgrades in Architecture and Interior Design
* AutoDesk Software Licenses

The college assures that technology support is designed to meet the range of needs:

#### Teaching and Learning

Use of technology in teaching and learning is rapidly increasing as pedagogy and teaching strategies change to meet the needs of student learning. The college has invested significantly by installing smart/multimedia in classrooms throughout the campus. This level of access provides students with a full multimedia experience, and empowers instructors to utilize dynamic applications including internet resources, streaming videos, and image displays. Students may utilize the technology to enhance oral presentations or group projects. In addition there are Instructional Labs equipped with modern computer equipment and software available for students at various locations across campus.

The Angel Learning Management System provides a virtual classroom for both fully on-line courses as well as web enhancement for face-to-face course offerings. ([3C.1.8](http://wvmccd.angellearning.com/default.asp)) With an increased focus at colleges on plagiarism and academic honesty, West Valley College provides faculty with a campus license for Turnitin anti-plagiarism software so they can authenticate student work. ([3C.1.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Turn_It_In_Instructions.pdf))

#### College-wide Communications

College communications have been greatly enhanced with the implementation of Outlook/Exchange 2010 for email, calendaring, and group scheduling. The EverBridge Emergency Mass Notification System is deployed throughout the district. ([3C.1.10](http://wvm.edu/emergency.aspx?id=3480)) ARMS is a law enforcement system that allows the campus police to respond, capture, and report incidents quickly and accurately, whether in the office or on a mobile device.

The implementation of a website content management system, OmniUpdate (OU), has provided a strong technical foundation for the college website. ([3C.1.11](http://omniupdate.com/)) It allows users to manage their faculty/staff profile, department and program pages with limited support needed from the Webmaster. A Colleague (Datatel) portal was implemented which provides students and faculty/staff with easy access to important operational processes such as: class registration, tuition/fee payment, grades, budget, and personnel information. ([3C.1.12](http://westvalley.edu/wvcportal))

Other communication systems utilized by the college include: digital signage, social media such as Facebook, Twitter, Linked In, YouTube, Instagram, and iTunes U. These technologies may be used for teaching and learning as well as a marketing tool for the college and are accessible from the WVC Homepage. ([3C.1.13](http://www.westvalley.edu/))

#### Operational Systems and Research

WVMCCD uses the Colleague (Datatel) Enterprise Resource Planning (ERP) system to provide Student, Financial and Human Resources information for the district. ([3C.1.14](http://www.ellucian.com/Solutions/Colleague-by-Ellucian/)) The Information Systems Applications group implements and maintains the Colleague administrative software, including student admissions, registration, accounts payable and receivable, financial aid, finance, purchasing, and human resources. Cognos is a Business Intelligence Tool that is designed to support reporting institutional data. It works together with Colleague and allows for standardized and ad-hoc reports to be created. ([3C.1.15](http://www-01.ibm.com/software/analytics/cognos/enterprise/))

The WVC Office of Institutional Research and Planning (OIRP) assesses and analyzes data so that college decision makers are guided by firm and sound evidence that supports effective and thoughtful planning for optimal student success and institutional effectiveness. ([3C.1.16](http://www.westvalley.edu/about/research.html)) The college communicates documented assessment results to constituent groups and the public in order to ensure high quality programs and services.

The OIRP analyzes and summarizes data and information from the following sources:

* Self-Assessment of Participatory Governance Groups
* Cognos Performance Data Reports
* Clarus Report on Feeder High School Counselors And Students
* Student Services Secret Shopper Report
* Brain Trust Study
* ARCC and Scorecard Data
* Semi-Annual Research Briefs
* Annual WVC Fact Book
* District Data Dashboard
* Student Learning Outcome Assessments
* Labor Market Reports

The college evaluates the effectiveness of its technology in meeting its range of needs by revisiting student learning outcome assessment results and program review summary trends at the annual College Council retreat when annual goals are planned. ([3C.1.17](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/11-08-2013_CC_Retreat_Agenda.pdf))

As part of the quality improvement cycle of “reviewing, planning and doing,” the College Council verifies the extent to which newly installed technology meets the needs identified by faculty and staff at the college. For example, the Program Review Annual Report submitted at the November 8, 2013 College Council Retreat stated that:

*Technology integration and upgrade Technology is understood differently across programs. For some programs, this involves the creation of online components, while for other programs it means experimenting with technology to increase student to student interactions. Still others require specialty software applications such as Rivet Architecture and Aplia. In addition to the integration of new technology into courses, a number of programs are struggling to update and replace older instructional software like QuickBooks and AutoCAD*. ([3C.1.18](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Program_Review_2013_Final_Report_p5.pdf))

This informative response reflects the extent of the college's diverse technology needs and how the college is very adept and creative in responding to the rapidly changing needs of instructional technology in today's classrooms and e-learning teaching modalities.

### Self-Evaluation

The college meets this standard. West Valley College effectively uses technology to meet the needs of students and employees, and the college continues to be responsive to the rapidly advancing need for new technologies. Through the development and innovative use of smart/multimedia classrooms, learning management systems, social media, office applications and operational systems, the college supports the technological needs of its community.

With the recent implementation of the college’s Budget and Resources Advisory Council (BRAC) reporting as a sub-committee of the College Council and as part of the college’s Integrated Planning and Resource Allocation process, college-wide technology planning will be addressed through re-focusing on the role and function of the Technology Advisory Committee (TAC) and further alignment with the college-wide planning process.

### Actionable Improvement Plans

* Continue re-focusing of the TAC and develop further alignment with the Integrated Planning and Resource Allocation process, particularly with BRAC

### Evidence

|  |  |  |  |
| --- | --- | --- | --- |
| 3C.1.1 | Technology Advisory Committee | | <http://www.westvalley.edu/committees/Technology_Advisory/> |
| 3C.1.2 | Instructional Technology Strategic Plan | | <http://www.westvalley.edu/academics/instru_tech/instru_documents/tac_stratgey_rev_spring_2011_addendum.pdf> |
| 3C.1.3 | Budget and Resource Advisory Council | | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf> |
| 3C.1.4 | Distance Education Committee | | <http://www.westvalley.edu/committees/Distance_Learning_Committee/index.html> |
| 3C.1.5 | | Integrated Planning and Resource Allocation Process | <http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html> |
| 3C.1.6 | | Measure C Technology Refresh Funds | <http://westvalley.edu/committees/Accreditation/2013/evidence/3c/technology_refresh_funds.pdf> |
| 3C.1.7 | | Mission West Valley Land Corporation | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Landcorp_Projects_WVC_2010-2011_pg12.pdf> |
| 3C.1.8 | | Angel Learning Management System | <http://wvmccd.angellearning.com/default.asp> |
| 3C.1.9 | | Turnitin | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Turn_It_In_Instructions.pdf> |
| 3C.1.10 | | EverBridge Emergency Mass Notification System – WVM Alert | <http://wvm.edu/emergency.aspx?id=3480> |
| 3C.1.11 | | OmniUpdate | <http://omniupdate.com/> |
| 3C.1.12 | | My WVC Portal | <http://westvalley.edu/wvcportal> |
| 3C.1.13 | | Social Media on WVC Homepage | <http://www.westvalley.edu/> |
| 3C.1.14 | | Colleague by Ellucian (Datatel) | <http://www.ellucian.com/Solutions/Colleague-by-Ellucian/> |
| 3C.1.15 | | Cognos | <http://www-01.ibm.com/software/analytics/cognos/enterprise/> |
| 3C.1.16 | | Office of Institutional Research and Planning | <http://www.westvalley.edu/about/research.html> |
| 3C.1.17 | | College Council Retreat Agenda, November 8, 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/11-08-2013_CC_Retreat_Agenda.pdf> |
| 3C.1.18 | | Program Review Report, November 8, 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Program_Review_2013_Final_Report_p5.pdf> |

## Standard IIIC.1.a

Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

### Descriptive Summary

All technology use throughout the college is designed to enhance the operation and effectiveness of the college whether in the classroom (real or virtual), support services, or administrative capacities. The responsibility of technology services, professional support, facilities, hardware and software are shared between the district and the college. Technology services and support for West Valley College is currently managed in a two prong approach: the District Information Systems department provides support for the district’s administrative system, Colleague and related software services, and the overall infrastructure while the college manages college-related classroom instructional computer technology and services, the college’s web site through Omni Update, on-line learning management through Angel, and other college-specific technical services. There are multiple district-college teams that exist to assess and address technology enhancement and operation.

The VP-IS monthly meeting is coordinated by the district’s IS manager on a monthly basis with the college’s three Vice Presidents (Instruction, Student Services, and Administrative Services). ([3C.1.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Vice_Presidents_IS_Meetings/)) The meeting focuses on the creation and utilization of a priority list of technology projects and discussion on progress made and changes needed based on college/district priorities. The Curriculum and Student Team (CST) has also been coordinated by the district IS staff with college staff from the areas of Instruction, Admission and Records, Financial Aid, Counseling, and Matriculation. ([3C.1.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Curriculum_Student-Team_Meetings/)) The purpose of the group was to assess and discuss technical functionality and effectiveness of the commonly used Colleague fields, coordinate a district-wide calendar of instruction and student services activities so as to streamline processes, avoid unnecessary conflicts and errors, and make technical recommendations for changes for improvements. With the district IS staff’s retirement and shift in assignment in spring 2013, the CST has not met regularly; however, there is a plan to revisit its roles and responsibilities, membership makeup, and effectiveness.

#### District Information Systems Department

The District Information Systems (IS) Department is responsible for core IT operations and supports the Faculty/Staff computers for the colleges, including the network (both wired and wireless), email (MS-Exchange/Outlook), and desktop support. The mission of IS is

*“to build a solid comprehensive technology infrastructure: maintain an efficient, effective operations environment; deliver high quality, timely district services which support the colleges' programs for instruction, student services, and administration. IS (faculty/staff), and enterprise servers.”* ([3C.1.a.3](http://wvm.edu/is))

The department achieves its goals through three working groups:

* Application and Support Development
* Microcomputer Support
* Systems and Networks Operations

#### West Valley College Instructional Technology and Services

The responsibility of Instructional Technology at West Valley College focuses on the design, installation, setup, and maintenance of: computer classrooms/labs, classroom technology, campus-wide audio visual systems, digital signage, lecture capture, instructional servers, distance education/web enhanced instruction (Angel), college website, laptop checkout, etc. ([3C.1.a.4](http://westvalley.edu/academics/instru_tech/))

Some of the major initiatives undertaken since the last accreditation include:

* Classroom technology upgrades in Applied Arts and Sciences, and Fine Arts (Measure C)
* Classroom technology upgrades funded by facilities bond projects in:
  + Fox Center
  + Science and Math
  + Language Arts and Social Sciences (Opened Sept 2013)
  + Village portable classrooms - construction swing space – 17 smart classrooms, expanding to 26 in 2014
* Campus Center Audio/Visual Systems
* OmniUpdate Web Content Management System
* New Server Cluster and Storage Area Network

*Technology Enhanced Instructional Facilities*

Significant upgrades to classroom technology have been funded by voter approved state and local bond funds, Measure C and H, allowing the college to enhance its capacity to support Distance Learning and other technology enhanced teaching and learning. Specifically the Fox Technology Center, Science and Math building renovation and addition, Language Arts/Social Sciences building along with the design and planning of the next upgrade, the Applied Arts and Sciences have all been successfully enhanced with instructional technology. As a result, since the last accreditation visit, West Valley College increased the number of smart classrooms from 30 to 120, installing computers, projectors, recording systems, and audio-visual control systems. ([3C.1.a.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Classroom_AV_Computer_Lab_Inventory_Spring_2014.pdf))

##### ***Instructional Applications and Systems***

CurricUNET is state-recognized software program from Governet that provides curriculum management tool that automates the approval process of curriculum development from faculty initiating the course outline of records (COR), approvals of Curriculum Committee, Academic Senate, Office of Instruction, and the board prior to submission to the State Chancellor’s office. ([3C.1.a.6](http://www.curricunet.com/westvalley/)) Once courses or programs are approved by the State Chancellor’s office, they are then imported into local Colleague. CurricUNET maintains the historical CORs while Colleague contains the current .and accurate course and program information that serves as the foundation for Degree Audit, Catalog information, and CCC apply. The college arranged for the CurricUNET to include Student Learning Outcomes and Assessment (SLO/A&A) filed for each COR and program which ensures that faculty mindfully construct SLO/A&A whenever he/she develops a new course or revise them based on the SLO/A&A results.

ANGEL Learning Management Systems

The college uses ANGEL as its official Distance Learning management system. It is hosted on secure servers off-site; users are required to login with a username and password to access the system. ([3C.1.a.7](http://wvmccd.angellearning.com/default.asp)) ANGEL allows users to create Virtual Learning Environments for online, hybrid or blended (web-enhanced) classes. Initial support for ANGEL is provided by the college’s Instructional Technology and Services department with second tier support by the vendor.

Innovative Interfaces

This software provides both colleges with an integrated library system. The system interfaces with the Colleague registration system allowing all current students at both colleges to be automatically entered into the library system. Once the interface is complete, students are able to access an extensive array of online resources including electronic databases, reference guides, and additional services on- and off- campus. ([3C.1.a.8](http://www.iii.com/))

CCC Apply

The system allows prospective student to apply online; the software was developed by XAP Corporation with the support of the State Chancellor’s Office and is used by many California Community Colleges. ([3C.1.a.9](https://secure.cccapply.org/applications/CCCApply/apply/West_Valley_College.html))

SARS Trak

This system has multiple functions. The college uses SARS Trak for collecting students learning and services activities every time they check in and out of service sites (counseling, labs, library, etc.). It records reasons for their visits, verify student identification, courses that students are taking and its affiliation with the services received. In addition, the system will register arrival and departure times allowing the college to accurately and correctly manage the positive attendance contact hours from these learning and services activities. SARS Grid assists counselors in scheduling counseling appointments, and assessment appointments. ([3C.1.a.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/SARS_Grid.png))

WVC Portal

The portal provides students and employees with secure access to critical information. For students, information such as class registration system, current class schedule, financial aid information, and unofficial transcript, grades, units and GPA, class roster, and current class schedule. For employees, information relative to personnel, budget, and purchasing information can be accessed as well as processed. ([3C.1.a.11](http://westvalley.edu/wvcportal))

Server Infrastructure

A new server infrastructure supports the production of the WVC website, calendar system, instructor webpages, and streaming video. It utilizes VMWare (virtual servers), which provides a scalable and flexible application system. This new VMWare environment resides on a new cluster of servers and a storage area network (SAN) that has the capacity of 6 Terabytes of RAID (redundant array of independent disks) storage. ([3C.1.a.12](http://www.westvalley.edu/academics/instru_tech/instru_documents/west_valley_vmware_web-edit_110813.pdf))

Mass Notification System

Everbridge allows the district to send emergency notification messages to all registered faculty, staff, and students during a crisis or emergency. The service is available through WVM Alert. ([3C.1.a.13](http://wvm.edu/emergency.aspx?id=3480))

Enterprise Anti-Virus System

WVMCCD uses [Symantec Protection Suite](http://www.symantec.com/index.jsp) as its primary virus protection solution for all desktop and server systems district-wide.

Messaging Gateway System

WVMCCD uses [Symantec Brightmail](http://www.symantec.com/products-solutions/families/?fid=email-security) as its primary inbound and outbound messaging security system: with real-time anti-spam and anti-malware protection, content filtering, data loss prevention, and optional email encryption method.

Firewall System

WVMCCD uses [Checkpoint Firewall](http://www.checkpoint.com/products/firewall-software-blade/index.html). Checkpoint’s primary objective is to control the incoming and outgoing network traffic by analyzing the data packets and determining whether it should be allowed through or not, based on a predetermined rule set.

Network Traffic Prioritization System

Blue Coat [PacketShaper](http://www.bluecoat.com/products/packetshaper) prevents the unauthorized distribution of copyrighted material, and illegal applications being executed on the network. In addition, Blue Coat's packet shaping software will help deter the usage of illegal Point-to-Point software by controlling the bandwidth of both incoming and outbound services such as BitTorrent, Limewire and Gnutella, and re-prioritize the network traffic, giving higher priority to important content and restricting recreational downloads.

Network Access Control (NAC)

[Bradford Network Sentry](http://www.bradfordnetworks.com/network_sentry) provides complete visibility and control of all users and devices on WVMCCD’s network to prevent unauthorized access and keep the network secure. Network Sentry registers and authenticates all users and their associated devices, monitors their access and network usage, and dynamically provisions role-based policies to ensure that users access only the resources they need to access.

General Summary

Since the last accreditation visit in 2008, major improvements and upgrades have been made:

* Improvements to the functionality of the Colleague (Datatel) administrative systems
* Complete Upgrade of the Server Infrastructure (2008)
* Complete Upgrade of the Network Infrastructure (2009)
* Implementation of the new Microsoft Exchange mail system (2010)
* Implementation of Project Tracking list (2010)
* Complete upgrade of both PBX phone systems (2011)
* Implementation of the Colleague Portal system (2011)

### Self-Evaluation

The college meets this standard. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution. The college and district have successfully implemented many critical technology systems in support of teaching, learning, communications and operations. These systems include Microsoft Exchange email, Student and Faculty/Staff Portal, Angel Learning Management System and OU Campus to manage the college website.

A significant amount of new classroom technology equipment has been purchased usually with vendor support contracts included. However, these vendor support contracts are expiring, creating a need to identify funding to renew these service contracts. With the classroom technology upgrades to over 120 classrooms across the campus, there is a corresponding need to increase classroom technology support staff to support this significant increase in college-based technology. Significant budget constraints have limited the college’s response to this need.

Wireless access continues to be an issue. Although wireless access is provided across the campus by the district IS department, during peak usage times (10am-2pm), many students are not able to use the wireless system. One principal underlying factor to difficulties with wireless network access is the rapidly increasing numbers of device connections demanded by the ever-expanding “BYOD” (Bring Your Own Device) trend. Rather than a single laptop connecting as was prevalent a very few years ago, individuals now bring their tablet, smartphones, and other IP-enabled devices, all needing a separate wireless address to function. A new wireless authentication system from Bradford Networks was implemented at the end of April 2013, necessitated by network provider rules mandating specific controls be placed on network use. The authentication does not address the access issue and has made logging into the wireless network more complex. Continuing adjustments are made to the system in an attempt to rectify access limitations, including a study related to the number of access points and density of coverage.

Technology in all aspects is an increasingly critical part of overall strategic planning, not only for supporting college operations but also as a key component of classroom instruction, whether in-person or on-line. Realizing that the past few years of budget difficulties have pushed strategic planning for technology to the background, the college realizes that there is a need to reinstate critical technology planning and strategy discussions at all levels, from what is needed to support the classroom, to support for college operations, to a discussion on how to improve overall campus infrastructure in order to adapt to the rapid changes technology imposes.

### Actionable Improvement Plans

* Based on the college’s Instructional Technology Strategy, develop a comprehensive college Technology Plan, coordinate its effort with the district’s Instructional Systems (IS) Department and develop a district-wide comprehensive Technology Plan.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3C.1.a.1 | Vice Presidents and IS Meeting Agendas | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Vice_Presidents_IS_Meetings/> |
| 3C.1.a.2 | IS, Curriculum and Student Team Meeting Agendas | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Curriculum_Student-Team_Meetings/> |
| 3C.1.a.3 | District Information Systems | <http://wvm.edu/is> |
| 3C.1.a.4 | WVC Instructional Technology and Services | <http://westvalley.edu/academics/instru_tech/> |
| 3C.1.a.5 | Technology Enhanced Facilities | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Classroom_AV_Computer_Lab_Inventory_Spring_2014.pdf> |
| 3C.1.a.6 | WVC CurricUNET | <http://www.curricunet.com/westvalley/> |
| 3C.1.a.7 | WVC ANGEL | <http://wvmccd.angellearning.com/default.asp> |
| 3C.1.a.8 | Innovative Interfaces | <http://www.iii.com/> |
| 3C.1.a.9 | CCC Apply | <https://secure.cccapply.org/applications/CCCApply/apply/West_Valley_College.html> |
| 3C.1.a.10 | SARS Trak | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/SARS_Grid.png> |
| 3C.1.a.11 | WVC Portal | <http://westvalley.edu/wvcportal> |
| 3C.1.a.12 | VMWare server infrastructure | <http://www.westvalley.edu/academics/instru_tech/instru_documents/west_valley_vmware_web-edit_110813.pdf> |
| 3C.1.a.13 | Everbridge – WVM Alert | <http://wvm.edu/emergency.aspx?id=3480> |

## Standard IIIC.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

### Descriptive Summary

The college provides relevant, current, hands-on technology training for faculty, students and staff. Currently, the college does not rely on one centralized department for technology training; however, appropriate training opportunities are made available to the college community based on the type of technology they use. The college assesses training needs by consulting with end users primarily through the Technology Advisory Committee, [Distance Learning Committee](http://westvalley.edu/committees/Distance_Learning_Committee/index.html), and via input from [Program Reviews](http://westvalley.edu/committees/program-review/index.html) and [SLO/A assessments](http://westvalley.edu/committees/Student_Learning_Outcomes/). Feedback obtained from these participatory governance groups confirmed there are needs for ongoing technology specific training so as to better perform their respective job duties in instructional and student service areas.

#### Faculty, Staff, and Student Training

The college offers a comprehensive "Introduction to Online Instruction Course Design" program for faculty. ([3C.1.b.1](http://www.westvalley.edu/elearning/faculty/training.html)) Faculty who successfully complete this program, become certified online learning instructors. In addition, the DE Coordinator offers ongoing distance learning workshops in order for faculty to stay current with rapid changes in technology, state and federal regulations, and pedagogical best practices. ([3C.1.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/de_training_workshops_2013.pdf))

#### eLearning Web Site

The college's [eLearning website](http://westvalley.edu/elearning), provides comprehensive information, resources, and training regarding online courses both for faculty and students. The website includes well designed and user friendly videos: Introduction to eLearning, Student Success, Instructor Preparation, ADA and Accessibility, the F2F Classroom and Best Practices.

#### OmniUpdate Training

OmniUpdate training, developed by the college’s Instructional Technology staff, is for faculty and staff who manage components of the college website such as department, division, programs, and committees. The training is designed and organized based on different knowledge level and end user's needs. For basic users, training takes place in a 90-minute open workshop environment located in one of our 35-station computer labs in the Fox Building. Basic users are defined as those who will use the basic OU functions to edit their personal or department pages. The lead trainer provides step-by-step guidance from the instructor's computer that's displayed on dual projection screens. Roaming co-trainers provide support throughout the classroom. Learning outcomes for the basic users understand how to find their personal or department page, login, upload documents, add headers, text, graphics, photos, provide links, and publish.

Second level training is delivered in a similar fashion as the Basic level targeting users who edit program, department, or division level web pages that may involve higher maintenance i.e. updating of calendars, blogs, and uploading of mandated data and documents. Workshops for each level of training are offered 2-3 times a semester. ([3C.1.b.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/OU_training_emails.pdf))

A series of online training videos, also produced by the college’s Instructional Technology staff, are easily available for the basic and second level users. ([3C.1.b.4](http://instruct.westvalley.edu/wvmedia/classes/Omni_Update_Training/)) The recordings provide video screen shots and audio narration that guides users through the step-by-step processes of certain tasks. The short 4-6 minute videos feature a small list of topics organized in an easy to follow format. The video-player window allows for pausing and repeating steps as needed.

Higher level or "super-users" are trained personally by the college’s webmaster or other trained super-users. These users manage areas of the college website or information that is institutional such as the Student Services Division pages ([3C.1.b.5](http://www.westvalley.edu/services/index.html)), Office of Institutional Research and Planning pages ([3C.1.b.6](http://www.westvalley.edu/about/research.html)), Accreditation pages ([3C.1.b.7](http://www.westvalley.edu/committees/Accreditation/index.html)), instructional media file storage and streaming team, and Academic and Career Programs ([3C.1.b.8](http://westvalley.edu/academics/)). To accommodate the college community’s schedule, flexible "Walk-in" training and support are available daily provided by the webmaster or trained super-users during work hours via face-to-face, phone, or email.

The three-tiered training programs are evaluated and improved on a regular basis. New and additional training programs are in the planning stage.

#### Student and Administration Support Staff (SASS)

Student and Administration Support Staff (SASS) Program is a peer-support and peer-led technology training program sponsored by the Classified Senate of the college. SASS Program newly instituted in spring 2013 and began its monthly training in fall 2013 supporting many classified professionals. The primary goal of the program is to provide job-relevant technology training for classified professionals in the areas or tools that bring efficiency and effectiveness to their day to day job. SASS Program uses a peer-let training model where classified professionals who possess technological expertise in certain area conduct training for their colleagues. Training topics are discussed and selected among classified professionals who determine their training needs based on job requirements and process and procedural changes, as well as changes in software and other technical changes. ([3C.1.b.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/sass_training_survey_2013.xlsx)) Recently held training includes Microsoft Outlook and Cognos data access system which were held in the training room of the district’s IS building. One of the outcomes that SASS Program aims is to develop consistency in the use of technology across campus and existing common processes to be better streamlined. As the college faces fiscal challenges, some classified positions are required to be more flexible, shifting job direction and/or adding new responsibilities at times. To respond to such changes, SASS Program serves as a proactive approach to professional development for the classified professionals for technology. ([3C.1.b.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/SASS_Training_Fall_2013_Microsoft_Outlook.pdf))

#### Student Portal Training

The college offers a series of technology training to its students—whether perspective, incoming, or continuing. During new student orientation and ongoing orientation sessions, all students are introduced and trained on the use of the MyWVC student portal; in addition there is a training video showing how to login to the Portal on the Admission’s homepage. ([3C.1.b.11](http://www.westvalley.edu/admissions)) The portal includes critical information and the access students need in order for them to successfully navigate their educational experiences at West Valley College. In addition, the student portal training is incorporated in the college’s award-winning New Student Convocation at the beginning of each fall semester. Students are well equipped with the navigation of the portal site that helps them be ready for their educational career at the college.

In Counseling 012: Careers and Lifestyles ([3C.1.b.12](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/couns_12_cor.pdf)) and Counseling 018: Job Search Methods ([3C.1.b.13](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/couns_018_cor.pdf)) classes, students are introduced to the EUREKA system assisting them to become proficient in using the system for discovery and research. EUREKA particularly assists students in specific job search and research processes, as well as guiding them in self-assessment of personality type and skill set to discover potential career fields suited to their style. ([3C.1.b.14](http://www.eureka.org/))

During the high school recruitment process, the college introduces the K16 Bridge Program to prospective students. The K16 Bridge Program combines online lessons and support (via an active portal) with in-person standards-based instruction. Prospective students learn how to use the K16 Bridge Program to access a variety of information such as college and career options. Using the K16 Bridge Program as part of the college’s outreach effort has resulted in focused connection between prospective students and their selection of majors at the college. ([3C.1.b.15](http://www.k16bridge.org))

#### District Administrative Systems Training

The WVMCCD IS Department provides training to district-wide community on new hardware or software whenever it is implemented. The training is conducted to ensure it is appropriate and effective for specific personnel assisting them to be up-to-date on the operational systems.

District IS receives ad-hoc requests on specific training needs for personnel at the colleges and district. IS then moves forward with identifying the resources to provide the training. In some cases, an outside resource is brought in, if funding permits, to provide the training. There are no dedicated personnel at the district IS department to provide on-going training on existing technology. In moving forward, the colleges recommend that coordination of technology-related training based on users’ needs be coordinated through a District-Wide Technology Committee.

District Staff Development also provides technology training to personnel for various Microsoft applications. The list can be viewed at <http://www.people-onthego.com/westvalley-mission-online-q4/>.

### Self-Evaluation

The college meets this standard. The college provides training in the effective application of its information technology to students and personnel. Technology training at the college is offered in-depth in some areas (e.g. Distance Education Certification and OmniUpdate website, student portal, K-16 Bridge Program) in purpose-specific manner. Recent state budget reduction caused severe challenges for the college to continue and sustain ongoing technology training. However, the college’s most recently revised Instructional Technology Strategic Plan clearly indicates vast needs for a comprehensive technology training plan. ([3C.1.b.15](http://www.k16bridge.org)) The college recognizes that investing in well-planned, well-organized, and efficiently coordinated technology training for various areas of the college and different user groups would increase overall institutional effectiveness. In addition to the college’s Instructional Technology Strategic Plan, the college is in the process of developing a Technology Plan through its Technology Advisory Committee (TAC). The college seeks the district IS department’s leadership and support to reestablish the District-wide Technology Committee so that the college’s technology training and overall technology-related plans can be incorporated in its systemic planning process.

### Actionable Improvement Plans

* District IS department reestablish the District-wide Technology Committee.
* The college develops and completes the WVC Technology Plan to include a comprehensive, systemic, and streamlined plan for technology training.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3C.1.b.1 | Introduction to Online Instruction Course Design | <http://www.westvalley.edu/elearning/faculty/training.html> |
| 3C.1.b.2 | DE Workshops and Boot Camps | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/de_training_workshops_2013.pdf> |
| 3C.1.b.3 | Omni Update Training Announcements | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/OU_training_emails.pdf> |
| 3C.1.b.4 | Omni Update Training Videos | <http://instruct.westvalley.edu/wvmedia/classes/Omni_Update_Training/> |
| 3C.1.b.5 | Student Services Division Webpages | <http://www.westvalley.edu/services/index.html> |
| 3C.1.b.6 | Office of Institutional Research and Planning Webpages | <http://westvalley.edu/research/> |
| 3C.1.b.7 | Accreditation Webpages | <http://www.westvalley.edu/committees/Accreditation/index.html> |
| 3C.1.b.8 | Academic and Career Programs Webpages | <http://westvalley.edu/academics/> |
| 3C.1.b.9 | SASS Survey | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/sass_training_survey_2013.xlsx> |
| 3C.1.b.10 | SASS Training | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/SASS_Training_Fall_2013_Microsoft_Outlook.pdf> |
| 3C.1.b.11 | My WVM Portal | <http://www.westvalley.edu/admissions> |
| 3C.1.b.12 | Counseling 012 Course Outline of Record | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/couns_12_cor.pdf> |
| 3C.1.b.13 | Counseling 018 Course Outline of Record | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/couns_018_cor.pdf> |
| 3C.1.b.14 | Eureka Career Information | <http://www.eureka.org/> |
| 3C.1.b.15 | Instructional Technology Strategic Plan | <http://www.k16bridge.org> |

## Standard IIIC.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

### Descriptive Summary

West Valley College, in coordination with the district Information Systems (IS) Department, plans, acquires maintains or replaces technology to meet institutional needs. ([3C.1.c.1](http://westvalley.edu/academics/instru_tech/instru_documents/tac_stratgey_rev_spring_2011_addendum.pdf))

Currently, the college relies primarily on Program Review information to asses technology needs across campus. Information Technology staff also has its data for monitoring and managing maintenance, upgrades or replacement of technology and its infrastructure. With the retirement of Dean of Instructional Technology in late fall 2013; the Instructional Technology team shifted its reporting to the vice president of administrative services. This transition reaffirmed the college’s commitment to stronger and better streamlined approach to planning and managing technology infrastructure and equipment. The college’s Technology Advisory Committee (TAC) ([3C.1.c.2](http://www.westvalley.edu/committees/Technology_Advisory)) is in the process of re-focusing its roles and responsibilities for the college and through the participatory governance structure, working closely with the Budget and Resource Allocation   
Committee (BRAC) that reports to the College Council.

Most of college classrooms now have instructional technology equipment (instructor computer, internet access, data projector(s), document camera, and sound systems), to provide students with a full multi-media experience. Several rooms are also capable of lecture capture recordings, i.e. voice only, voice/computer screen shots, and voice/video/computer screen shots. This equipment was distributed based on faculty requests, building design teams and available budget, and primarily funded by Facilities Bond Projects. ([3C.1.c.3](http://westvalley.edu/committees/Accreditation/2013/evidence/3c/measure_h_technology_funds.pdf)) College instructional software licenses are upgraded on a regular basis: examples include recent purchases of a site license of the Adobe design software (Adobe Cloud), AutoCad, Maya Animation, ArcGIS, etc. ([3C.1.c.4](http://www.westvalley.edu/academics/instru_tech/instru_documents/wvc_instructional_software_supported2.pdf))

As a part of Measure C bond funding of construction projects, each project includes an amount of funding that, in part, is allocated to technology within each building. Group I funding pertains to the physical infrastructure of buildings, including networking and electrical work to support technology. Group II project budgets cover the equipment inside the building, such as computers, A/V equipment, and other post-construction installations. Both Group I and Group II planning occurs through design teams comprised of participatory governance and administrative members. Measure C also includes $1.35 million for a technology refresh of classroom technology and computer labs. ([3C.1.c.5](http://westvalley.edu/committees/Accreditation/2013/evidence/3c/technology_refresh_funds.pdf)) Specific plans for the technology refresh bond funds have not been identified, but the focus will primarily be for refreshing existing computer technology and not adding computers or technology.

The district Information Systems (IS) Department is responsible for providing the management, maintenance, and operation of the college technological infrastructure and equipment through a centralized and collaboratively approached IS system. ([3C.1.c.6](http://wvm.edu/is/)) District IS is responsible for operating and maintaining the physical infrastructures required to service the district’s desktop computers, servers/storage, and networks. The IS department also oversees the core business and communication systems that include email, phone services, network, server, computer equipment for non-instructional use, and Enterprise Resource Planning (ERP) systems (student information, financial, and human resources).

The district’s Colleague enterprise system is secured by a full back-up each night using the HP Data Protector software. ([3C.1.c.7](http://www8.hp.com/us/en/software-solutions/software.html?compURI=1175640)) Other windows systems and data are secured by incremental back-ups each night using the Commvault software. ([3C.1.c.8](http://www.commvault.com/simpana-software/features/backup-and-recovery)) Back-ups are written to disk as well as tape, depending on the application and frequencies needed to access the information. Archiving is performed, which depends on the type of application and data. Archived data are accessible through standard restore procedures from the appropriate backup tapes. In the near future, data will be replicated between the two colleges across the network for failover and disaster recovery purposes.

The college provides appropriate system reliability and emergency backup. All hardware equipment located in the data centers is on a server room-based uninterruptable power supplies (UPS) system and the IS buildings are tied to an emergency generator that is activated within seven seconds after a power failure to the building. Critical network services are also supported by UPS systems throughout the campus, providing variable durations of service during power interruptions.

The data centers are equipped with a Halon fire suppression system. The Halon system requires evacuation of the room once it is activated, and fire resistant walls are installed in the data centers to prevent the spread of fire or of hazardous materials to other areas of the building. Fire extinguishers are in visible locations throughout the buildings and are clearly identified.

The college is currently refreshing the technology inventory in preparation for development of a systemic technology maintenance plan.

### Self-Evaluation

Fiscal resources have been a challenge for supporting technology during the recent years of budget reductions. As a direct result of two facilities bonds, Measures H and C, major renovations of instructional buildings have been accomplished, and more are in the planning stages. A new Fox Technology Center building was completed which includes significant technology to support teaching and learning. All instructional classrooms in recently renovated Science/Math building and Language Arts/Social Science building include audio visual multimedia systems. Other selected classrooms across the campus have also been upgraded with multimedia technology as funding permits.

The College’s Technology planning is undertaken in a number of forums. The Technology Advisory Committee (TAC) meets to discuss technology implementation needs and strategies for instructional and instructional support programs. The TAC is positioned to re-focus its roles and responsibilities to be in coordination with the college’s overall institutional planning process. The Budget and Resources Advisory Council (BRAC) ([3C.1.c.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf)), as part of the Integrated Planning and Resource Allocation process, will review and prioritize college technology requests based upon Program Review information in alignment with the college goals and budget constraints. A VP-IS team, consisting of the District IS department and Vice Presidents of the two colleges, meet monthly to review District IS project priorities. In addition, the college’s Instructional Technology staff and District IS department staff meet monthly to review, discuss, and plan issues regarding network, wireless, connectivity, and coordination for technology and equipment planning for the new buildings and building renovations.

### Actionable Improvement Plans

* Continue regular meetings between college instructional technology staff and district operations/network staff to plan and support the technology infrastructure at the college.
* Continue to work on developing synergy between newly defined TAC and Integrated Planning and Resource Allocation.
* Complete the college’s Technology Plan via TAC.
* District IS works with the colleges through its participatory governance process to develop a comprehensive District-Wide Technology plan.

### Evidence

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| --- | --- | --- |
| 3C.1.c.1 | Instructional Technology Strategic Plan | <http://westvalley.edu/academics/instru_tech/instru_documents/tac_stratgey_rev_spring_2011_addendum.pdf> |
| 3C.1.c.2 | Technology Advisory Committee | <http://www.westvalley.edu/committees/Technology_Advisory> |
| 3C.1.c.3 | Facilities Bond Projects – Technology List | <http://westvalley.edu/committees/Accreditation/2013/evidence/3c/measure_h_technology_funds.pdf> |
| 3C.1.c.4 | IT software | <http://www.westvalley.edu/academics/instru_tech/instru_documents/wvc_instructional_software_supported2.pdf> |
| 3C.1.c.5 | Measure C Technology Refresh Funds | <http://westvalley.edu/committees/Accreditation/2013/evidence/3c/technology_refresh_funds.pdf> |
| 3C.1.c.6 | Information Systems Department | <http://wvm.edu/is/> |
| 3C.1.c.7 | HP Data Protector | <http://www8.hp.com/us/en/software-solutions/software.html?compURI=1175640> |
| 3C.1.c.8 | Commvault | <http://www.commvault.com/simpana-software/features/backup-and-recovery> |
| 3C.1.c.9 | Budget and Resources Advisory Council | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3b/brac_12_17_13.pdf> |

## Standard IIIC.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

### Descriptive Summary

The college and the district have taken steps to assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty. District IS made significant gains in upgrading its technology infrastructure since 2006, funded primarily by Measure H. Furthermore, WVMCCD has grown more purposeful in its planning and utilization of technology, sustaining and staying current with established infrastructure, while adding significant enhancements and new facilities. The current technology environment includes buildings, systems, applications, hardware, and software.

Based on informed planning and decision making, the college has made deliberate efforts to upgrade classrooms with audio visual technology. ([3C.1.d.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/WVC_AV_Standards_Dec_2013.pdf)) These foundational improvements support the college’s primary focus as a teaching and learning institution. College technology funds that become available, in addition to building renovation funds, (e.g. Instructional Equipment Library Materials - IELM), have been allocated based on discussions in the Technology Advisory Committee (TAC) and via the college's Integrated Planning and Resource Allocation process. ([3C.1.d.2](http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html)) Moving forward, the college’s Budget and Resource Advisory Council (BRAC) is the forum for reviewing funding requests and allocations, with TAC continuing to serve as the college’s forum for technology strategy discussions. ([3C.1.d.3](http://www.westvalley.edu/committees/Technology_Advisory/))

The college makes decisions about use and distribution of its technology resources by appraising program review technology requests informed by SLO/A assessment results that pertain to classroom and instructional needs. The Office of Administrative Services and the newly formed budget and resource allocation committee (BRAC) review technology requests and make decisions that are informed by a college wide participatory process.

Since October 2013, there have been a number of recent developments related to technology enhancements:

* Modifications to the wireless infrastructure (Areohive) have significantly improved access to the wireless network, especially in the library.
* Bradford Networks Network Access Control (NAC) was installed to provide user identification for wireless access.
* The main internet firewall is scheduled to be upgraded, which should improve performance when accessing internet and instructional resources on servers located on a protected leg of the firewall.
* Funds were recently approved to upgrade the phone system to “voice over IP”, which will improve capabilities and reduce maintenance of the phone system.
* The district is beginning to investigate *Banner*® by Ellucian to replace Colleague for student information and administrative systems.

The college has policies and procedures in place to keep the infrastructure reasonably current and sustainable. For the past several years, college faculty and staff who determine a need for improved technology in their instructional or service areas submit their requests, including a description of why this request is warranted to their division's TAC representative. TAC representatives from all divisions bring this information forward to the TAC meeting. Requests are addressed and fulfilled based on a clear system of priorities established by the committee. Technology decisions are also made via the Integrated Planning and Resource Allocation process. Technology requests that are brought to light via the student learning outcome assessment process are then requested in department program review submissions. With an establishment of clearly defined Integrated Planning and Resource Allocation Process in 2013-2014 year, Program review submissions are reviewed by BRAC, the participatory governance committee ultimately responsible for allocating funds, before making recommendations to College Council and the President.

The college strategically aligned equipment needs for Distance Education as demand for such an instructional method has increased in the last several years. Assessment of equipment needs is jointly identified by the Distance Education Committee, Office of Instruction in conjunction with the Division Chairs Council, and in consultation with the Administrative Services Office. DE course offerings are supported by Angel, which is now owned by Blackboard. ([3C.1.d.](http://wvmccd.angellearning.com/default.asp)4) The Angel system is licensed to support all course offerings at both Mission and West Valley College. As a result a large number of face-to-face course instructors utilize features of Angel to “web-enhance” their course offerings. Since Angel is accessed via a web browser, no specialized equipment is required to access course content. The college has learned through student focus groups that some students access their Angel course with their smart phones and tablets.

Technology is widely distributed and used effectively throughout the college. Faculty integrate technology usage in their classroom lessons and students use technology in class presentations and for note taking. Virtual classrooms make excellent use of technology resources by utilizing the streaming video resources available at the college to enrich online and face-to-face course content.

### Self-Evaluation

The college meets this standard. Technology resources are widely available to all students, faculty, and staff. There are multiple committees in place to insure the resources are used effectively and to provide support year round. The college’s Integrated Planning and Resource Allocation will also ensure that technology resources will continue to be distributed and utilized so as to support the development, maintenance, and enhancement of its programs and services. The college’s Instructional Technology team along with TAC is positioned to develop college’s Technology Plan in addition to the existing Instructional Technology Strategic Plan. The *Technology Plan*, in concert with the revised *Educational and Facilities Master Plan*, will address procedures for technology resource support to keep the infrastructure reasonably current and sustainable.

### Actionable Improvement Plans

* The college will develop a plan for allocating facilities bond Measure C technology refresh funds through TAC and participatory governance process.
* The college will develop a Technology Plan based on the strategies identified in the current Instructional Technology Strategic Plan.
* The college will review and analyze staff, funding, and resource needs for the Instructional Technology team and secure necessary staff and operational funds for technology maintenance and repair work.

### Evidence

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| --- | --- | --- |
| 3C.1.d.1 | Classroom Technology Standards | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/WVC_AV_Standards_Dec_2013.pdf> |
| 3C.1.d.2 | Integrated Planning Process | <http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html> |
| 3C.1.d.3 | Technology Advisory Committee | <http://www.westvalley.edu/committees/Technology_Advisory/> |
| 3C.1.d.4 | ANGEL webpage | <http://wvmccd.angellearning.com/default.asp> |

## Standard IIIC.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

### Descriptive Summary

The college follows a clear and deliberate process to ensure that technology decisions emanate from institutional needs and plans for improvement. Stemming from the college's educational and facilities master plan (E&FMP) and the college's Integrated Planning and Resource Allocation process, the college makes decisions about technology improvements and growth by deliberating over program review requests and student learning outcome assessment results. Thoughtful evaluation of student learning outcome assessment results is central to effective institutional planning and overall institutional effectiveness. The college's clear cycle of Integrated Planning and Resource Allocation ensures that results gleaned from student learning outcome assessments and faculty and staff's insightful program review evaluations serve as a foundation for further discussions and decision making about the college's essential technology needs. ([3C.2.1](http://westvalley.edu/committees/program-review/))

There is evidence indicating that the college bases technology decisions on the evaluation of program and service needs. At an institutional level, SLO/A assessments of students' writing skills indicate that students would benefit from a writing/tutoring lab focused on improving their foundational writing instruction and practice. ([3C.2.2](http://westvalley.edu/committees/Student_Learning_Outcomes/)) In response to this discerned need, that was also identified in program review requests from multiple academic and student service programs, ([3C.2.3](http://westvalley.edu/committees/program-review/)) the college established a writing lab equipped with state of the art technology. The lab also includes ESL and World Language components. ([3C.2.4](http://westvalley.edu/caw))

The college determines that technology needs in program and service areas are met effectively by reviewing ongoing feedback from faculty and student service program areas via the college's Integrated Planning and Resource Allocation process. Within the context of this process cycle, program owners write a full program review in either the spring or fall semester and then they write a partial program review in the alternating semester. ([3C.2.5](http://www.westvalley.edu/committees/Student_Learning_Outcomes/masterasessment.html)) This ongoing process of review and re-assessment provides programs with ample opportunity to make improvements and then to re-assess how successful those improvements were. An example that illustrates the effectiveness of the college's iterative cycle of continually assessing the need for current and improved technology is the collaborative and informed effort that went into the design and day-to-day use of the Fox Center. The classroom and conference room technology innovations in the Fox Center were carefully planned in response to faculty, staff, student, and administrator needs for the highest levels of institutional effectiveness. The Fox Center has state of the art dual boot computers, multi-media capabilities, and cameras for classroom analysis of student presentations. The Fox conference room has internet, presentation, telephone conferencing, and projection capabilities. From college-wide student and employee surveys conducted by the OIRP about technology hardware and software currency and usage, the college is able to ascertain satisfaction levels with current technology offerings in order to make requested improvements. ([3C.2.6](http://www.westvalley.edu/committees/Accreditation/reports_surveys.html))

The college prioritizes needs when making decisions about technology purchases by reviewing program review requests and considering how frequently the same request arises across programs. The program review committee discusses all department program reviews and compiles summary trends indicating college-wide needs. The program review committee's recommendations are presented at the college council annual retreat in the fall of each year. ([3C.2.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Program_Review_2013_Final_Report_p5.pdf))   
  
The November 8, 2013 *Program Review Summary Report* stated the following:

*Technology integration and upgrade Technology is understood differently across programs. For some programs, this involves the creation of online components, while for other programs it means experimenting with technology to increase student to student interactions. Still others require specialty software applications such as Rivet Architecture and Aplia. In addition to the integration of new technology into courses, a number of programs are struggling to update and replace older instructional software like Quick Books and Auto CAD.*

For programs that have requested specific software and hardware upgrades, the college will address these needs via the Integrated Planning and Resource Allocation process. The college addresses these needs as effectively as possible, in the context of current fiscal restraints. On a positive note, the college works through a clearly articulated and well documented Integrated Planning and Resource Allocation process that has been communicated clearly to the college community in participatory governance meetings and all college day presentations. ([3C.2.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/08_24_12_accreditation_and_integrated_planning.pptx))

### Self-Evaluation

The college meets this standard. West Valley College has taken significant preliminary steps to develop a plan to integrate technology with institutional planning. ([3C.2.9](http://westvalley.edu/academics/instru_tech/instru_documents/tac_stratgey_rev_spring_2011_addendum.pdf)) This is evident with comprehensive Program Review and Student Learning Outcome and Assessment processes that clearly address college-wide assessment of effective use of technology resources. Budget and Resource Advisory Council (BRAC) as part of the college’s Integrated Planning and Resource Allocation assures that systematic assessment of effective use of technology resources occur on an annual basis. Planning begins for subsequent year based on the assessment results to ensure continuous improvements.

### Actionable Improvement Plans

* Continue to ensure that BRAC process serves as an institutional assessment process for technology planning

### Evidence

|  |  |  |
| --- | --- | --- |
| 3C.2.1 | Program Review Webpage | <http://westvalley.edu/committees/program-review/> |
| 3C.2.2 | SLO/A webpage | <http://westvalley.edu/committees/Student_Learning_Outcomes/> |
| 3C.2.3 | Program Review Final Report - 2012 | <http://westvalley.edu/committees/program-review/> <http://www.westvalley.edu/committees/program-review/documents/2012-final-report-for-integrated-planning.pdf> |
| 3C.2.4 | Writing, ESL, and World Language labs | <http://westvalley.edu/caw>  <http://www.westvalley.edu/academics/language_arts/esl/skills-lab.html> |
| 3C.2.5 | Program Review and SLO Assessment Master Calendar | <http://www.westvalley.edu/committees/Student_Learning_Outcomes/masterasessment.html> |
| 3C.2.6 | OIRP webpage - Surveys | <http://www.westvalley.edu/committees/Accreditation/reports_surveys.html> |
| 3C.2.7 | Program Review Summary Report 11-08-13 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/Program_Review_2013_Final_Report_p5.pdf> |
| 3C.2.8 | Integrated Planning and Resource Allocation Presentations | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3c/08_24_12_accreditation_and_integrated_planning.pptx> |
| 3C.2.9 | Instructional Technology Strategic Plan | <http://westvalley.edu/academics/instru_tech/instru_documents/tac_stratgey_rev_spring_2011_addendum.pdf> |

# Standard IIID: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner than ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning at both the college and district/system levels in multi-college systems.

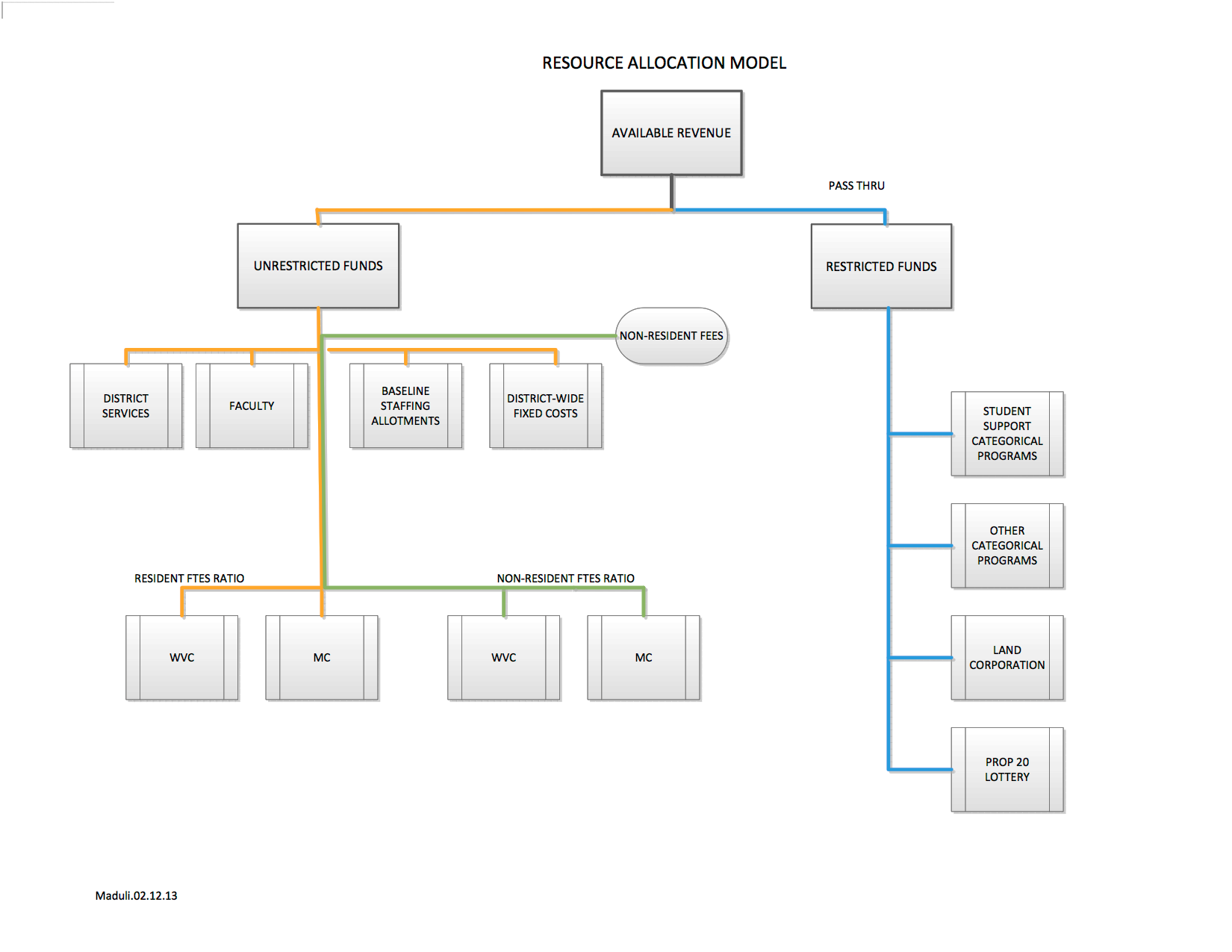
### Descriptive Summary

WVMCCD Board Policy (BP) and Administrative Procedure (AP) 6200 outlines the criteria for maintaining fiscal stability while providing for student learning programs and services including their development, maintenance, and enhancement. AP 6200 also contains the standards for the operating budget, revenue, debt and capital release obligations, and capital budget. Additionally AP 6305, requires the District to maintain a five percent (5%) reserve and a contingency reserve of no more than three percent (3%). ([3D.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bp_6200_ap_6305.pdf)) The District’s practice is to apply these percentages to total unrestricted general fund (Fund 100) expenditures. This policy and practice, along with prudent fiscal management and planning, promotes conservation of a healthy fund balance and adequate reserves.

To achieve the state’s apportionment-funded full time equivalent student (FTES) goal, directly related to revenue for the district’s General Fund (Fund 100), a District Enrollment Management Committee (DEMC), reporting to District Council, meets to review the state-determined FTES goal as it applies to each college, West Valley and Mission. ([3D.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/District_Enrollment_Management_Committee/)) The DEMC determines the resident credit, non-resident credit, exempt, and non-credit FTES goals for each college based on the individual college’s enrollment strategies. The respective FTES targets are used to calculate each college’s respective Full Time Equivalent Faculty (FTEF) required to produce the FTES goals. This budgeting process is known as the Associate Faculty Funding Model. ([3D.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ram6_assoc_faculty_funding_model_narrative_02_11_13.pdf))

The Associate Faculty Funding Model is a part of the district’s Resource Allocation Model (RAM), first presented to District Council on October 11, 2011 and formally adopted by District Council on May 13, 2013 following nearly two years of development and refinement by the District Council’s Resource Allocation Model sub-committee, closely following the State of California’s funding model found in Senate Bill SB361. ([3D.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_minutes.pdf)) As a subcommittee of the District Council, the “RAM Task Force,” as this committee was known, fully represented all facets of the district’s participatory governance constituencies. The district’s Tentative Budget for Fiscal Year 2013-2014, approved by the Board of Trustees June 18, 2013, employs the new Resource Allocation Model fully for the first time, replacing a previous method of resource allocation. ([3D.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_tentative_budget.05.28.13.pdf))

Through the RAM process, Unrestricted General Fund revenue is apportioned first to fund faculty FTEF, both full-time and associate instructors, to meet enrollment targets. Other allocations are made to the district and then to each college. The colleges share their discretionary apportionment based on the ratio of FTES as approved by DEMC. The following chart illustrates the allocation process under RAM:



For Fiscal Year 2013-2014, the district’s total FTES goal was originally set to 16,098, with West Valley College’s target set to 8,825 FTES and Mission at 7,273 FTES. With the district now in a Basic Aid status, the FTES goal was reset to 15,898, a reduction of 200 FTES allocated equally to both colleges. The FY2013-2014 goals are therefore 8,725 for West Valley and 7,173 for Mission. On each campus, the Performance Goals Committee, established as a requirement of the faculty labor contract, Article 20, manages detailed enrollment oversight for the college. The West Valley College Performance Goals Committee (PGC) considers factors such as the productivity and success of programs as measured by efficiency and program completion to inform decisions on faculty resource allocation. The foundation of this process is service to students and high quality learning programs.

Both the Resource Allocation and Associate Faculty Funding Models are reviewed annually through District Council with adjustments made as needed. ([3D.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_minutes.pdf)) Currently, the Associate Faculty Funding Model’s rate for associate faculty is based upon Step 9 of the 2008-2009 Associate Faculty Salary Schedule of the faculty labor contract, Appendix BB, Schedule A. Previously, through FY2012-2013, funding was set to Step 8 but, as a part of the review process developing the RAM process, it was noted that the average associate pay exceeded Step 8; thus, the funding adjusted to Step 9. The associate funding rate is scheduled for annual review with adjustments as revenue permits.

Projections of revenues in all funds, unrestricted and restricted, are based upon the best information available at the time of budget development. Restricted funds are generally provided in support of educational programs proscribed by state and federal regulations, donors, or other outside agencies that requires expenditures according to specific purposes. The District’s RAM treats these fund sources as “pass-through” funds, applying them as required by each fund source’s rules.

#### Significant Change of Fiscal Status – Basic Aid

By the conclusion of fiscal year 2012-2013, rising county property taxes and funds distributed from the deactivated Redevelopment Agencies (RDAs) combined to move the West Valley-Mission Community College District into Basic Aid status. This change had been predicted to occur within the next two fiscal years, but the recovering economy plus an attendant increased value in the real estate market with renewed real estate transactions have increased assessed valuation, increasing the revenues received by the district.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.1 | Board Policy and Administrative Procedure 6200; Administrative Procedure 6305 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bp_6200_ap_6305.pdf> |
| 3D.2 | District Enrollment Management Committee | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/District_Enrollment_Management_Committee/> |
| 3D.3 | Associate Faculty Allocation Model | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ram6_assoc_faculty_funding_model_narrative_02_11_13.pdf> |
| 3D.4 | District Council Minutes re: RAM | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_minutes.pdf> |
| 3D.5 | Tentative Budget for Fiscal Year 2013-2014 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_tentative_budget.05.28.13.pdf> |
| 3D.6 | Resource Allocation and Associate Faculty Funding Models | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_minutes.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ram6_assoc_faculty_funding_model_narrative_02_11_13.pdf> |

## Standard IIID.1

The institution relies upon its mission and goals as the foundation for financial planning.

### Descriptive Summary

Planning for both district and college budget development relies upon an annual review of the district’s and college’s mission statements, setting goals reviewed and approved by the Board of Trustees, as the foundation of the financial planning process. District and college budgets reflect the goals within strategic planning processes embodied within participatory governance, which both helps to develop the rationale for the mission statement and goals, and then employs them as guidance for financial planning.

Financial planning is essentially a circular process, beginning with the board approved mission statement and goals approved for both enrollment and fiscal stability. ([3D.1.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/WVC_Goals_Objectives_2013_2014.pdf), [3D.1.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013_14_district_goals.pdf)) Through the RAM and direct pass-through of funds ([3D.1.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/resource_allocation_model_01_31_13.pdf)), the college embarks upon a financial planning process, first through the President’s cabinet and College Council, then to the Division Chair Council through to the individual program departments. These proposed budgets are then reviewed again through the participatory governance levels – Division Chair Council, College Council and President’s cabinet – before being incorporated into the district’s overall budget, which is presented for Board of Trustees’ approval. ([3D.1.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_tent_budget_03_04_13.pdf)) Throughout the process, the institution’s mission and goals, as expressed in the Educational and Facilities Master Plan, are reference points guiding the outcome. ([3D.1.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf))

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

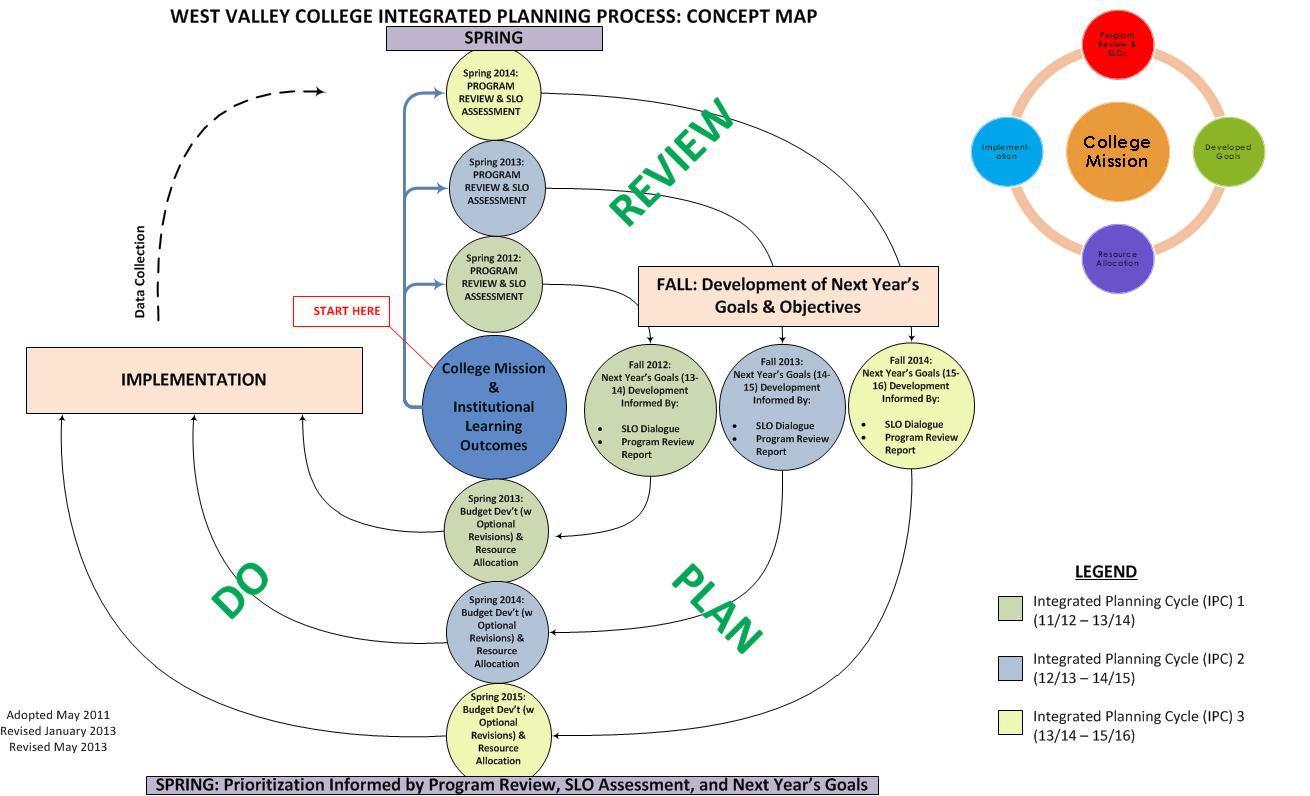
|  |  |  |
| --- | --- | --- |
| 3D.1.1 | WVC Goals and Objectives 2013-14 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/WVC_Goals_Objectives_2013_2014.pdf> |
| 3D.1.2 | Board Approval of District Goals | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013_14_district_goals.pdf> |
| 3D.1.3 | Resource Allocation Model (RAM) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/resource_allocation_model_01_31_13.pdf> |
| 3D.1.4 | 2013-14 Tentative Budget | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_tent_budget_03_04_13.pdf> |
| 3D.1.5 | Educational and Facilities Master Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf> |

## Standard IIID.1.a

Financial planning is integrated with and supports all institutional planning.

### Descriptive Summary

Integrated Planning and Resource Allocation is one of the three legs of Institutional Effectiveness, along with the Student Success Team and Accreditation. Within the Integrated Planning and Resource Allocation realm are the Student and Program Learning Outcomes and Assessment, Program Review, and Budget Planning. These three related processes occur in an annual cycle, demonstrated in the Integrated Planning and Resource Allocation Process: Concept Map graphic, using the catch phrase: “Plan, Do, Review.” It is useful to note that the cycle is re-entrant at any phase: “Plan, Do, Review; “Review, Plan, Do;” “Do, Review, Plan”, giving credence to the philosophy that this is an ever on-going process, not a simple one-time annual event.



Student Learning Outcomes (SLO/As), along with the Program Learning Outcomes (PLOs), set the foundation measurement of the college’s academic effectiveness. To the degree that SLO/As and PLOs depict a program’s ability to adequately meet their stated objectives, these measures help to identify resource requirements, whether in terms of facilities use, equipment needs, staffing, supplies and materials, or other potential resources to be employed by the program in order to achieve or to improve the program’s results. Program Reviews then explain more specifically the resource requirements first identified in SLO/A/PLO as needed to improve or expand program effectiveness while working to achieve the mission of the college. ([3D.1.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/intent-of-questions-instructional-1.pdf)) Budgeting is the third part of the Integrated Planning and Resource Allocation Framework and is the vehicle employed to express operations and resource requests as a part of the college’s finances. Documentation is critical to good budgeting and plays an important role in annual budget management. ([3D.1.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/fy13-14_budget_process.pdf))

### Self-Evaluation

The college meets this standard. The Integrated Planning and Resource Allocation process is deliberately crafted as an evolutionary rather than static part of the college’s planning activities. Since the model’s first introduction by then President Lori Gaskin, an on-going Integrated Planning and Resource Allocation Team regularly meets to reflect upon the process’s effectiveness, monitoring results and modifying the process, incorporating changes to better meet the college’s participatory governance model, address issues related to timing, and to better integrate the various stages of the process for an improved final result, especially for the college’s budget. ([3D.1.a.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Integrated_Planning_Team_Meeting_Notes.pdf))

Within the past year, the model’s design was simplified to underscore the “Plan, Do, Review” concept within the cycle. That concept will be further amplified by a comprehensive combined calendar listing the SLO/A/PLO, Program Review, and Budget timeline and workshops to facilitate the activities within the cycle.

### Actionable Improvement Plans

None

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.1.a.1 | Program Review questions | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/intent-of-questions-instructional-1.pdf> |
| 3D.1.a.2 | 2013-14 Budget Process | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/fy13-14_budget_process.pdf> |
| 3D.1.a.3 | Integrated Planning and Resource Allocation Team Meeting Notes | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Integrated_Planning_Team_Meeting_Notes.pdf> |

## Standard IIID.1.b

Institutional planning reflects realistic assessment of financial resources availability, development of financial resource, partnerships and expenditures requirements.

### Descriptive Summary

The district’s Fiscal Services staff regularly monitors all revenue expense, and fund balances via quarterly financial and budget reports presented to the Board of Trustees through its Audit and Budget Oversight Committee (ABOC), to the District Council, and to both colleges’ executive teams. Revenue projections are based upon the institution’s Second Principle (P2) Apportionment Report, submitted to the state chancellor’s office, reflecting current FTES enrollment goals and status, estimated property tax revenue from the County of Santa Clara, and other facts known at the time of the report. ([3D.1.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/320_Apportionment_Attendance_Report_FY_2012-2013.pdf))

The Office of Administrative Services regularly provides monthly fund balance projections of the general fund and periodic reports of other funds. This procedure was key during the 3.39% workload reduction, implemented in 2009-10, as the college continuously monitored the budget throughout the year. The Offices of Instruction and Administrative Services established a process to monitor part-time contracts, and the load allocation budget. ([3D.1.b.2](http://www.westvalley.edu/committees/Accreditation//2013/evidence/3d/2013-14_Final_Budget.08.14.13_page33-36.pdf)) The fund balance projections are shared with the College Cabinet and the Office of the Vice Chancellor of Administrative Services. With the college personnel specialist’s assistance, the Faculty Obligation Number (FON) is calculated and validated with Human Resources in order to ensure state compliance following a substantial number of early retirement incentives. ([3D.1.b.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/fon_2013_14.xlsx))

State apportionment revenue contributions have declined significantly during the past few years. This decline is influenced by two key factors: State budgets were severely reduced with “workload reductions” and only recently has that trend been reversed. The second factor is the proportion of General Fund revenue derived from County of Santa Clara property taxes has measurably increased, with indications that property tax revenues will continue to increase in forthcoming years. At the time this report is being written, summer 2013, fiscal projections indicate that the district will not receive any state general apportionment in fiscal year 2013-2014. Educational Protection Account (EPA) funding from Proposition 30 should yield over $1.5 million. Other general fund revenues are projected to be generated by property taxes and student enrollment fees.

Various campus-based enterprise activities generate additional revenue for the college. Both student fees and the earnings from vendor service contracts for the bookstore, cafeteria, and café largely underwrite student activities. The student center and the college also benefit from a healthy facilities rental activity that incorporates use by both private organizations and individual and community-based activities such as softball, volleyball, and soccer leagues, cultural events, theater performances, and a weekly farmers’ market.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.1.b.1 | 360 Apportionment Attendance Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/320_Apportionment_Attendance_Report_FY_2012-2013.pdf> |
| 3D.1.b.2 | Cognos Enrollment Report,  Part Time Allocation Model  Pg. 33-36 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Cognos_Enrollment_Report_Fall_2013.xlsx>  <http://www.westvalley.edu/committees/Accreditation//2013/evidence/3d/2013-14_Final_Budget.08.14.13_page33-36.pdf> |
| 3D.1.b.3 | FON Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/fon_2013_14.xlsx> |

## Standard IIID.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

### Descriptive Summary

Historically the district has met long-term obligation requirements and, per Board Policy 6305, maintains a reserve of five-percent of budgeted expenditures plus a contingency reserve not to exceed three-percent for unanticipated changes that would significantly reduce operations or services. ([3D.1.c.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/AP_6305.pdf))

Annually, the district’s Vice Chancellor for Administrative Services reviews for the Board of Trustees the district’s long-term liabilities. For the board meeting of May 30, 2013, the Vice Chancellor’s review of long-term liabilities include the following: ([3D.1.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bot_minutes_06_04_13.pdf), [3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_tentative_budget.05.28.13.pdf))

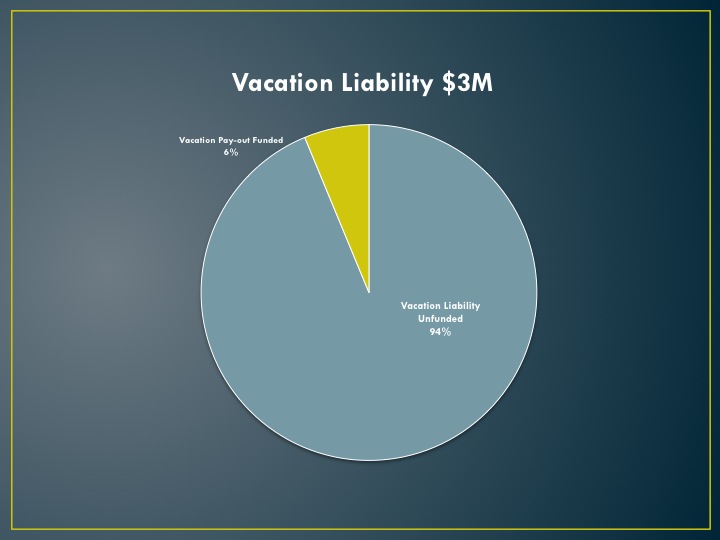
#### Faculty Bank Leave

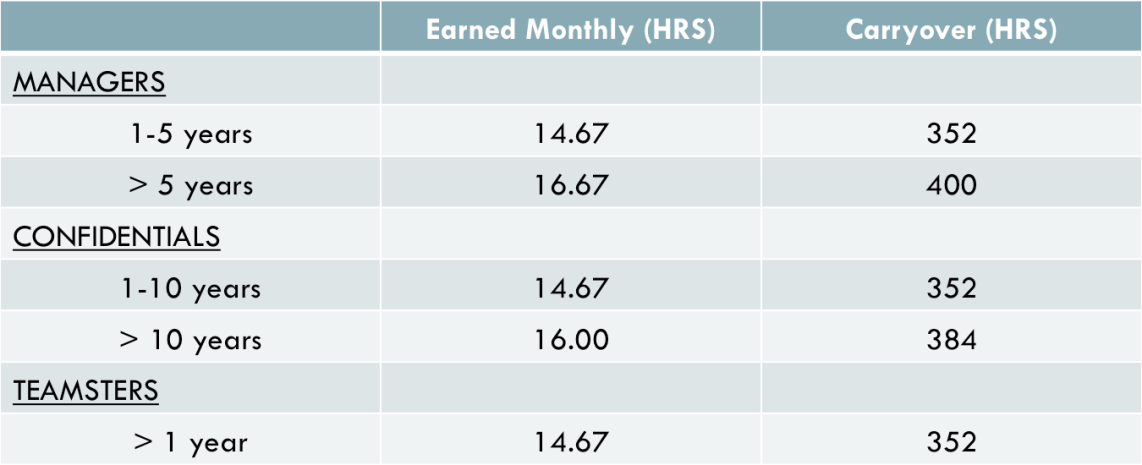
Per ACE Bargaining Agreement, Article 38: “Banked load leave is leave which is earned and results from an accumulation of overload, summer and/or winter-session assignments which the member has chosen to ‘bank’ rather than receive payment.” As of Fiscal Year 2012-3013, total Banked Leave liability is $10.1 million, of which short-term of $0.5 million and long-term liability of $5.6 million are funded, approximately 60% of the total liability.



#### Vacations

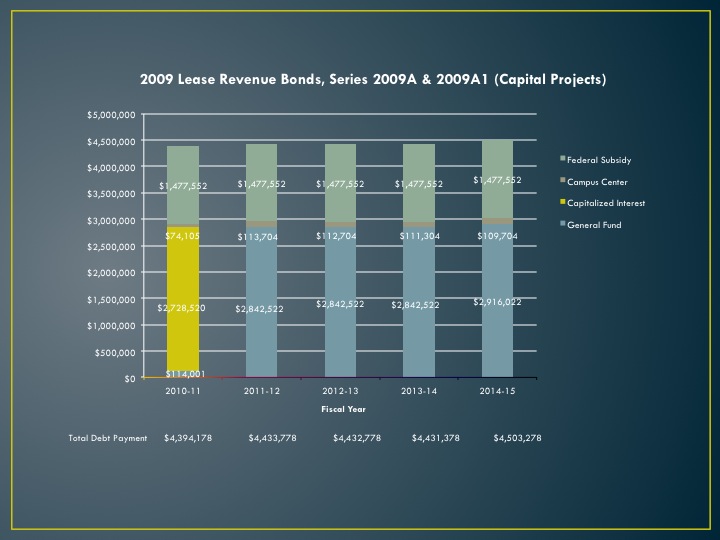
Managers, Confidential, and Teamsters unit employment agreements include provision for annual vacation, accumulated as hours per employee. The following table shows the vacation carryover per employee unit, currently totaling approximately $3.0 million, of which 6% is funded as current vacation pay-out, leaving approximately 94% unfunded and treated as an annual expense to the district as vacation occurs.

3D.1.d.6

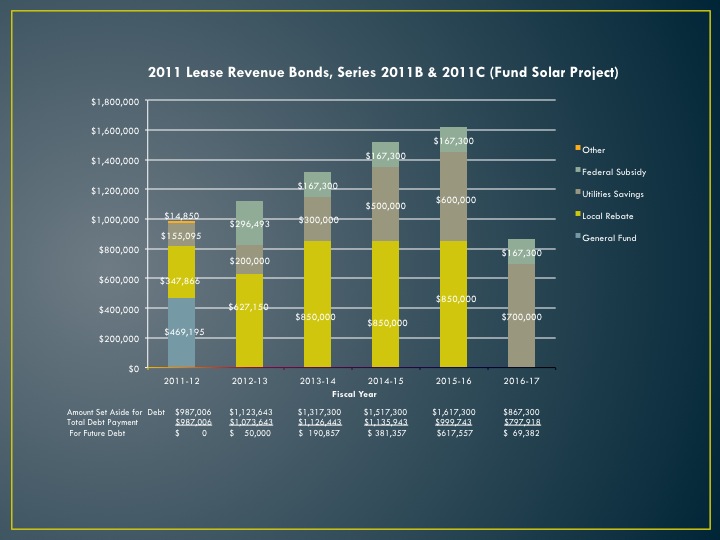


#### Lease Revenue Bonds

In 2009, $55 million of Lease Revenue Bonds were issued to fund state capital outlay projects and $1.12 million for the Campus Center at West Valley College. The bond debt is repaid from two sources: The larger bond amount is paid from the general fund and from federal subsidy under the Build America Bond program. Campus Center debt is repaid from Student Center Fees.



In 2011, a $9.905 million Lease Revenue Bond was issued to fund solar projects on both district campuses. The resulting debt is being repaid from federal subsidy under the Clean Renewable Energy Bond, utility savings from the use of solar energy, and from local energy rebates.



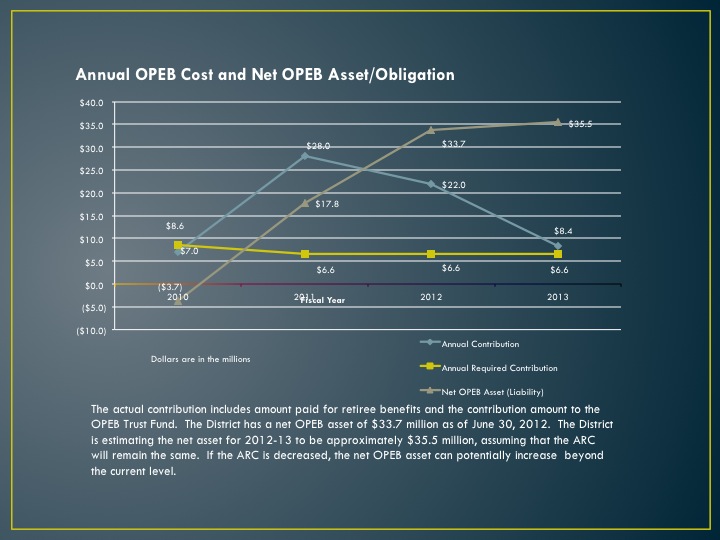
#### OPEB

As of June 30, 2012, there are 519 retirees currently covered by OPEB, and 117 eligible active employees eligible for OPEB provisions. Employees hired after January 1, 1994 are not eligible for post-retirement medical benefits. The actuarial accrued liability was reduced from $124,279,282 in 2006 to $88,514,298 in 2011. An updated actuarial study of retiree health liabilities is due to be completed during 2013. From the West Valley-Mission Community College District Annual Financial Report, June 30, 2012, the following statement explicitly describes OPEB liability as of the time of the district’s audit:

The District’s annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding excess) over a period not to exceed thirty years.

The following table shows the components of the District’s annual OPEB cost for the year, the amount actually contributed to the Plan and changes in the District’s net OPEB obligation to the Plan:

|  |  |
| --- | --- |
| Annual OPEB Costs as of June 30, 2012 | |
| Annual required contribution | (6,570,773) |
| Contributions made | 22,416,516 |
| Change in net OPEB liability | 15,845,743 |
| Net OPEB liability, beginning of year | 17,823,320 |
| Net OPEB assets, end of year | 33,669,063 |

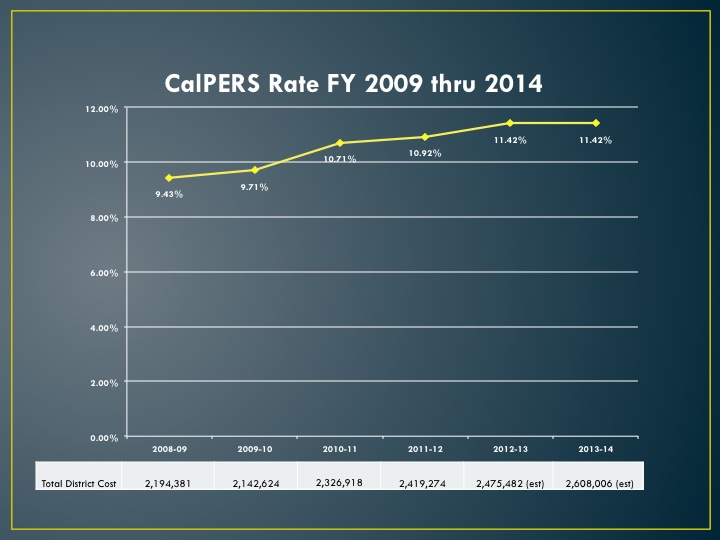


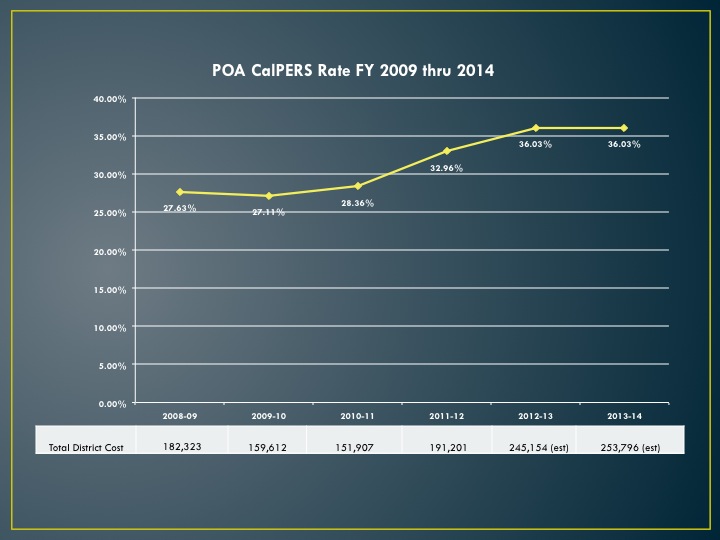
#### CalPERS and CalSTRS

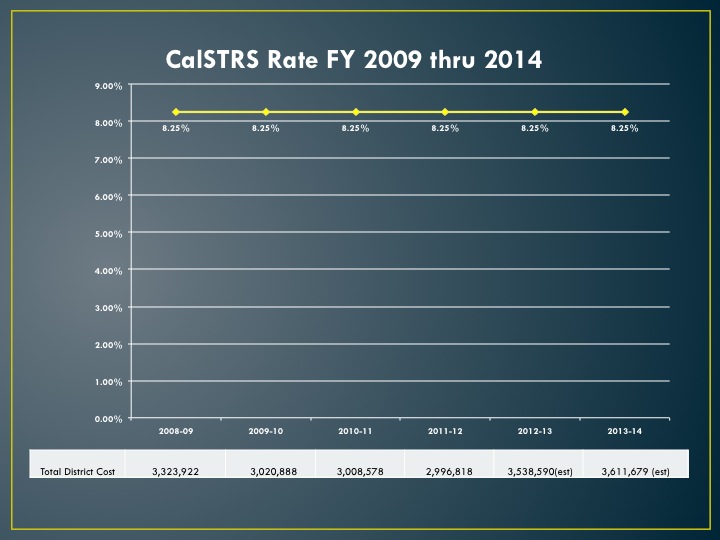
Both state-funded retirement programs were changed as a result of recent elections, thus creating two-tiered retirement systems. One result of the elections as well as the current market conditions is a near-certain increase in employer contributions to both of these plans. Currently, these contributions are:

* CalPERS Contribution for FY 12/13
  1. Employee: 7.0% (9.0% for Public Safety Officers)
  2. Employer: 11.42% (36.03% for Public Safety Officers)
* CalSTRS Contribution for FY 12/13
  1. Employee: 8.0%
  2. Employer: 8.25%

Projected contribution rate changes are as of this writing unknown, but the district’s best estimates are shown on the following charts:







### Self-Evaluation

The college meets this standard. The college and district plan for short and long term obligations to ensure the financial stability. The obligations and plans are communicated to the college, district and community via Board presentations and OPEB Actuarial Reports. ([3D.1.c.4](http://www.westvalley.edu/committees/Accreditation/documents/actuarial_report2013.pdf))

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.1.c.1 | Policy 6305 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/AP_6305.pdf> |
| 3D.1.c.2 | Board Meeting Minutes - June 4, 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bot_minutes_06_04_13.pdf> |
| 3D.1.c.3 | Board Presentation – District Liabilities | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_tentative_budget.05.28.13.pdf> |
| 3D.1.c.4 | OPEB Actuarial Report - 2013 | <http://www.westvalley.edu/committees/Accreditation/documents/actuarial_report2013.pdf> |

## Standard IIID.1.d

The institution clearly defines and follows its guideline and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.

### Descriptive Summary

The college has implemented guidelines and processes that bring together participatory governance committees in a manner that offers multiple avenues for input.

Financial Planning and Budget Development are highly participatory processes. Student/Program Learning Outcomes and Program Review are directed by a subcommittee of the college’s Academic Senate and, as such, primarily represent faculty perspectives. However, these reviews incorporate participation from all segments of the college community, including students, classified staff, and administration, as well as faculty. Results from SLO/A, PLO, and Program Review are presented college-wide and in College Council, the college’s top-level participatory governance body.

Budget development is deliberately a college-wide activity that does involve participation from all segments of the college community. ([3D.1.d.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-2014_budget_process_memo.pdf))



Based on the outcomes of SLO/A, PLO, and Program Review processes, the budget is built on identified college priorities, following the college’s mission statement and strategic plans. The budgeting process of FY2013-2014 was a modified via a zero-based process; only salaries based on position control and certain mandated costs were budgeted outside of direct participation. All programs and cost centers were provided a budgeting worksheet to develop budgets based upon their program’s needs, supported by resource requirements outlined in Program Review. Explanation and supporting evidence was asked for every proposed expense.

Each individual proposed budget was consolidated into a college-wide worksheet, presented to Division Chair Council ([3D.1.d.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/DCC-PGC_summary_11_13_13_approved.pdf)) and eventually to College Council for review. Final decisions were made within the President’s Cabinet, communicated through College Council, prior to forwarding to the district’s offices for inclusion into the district’s overall budget. ([3D.1.d.3](http://westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_Final_Budget.08.14.13.pdf))

District- and college-level participatory governance and administrative processes work in tandem in budget development. The district develops an annual Budget Calendar, used as an overall guide by the district and both colleges to ensure that both Tentative and Final Budgets are completed by the Board of Trustees’ deadline for adoption. Budget preparation processes for the district and colleges are explicitly stated in Administrative Procedure 6200. ([3D.1.d.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ap_6200.pdf)) The College Council, Division Chair Council, and Performance Goals Committee communicate and recommend budgetary priorities. Through the timelines set by these bodies, coordinated with the district’s calendar, and through budget workshops communicated and orchestrated by the VP of Administrative Services, the entire college is included in these processes. ([3D.1.d.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/fy13-14_budget_process.pdf)) In addition, Student Learning Outcomes and Program Review are core parts of the Integrated Planning and Resource Allocation Process, as described earlier in this document. Since the last accreditation in 2007, there have been several changes in leadership; however, guidelines and processes for financial planning and budget development processes have been well-communicated and maintained and demonstrated ongoing improvement.

### Self-Evaluation

The college meets this standard. Budget and financial planning processes for the college are well-established and documented, as well as widely distributed to the college at-large. All college constituencies are invited to participate and collaborate on the development of fiscal plans.

### Actionable Improvement Plans

* Continue an analysis of the possibility of reinstating a district-wide budget advisory committee which has been incorporated in the function of the District Council.
* Complete establishing the college’s Budget and Resource Advisory Council (BRAC) as part of the Integrated Planning and Resource Allocation Process by the end of February 2014.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.1.d.1 | Budget Process Memo | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-2014_budget_process_memo.pdf> |
| 3D.1.d.2 | Division Chair Council Minutes re: Budget Development | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/DCC-PGC_summary_11_13_13_approved.pdf> |
| 3D.1.d.3 | West Valley College Budget 2013-2014 | <http://westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_Final_Budget.08.14.13.pdf> |
| 3D.1.d.4 | Administrative Policy 6200 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ap_6200.pdf> |
| 3D.1.d.5 | 2013-14 Budget Process | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/fy13-14_budget_process.pdf> |

## Standard IIID.2

To assure the financial integrity of the institution and responsible use of its resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

The key to institutional financial integrity begins with a well-documented and transparent budgeting process, followed by implementing an enterprise reporting system, which in this district is the Colleague (formerly Datatel) system that provides accurate budget and expenditure tracking within each of the college’s many cost centers. By providing position control through Analytic software, and purchasing requisition management, budget monitoring, and compliance with Colleague, the institution’s intended allocation of resources is ensured. The system allows each budget manager at any time to have clear visibility of their financial picture, comparing budgeted to encumbered and actual expenses via the MyWVMPortal link to Colleague. ([3D.2.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Portal_Link_to_Budget_Information.png)) Additionally, the college’s Office of Administrative Services provides assistance monitoring and adjusting budgets and expenses to dynamically reflect changing circumstances within a cost center.

The district’s Vice Chancellor of Administrative Services publishes quarterly and annual district financial reports comparing budgeted and actual expenditures as well as an annually audited financial report to District Council the Audit and Budget Oversight Committee (ABOC), and to the Board of Trustees ([3D.2.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/FY_12-13_Audit_Report.pdf)). Any report presented at a Board meeting is available to the public. The Board also complies with CCR Section 58307 through monthly reports of budget transfers between major expenditure classifications as defined in the *California Community College Budget and Accounting Manual*.

Given the importance of Colleague financial management and reporting system, the district Information Services unit continuously updates the system software, adding new capabilities and services as available. Through funding provided by both Measure H and Measure C bonds, new computing hardware has been purchased to improve Colleague operations and planned upgrades include migration to the SQL database for improved data access and warehousing, and implementation of both Human Resources and On-Line Purchase Requisition models. ([3D.2.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ellucian_migration-memo.pdf)) The Human Resources module provides integrated position control and assignment contract management, while the On-Line Purchase Requisition module performs real-time monitoring of funds availability as well as purchase order tracking.

Systems supporting the budgeting and financial operations have limited authorized access. Individuals requiring access must obtain prior approval before being granted log in authorization, and the systems are not generally accessible off-campus or through non-administrative campus networks. Colleague has been successfully employed to provide ad hoc, monthly, quarterly, and annual reports for financial management as well as for state and federal compliance reporting. Analytic software, an even more highly restricted software system, is used to monitor position control, develop and analyze budgets, and provide analytical financial reporting. [COGNOS](http://www-01.ibm.com/software/analytics/cognos/enterprise/) is used as a data-mining tool to access the data base repository from Colleague for specialized and analytical financial and enrollment reporting.

### Self-Evaluation

The college meets this standard. The 2006 FCMAT report ([3D.2.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D26_fcmat_final_report_page12.pdf)) prepared for the district states: “The district uses different financial systems for different functions. The lack of a single system significantly increases the probability of error. The district should identify the best single financial system for its needs and purchase it, or add modules and capacity to the current Datatel system.” During Fiscal years 2011-12 and 2012-13, improvements and upgrades to district systems replaced the PARIS reporting tools and eliminated the multi-system reporting concerns. Colleague is now the primary tool for financial management, providing a database from which reports are derived based upon consistent data.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.2.1 | MyWVM Portal link to Colleague | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Portal_Link_to_Budget_Information.png> |
| 3D.2.2 | District Financial Report 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/FY_12-13_Audit_Report.pdf> |
| 3D.2.3 | Colleague migration memo | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ellucian_migration-memo.pdf> |
| 3D.2.4 | FCMAT Executive Summary Executive Summary, page 4, 6th paragraph. | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D26_fcmat_final_report_page12.pdf> |

## Standard IIID.2.a

Financial documents, including the budget and independent audit, have a high degree of creditability and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.

### Descriptive Summary

Financial documents, in their best form, are a collective portrayal of the institution’s participatory governance process by which resources are allocated in support of student success. Ultimately, all resources, whether human, physical, or fiscal, are reflected by financial measures; therefore, the budget reflects the intended allocation of resources while the audited results chronicle the actual employment of those resources. The annual independent audit validates the district’s and college’s internal accounting practices have followed applicable practices, including generally accepted auditing practices, the *California Community Colleges Budget and Accounting Manual*, Governmental Accounting Standards Board ([GASB](http://www.gasb.org/jsp/GASB/Page/GASBHomePage&cid=1175804792590)), and applicable regulatory compliance. The 2011-2012 annual audit ([3D.2.a.1](http://www.westvalley.edu/committees/Accreditation/fiduciary_documents.html)) was completed with the following comments from the auditors to the district’s Board of Trustees:

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The financial statements of the West Valley-Mission Community College Foundation and the Mission-West Valley Land Corporation were not audited in accordance with *Government Auditing Standards,* but were audited in accordance with auditing standards generally accepted in the United States of America for nongovernmental entities. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinions. ([3D.2.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/audit_report_fy_11-12_page2.pdf))

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of West Valley-Mission Community College District and its discretely presented component units as of June 30, 2012 and 2011, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

### Self-Evaluation

The college meets this standard. Resource allocations through the budgeting process follow a participatory governance model wherein multiple governance bodies contribute to the overall result. Those participatory bodies include:

* District Executive Management Team
* District Council
* Enrollment Management Committee, reporting through District Council
* College President’s Cabinet
* College Council
* Academic Senate
* Classified Senate
* College Division Chair Committee
* College Performance Goals Committee

### Actionable Improvement Plans

None

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.2.a.1 | West Valley-Mission Community College District Annual Financial Reports | <http://www.westvalley.edu/committees/Accreditation/fiduciary_documents.html> |
| 3D.2.a.2 | Independent Auditors' Report, page 2 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/audit_report_fy_11-12_page2.pdf> |

## Standard IIID.2.b

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

### **Descriptive Summary**

The college’s Administrative Services, in concert with the District’s Administrative Services office, ensure that institutional responses to external audit findings are comprehensive, timely, and communicated appropriately with accompanied supporting documents.

The Auditor’s Annual Financial Report for June 30, 2012 and 2011 contained very few external findings or questioned costs. ([3D.2.b](http://www.westvalley.edu/committees/Accreditation/documents/2012_audit.pdf)) No findings or questioned costs were noted for federal awards; two findings were noted for state awards for 2012 and follow-up reporting for two findings from 2011 were included. It must be noted that the Auditor’s report is for the district as a whole, not per college within the district; thus, the management response and corrective plan involves Mission and West Valley College as well as the district offices. Concise, detailed, and timely responses to the following topics questioned in the audits are found in the District’s response to the Auditor’s Annual Financial Report:

* State general apportionment funding system regarding daily and positive attendance
* Financial aid cluster, Pell grants
* Hours By Arrangement (HBA)
* Course material fees

### Self-Evaluation

The college meets this standard. Whether the findings from the audit pertain to one or both colleges or to the district, the findings are shared with all relevant members of the institution’s community in order to identify areas for improvement overall. The findings serve as solid objective warning for developing a corrective action and inspect, as well as improve all related procedures. Specifically, during regular CBO meetings between the Vice Chancellor for Administrative Services and the two college Vice Presidents for Administrative Services, the audit findings are reviewed in detail so that due diligence is followed for any corrective actions to be implemented. The auditor’s report indicates that corrective actions have been successfully implemented for each of the identified findings.

### Actionable Improvement Plans

* Continue effort to improve accuracy and efficiency of data entry by maintaining a monthly meeting among the district’s Information Systems department and college Administrative Services and Office of Instruction.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.2.b | June 30, 2012 and 2011 Audit Report | <http://www.westvalley.edu/committees/Accreditation/documents/2012_audit.pdf> |

## Standard IIID.2.c

Appropriate financial information is provided throughout the institution in a timely manner.

### Descriptive Summary

Through careful planning and fiscal management, the district has over the years maintained a healthy fund balance and sufficient cash reserves including recent years where the state-wide budget reductions were experienced. The institution always seeks to ensure stability by developing a strategy that result in a balanced operating budget. The board of trustees has a practice of maintaining a minimum reserve equal to 5% of the general fund budget. Continuous review of financial conditions and state funding levels by the College and District’s Business Officers group, College Council, and the District Council prior to the board review provide timely, ongoing assessments of the potential risks. Financial emergencies can therefore be minimized and unforeseen occurrences can be handled by adjusting priorities as needed.

The district receives its revenues from several sources: federal revenues, state apportionment, local property taxes, and student fees, and private revenues (other financing sources). Each month, the Board of Trustees is asked to approve requests to amend the adopted budget to recognize new federal, state special purpose grants as well as local contract revenue.

Financial information for the college and district begins with the annual budgeting process, following a budget calendar developed district-wide. The district’s Vice Chancellor of Administrative Services conducts budget workshops for each college and for the Board of Trustees, which the public is able to attend. Budget information is published in both Tentative and Final forms in a report presented to and approved by the Board of Trustees. The budget, in both hard copy and electronic form, are available to all members of the college community – employees, students, and members of the community alike. ([3D.2.c.1](http://wvm.edu/documents.aspx?fid=26638&doc=26640&year=2013)) Detailed posting is made to all cost center accounts, both for the tentatively approved budget at the start of the fiscal year, and for the adjusted final budget when approved by the Board of Trustees in early September.

As of June 2013, the district’s General Fund Balance was $10,805,000 and consisted of the following components:

•$ 4,419,806 District’s budgeted 5% reserves

•$ 129,262 Contingency Reserve

•$ 152,041 Non spendable fund balance

•$ 5,683,749 Banked Leave liability

•$ 134,562 Fund 100/017

•$ 285,580 Faculty Travel and Conference

The last two years’ ending balances of the unrestricted general fund (fund 100) are $ 11,760,102 in 2010-2011 and $ 10,805,000 in 2011-2012. Currently, the district has sufficient cash flow to meet all spending obligations. With these amounts of ending balances in the last three years, the district maintains the 5% contingency reserve that is recommended by the State Chancellors Office. Both the district office and the college monitor the cash flow policy and procedures on a monthly basis through the district-wide through the College Business Officers (CBO) meeting. A cash flow statement and the formal budget reports are presented to the chancellor and the Board of Trustees quarterly to better track our fiscal position throughout the year. Each report always presents revenues and expenditures of the current year and forecasts revenues and expenditures for the next year.

WVMCCD became a Basic Aid district in 2012-2013 which changed the district’s way of receiving revenue. The majority of the District's general revenue is now derived from Santa Clara and Santa Cruz County property taxes. Categorical, Lottery, and grant revenues continue to come from federal, state, or other sources and student fees also comprise a significant revenue stream. Although property tax revenues can vary from year-to-year, property tax revenues tend to be more stable, long-term, than funds allocated through the state's budget process. Property tax revenues from the two counties in which West Valley-Mission CCD is situated have recovered from the recent recession and are forecasted to continue to increase at, very conservatively, at least three-percent per year, and doubtless more than that rate. The greater unknown impact is from the distribution of Redevelopment Agency Successor funds. The outlook for the next several years does not portend any cash flow difficulties for the district.

To deal with other unforeseen occurrences, the district’s budget provides for a 5% reserve as stated above to address financial emergencies. Also, as a back-up plan, the district participates in the Tax Revenue Anticipation Notes (TRAN), which allows short-term, borrowing, to support possible operational cash flow shortages arising from fluctuations in annual tax or revenue receipts that the general fund is dependent upon during the fiscal year.

The district also has an immediate cash plus investments with the Santa Clara County Treasurer’s Office, as well as revenues from the Land Corporation funds.

Risk Management policies exist, and the district vice chancellor of administrative services has the responsibility to protect and preserve the people and assets of the district. Currently, WVMCCD maintains adequate levels of various types of insurance, including employee health benefits, and a worker’s compensation plan. Safety training and frequent monitoring for potential safety issues is also a major component of Risk Management function. In the event of major catastrophes, the district insurance plans will cover the property and any liability.

Using Colleague, the user interface for the district’s enterprise reporting system, all faculty, staff, and administrative employees are able to inspect the details of at least the budget and accounting for their own cost center. Greater access to financial data, in more detail, is provided through access controls set within the Colleague system and is granted to each cost center’s budget manager. Within administrative functions, budget and accounting data is also accessible by senior office coordinators, administrative assistants, and key members in support roles. Additionally, the college’s Office of Administrative Services assists budget managers with account analysis and special needs as these arise.

The district’s Vice Chancellor of Administrative Services office also publishes quarterly budget to actual variance analysis, ([3D.2.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Annual_311_Report_FY_12-13.pdf)) distributed to District Council, the Vice Presidents of Administrative Services of both colleges, as well as to the Board of Trustees through the Board of Trustee’s Audit and Budget Oversight Committee.

### Self-Evaluation

The college meets this standard. The college and the district have multiple levels of oversight at all levels and appropriate financial information is provided throughout the institution in a timely manner.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.2.c.1 | [WVMCCD Budgets](http://wvm.edu/documents.aspx?fid=26638&doc=26640&year=2013) | <http://wvm.edu/documents.aspx?fid=26638&doc=26640&year=2013> |
| 3D.2.c.2 | Quarterly Budget to Actual Variance Reports | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Annual_311_Report_FY_12-13.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/Actuarial_Report.2013.pdf> |

## Standard IIID.2.d

All financial resources including long and short term debt instruments (such as bonds and Certificates of Participation) auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

### Descriptive Summary

The distribution of funds from auxiliary activities and grants is managed by the Vice President of Administrative Services, in cooperation with the Vice President of Student Services, the Vice President of Instruction, and responsible area deans. All activities are conducted in concert with college mission and goals. In addition, all allocation decisions and activities occur in accordance with state law, GASB, and the Budget Accounting Manual. ([3D.2.d.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2012-13_Final_Budget.08.17.12.rev.pdf))

All budgets are monitored by the Vice President of Administrative Services. Restricted fund programs are established for the purpose of providing specialized services, funded by revenues collected from program participants or from revenues provided by a state or local agency grants. Restricted funds may only be used to pay for the costs of providing services appropriate to the restrictions of the fund source.Revenues from college proprietary activities are shown in the following table together with the Campus Center fiduciary fund with income from student fees and campus center-related activities: ([3D.2.d.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_tentative_budget.05.28.13.pdf), [3](http://westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_Final_Budget.08.14.13.pdf))

District and college fund-raising efforts involving events and other donor-related activities are managed by the West Valley-Mission Foundation, not by the colleges. These funds are audited annually.

Citizen’s Bond Oversight Committee (CBOC): The district’s construction bond measures, Measure H and Measure C, are overseen by the Citizen’s Bond Oversight Committee, which meets regularly to appraise the district’s application of bond monies to the priority list of projects.

The Annual Report of the Citizens’ Bond Oversight Committee (CBOC) is required by law in the language of Measure H, which was passed by the voters on November 2, 2004, and the language of Measure C, which was passed by the voters on June 5, 2012 by at least 55% of the votes cast. The CBOC is governed by the Brown Act of 1971 (The Open Meetings Act) and all meeting agendas are published and publicly placed at least 72 hours prior to any scheduled meeting where official business is to be transacted. The general public is invited to attend all meetings. There are no closed sessions of the CBOC.

Concluding its eighth year, the CBOC continued with its program of oversight and review of Measure H expenditures. The compliance to Measure H priorities and procedures by the District Staff and the CBOC was validated by the recent audit performed by Vavrinek, Trine, Day & Company LLP, which was presented to the CBOC on March 13, 2013. The auditors conducted a Measure H Performance Audit to measure compliance with Proposition 39 and concluded that the District expended funds only for the specific projects approved by the voters. A separate Financial Audit was conducted and concluded that the Financial Statements of the Measure H Fund accurately present its financial status. At the time the audit report was prepared, there had been no expenditures of Measure C funds. Subsequently, beginning later in 2013, Measure C projects have started and will be included in future CBOC meeting reports. ([3D.2.d.4](http://www.wvm.edu/WorkArea/DownloadAsset.aspx?id=6750)) Through regular meetings and a variety of reports that the CBOC helped draft, the oversight process was timely and consistent.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### 

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.2.d.1 | 2012-13 Budget | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2012-13_Final_Budget.08.17.12.rev.pdf> |
| 3D.2.d.2 | 2013-14 Tentative Budget | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_tentative_budget.05.28.13.pdf> |
| 3D.2.d.3 | 2013-14 Final Budget | <http://westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-14_Final_Budget.08.14.13.pdf> |
| 3D.2.d.4 | CBOC Report | <http://www.wvm.edu/WorkArea/DownloadAsset.aspx?id=6750> |

## Standard IIID.2.e

The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement

### **Descriptive Summary**

Adherence to appropriate internal control procedures are one aspect of the annual audit process, but audits are not the sole means by which adherence to proper internal controls are measured. Application of internal control must begin as an inherent part of the institution’s fiscal management culture, pervasively integrated through all aspects of administrative procedure. This is especially true when addressing compliance issues with regard to reporting on federal or state grants, special fund allocations, application of funds sourced from local bonds, and the use of any funds for which there are specific restrictions.

Within the annual auditor’s report, “Internal Control over Financial Reporting” is specifically addressed with respect to the auditor’s tests in accordance with government accounting standards:

*Internal Control over Financial Reporting*

*The management of West Valley-Mission Community College District is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audits, we considered West Valley-Mission Community College District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of West Valley-Mission Community College District's internal control over financial reporting.*

*Accordingly, we do not express an opinion on the effectiveness of West Valley-Mission Community College District's internal control over financial reporting. …*

*Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as previously defined.*

*Compliance and Other Matters*

*As part of obtaining reasonable assurance about whether West Valley-Mission Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits and, accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under Government Auditing Standards and which are described in the accompanying schedule of findings and questioned costs as items 2012-1 and 2012-2.*

Although the intent of an audit is to test the accuracy of financial information portrayed in the auditor’s report, auditors, by necessity, must also sufficiently sample and test the procedures employed within the organization so as to be able to validate that the information derived from the financial transactions behind the reported information follow all applicable accounting standards, compliance to regulations. On that basis, auditors have found very few procedural issues with the district’s internal control systems. Those that have been identified as a part of testing for compliance with reporting attendance, grants, or similar tasks have been addressed and corrected.

In 2008, a report was prepared for the district by the California Collegiate Brain Trust (CCBT). ([3D.2.e.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ccbt_report_page5.pdf)) The focus of the report was “to prepare recommendations to help solve the financial deficit being experienced by the district and to help improve institutional effectiveness.” One aspect of that report was to “Recommend organizational changes that will improve accountability for both external and internal stakeholders.” The majority of CCBT recommendations have since been implemented, key among which are the Revenue Allocation Model and a position control system. Other recommendations have been far more complicated to implement, a significant example of which implementation of the Colleague Human Resources module.

In 2006, the Financial Crisis and Management Assistance Team (FCMAT) was engaged to study district fiscal processes and stability. This study agreement requested that FCMAT: ([3D.2.e.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/FCMAT_Report_Letter_to_Stan_Arterberry.pdf))

Conduct an analysis (including processes and procedures used to develop the budget) of the district annual budget and prepare a multiyear financial forecast. The analysis should include the following:

* Review the district for effective use of resource management.
* Evaluate the budget decision-making/management process.
* Prioritization of resources.
* Complete a Fiscal Health Analysis of the district using the California Community Colleges Sound Fiscal Management Self-Assessment Checklist to determine the district’s current level of financial risk.
* Review of the financial measurement system (actual to budget comparison).
* Review of the accountability system (enforcement of processes).
* Review Fund 17.
* Review parameters of the 50% law as it relates to:
* Procedures regarding entrepreneurial activities (Fund 17).
* Note: Since the FCMAT report was published, the district reclassified entrepreneurial activities to Fund 597; Fund 17 now represents solely student materials fees.
* Lottery.
* Explore best practices for a board of trustees in fiscal management
* Review the district allocation of resources model.

FCMAT listed fourteen recommendations for internal controls in its report, each of which has been reviewed and implemented. The recommendations consist mainly of “best practice” control processes and are frequently reviewed in the context of on-going discussions such as the regularly scheduled CBO meetings that include the district’s vice chancellor and both college vice presidents of administrative services. ([3D.2.e.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/FCMAT_Final_Report_Pg.41-42_11-22-06.pdf))

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.2.e.1 | CCBT 2008 report, opening paragraph, page 5. | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/ccbt_report_page5.pdf> |
| 3D.2.e.2 | FCMAT report – November 22 2006 letter to Stan Arterberry, then chancellor of WVM | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/FCMAT_Report_Letter_to_Stan_Arterberry.pdf> |
| 3D.2.e.3 | FCMAT report, pages 41-42 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/FCMAT_Final_Report_Pg.41-42_11-22-06.pdf> |

## Standard IIID.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

## Standard IIID.3.a

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

### Descriptive Summary

Following a conservative philosophy towards maintaining the stability of the district’s financial picture, District Policy BP6200 and AP6305 require a five percent budgeted reserve in designated unrestricted fund balances, per the standard set at the California Community College Chancellor’s Office. Additionally, a contingency reserve of no greater than three percent is maintained. ([3D.3.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bp_6200_ap_6305.pdf)) Continuous review of financial conditions and state funding levels by the District Council and Chief Budget Officer’s meeting and the board provides timely, ongoing assessments of the potential risks. Information relative to the fiscal condition is then disseminated for review, discussion, and planning at the college level through College Council, Division Chairs Council, Performance Goals Committee, and Student Services Council.

The two following tables, excerpted from the district’s Tentative Budget for fiscal year 2013-2014, document general fund balances and revenues:









Through realistic budgets and well-planned risk management, the district and colleges have been able to weather California’s fiscal storms.

The district’s cash balance is invested, as provided in the state education code, through the Santa Clara County Office of Education Treasurer. In the event of emergencies that cannot be handled with the current resources, the district continues to benefit from help from the Land Corporation with one-time funds for meeting cash flow.

### Self-Evaluation

The college meets this standard. The district successfully weathered the stated fiscal and budget uncertainties during 2011-12 and 2012-13 using the Land Corporation revenue, as well as delivering the college’s 2012-13 budget reduction plans to meet the fund balance.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.a.1 | BP6200 and AP6305 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bp_6200_ap_6305.pdf> |

## Standard IIID.3.b

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, or foundations, and institutional investments and assets.

### Descriptive Summary

To ensure oversight of finances including financial aid, grants, externally funded programs, contractual relationships, foundations, and investments, the college and the district have an annual, comprehensive, external audit prepared in concert with generally accepted accounting principles. ([3D.3.b.1](http://www.westvalley.edu/committees/Accreditation/fiduciary_documents.html))

The auditors give feedback on the financial statements and the adequacy of the accounting procedures and internal controls. As required by state law, the district retains an independent auditor who performs separate audits of bond funds (Measure C) and investments annually. ([3D.3.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/cboc_report_2012-13.pdf)) The audit report as of June 30, 2012 indicated unqualified opinions with no material weakness.

In addition to the annual external audit, the district’s CPA firm is engaged as needed to perform internal audits for key areas of fiscal operations. The Audit and Budget Oversight Committee and Citizen’s Bond Oversight Committee, subcommittees of the Board of Trustees, review audit reports, as well as their review process to ensure that district financial resources are used ethically and in compliance with the law. Committee reports are given on a regular basis at the Board of Trustees meeting.

Oversight and management of fiscal resources begins at the district level under the direction of the Vice Chancellor of Administrative Services in cooperation with the Vice President of Administrative Services at the college. Effective oversight begins with board policy. District Fiscal Services is responsible for interpreting board policy by establishing and monitoring the internal control policies that protect the assets of the district and the colleges. ([3D.3.b.3](http://wvm.edu/group.aspx?id=2222&linkidentifier=id&itemid=2222)) An independent certified public accountant performs the annual audit of all financial records including the auxiliary accounts. ([3D.3.b.4](http://wvm.edu/documents.aspx?fid=26758&doc=26759&year=2013)) District- and College-level participatory governance entities such as the District Council and College Council are informed of the financial status on a regular basis. ([3D.3.b.5](http://wvm.edu/documents.aspx?fid=26344&doc=26346&year=2013&category=39548&excludeyear=0)) College level oversight is led by the Vice President of Administrative Services and college Fiscal Services Office working jointly with District Administrative and Fiscal Services.

Institutional investments are managed by the Vice Chancellor of Administrative Services who is the Chief Financial Officer of the district, utilizing the Santa Clara County investment pool and other investment options as appropriate so as to earn additional revenue. Interests and overall investment updates are reviewed on a regular basis by the Board of Trustees.

The Financial Aid (FA) Department works in conjunction with District Fiscal Services to ensure that appropriate procedures are in place and are followed. The FA department is part of the annual financial audit process where its compliance with state and federal law and regulations, use of funds, and process are thoroughly reviewed on an annual basis which serves as its systemic assessment process of the proper use of fiscal resource. ([3D.3.b.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1a/fy13_14_budget_process.pdf))

District Administrative Services publishes three annual budget reports: Tentative, Mid-year and Final. The reports contain timely and useful information on the budget, financial reports by fund and FTES enrollment data, as well as grant and categorical funds information. Each report is presented to the District Council and the Board of Trustees and is available to the public via the district website. ([3D.3.b.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/District_Budgets/))

### Self-Evaluation

The college meets this standard. West Valley College and the district have multiple levels of oversight to assure ethical and transparent fiscal management of all finances, including financial aid, grants and externally funded programs and auxiliary services. There is a mechanism established to monitor student loan defaults and the revenue streams and assets. The college regularly assesses its processes and uses the results of the assessment to revise and improve its processes. Financial and resource needs are assessed year-round through the participatory governance process starting with the Program Review, department and division chairs, the president’s cabinet, and the college council. Audits are conducted to ensure that ongoing assessment of the fiscal and financial resource for the college and the district are efficiently managed and in compliance.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.b.1 | Audit Reports | <http://www.westvalley.edu/committees/Accreditation/fiduciary_documents.html> |
| 3D.3.b.2 | Citizen Bond Oversight Committee Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/cboc_report_2012-13.pdf> |
| 3D.3.b.3 | District Fiscal Services | <http://wvm.edu/group.aspx?id=2222&linkidentifier=id&itemid=2222> |
| 3D.3.b.4 | Audit and Budget Oversight Committee Documents | <http://wvm.edu/documents.aspx?fid=26758&doc=26759&year=2013> |
| 3D.3.b.5 | [Citizen’s Bond Oversight Committee Agendas, Minutes and Annual Report](http://wvm.edu/documents.aspx?fid=26344&doc=26346&year=2013) | <http://wvm.edu/documents.aspx?fid=26344&doc=26346&year=2013&category=39548&excludeyear=0> |
| 3D.3.b.6 | Audit Reports | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/1a/fy13_14_budget_process.pdf> |
| 3D.3.b.7 | Annual Budget Reports | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/District_Budgets/> |

## Standard IIID.3.c

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.

### Descriptive Summary

Historically the district has met long-term obligation requirements and, per Board of Trustee Policy 6200 and Administrative Procedure 6305, maintains a reserve of five-percent of budgeted expenditures plus a contingency reserve not to exceed three-percent of budgeted expenditures for unanticipated changes that would significantly reduce operations or services. In addition, BP 6200 requires budget projections to address long term goals and commitments. ([3D.3.c.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bp_6200_ap_6305.pdf))

Annually, the district’s Vice Chancellor for Administrative Services reviews for the Board of Trustees the district’s long-term liabilities. For the board meeting of May 30, 2013 ([3D.3.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bot_minutes_06_04_13.pdf)), the Vice Chancellor’s review of long-term liabilities includes the following:

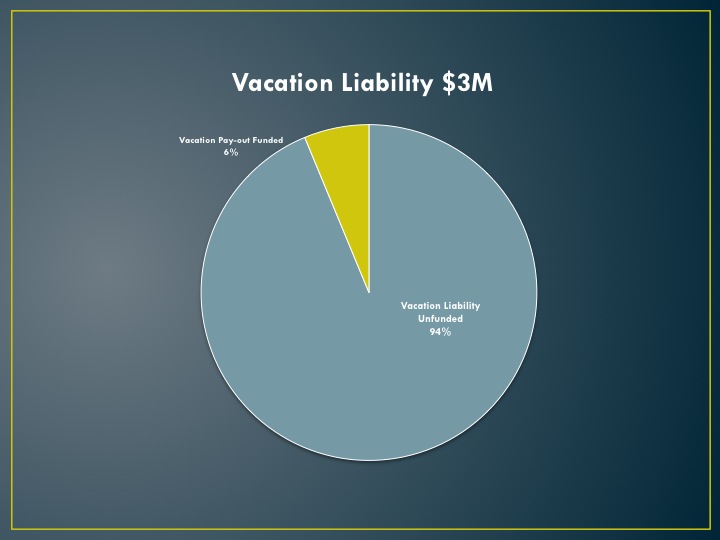
#### Faculty Bank Leave

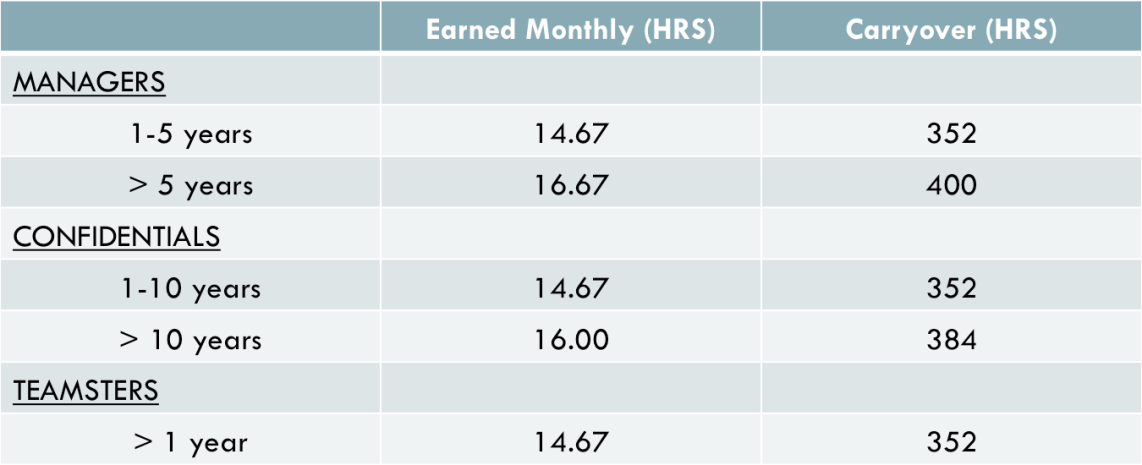
Per ACE Bargaining Agreement, Article 38: “Banked load leave is leave which is earned and results from an accumulation of overload, summer and/or winter-session assignments which the member has chosen to ‘bank’ rather than receive payment.” As of Fiscal Year 2012-3013, total Banked Leave liability is $10.1 million, of which short-term of $0.5 million and long-term liability of $5.6 million are funded, approximately 60% of the total liability.



#### Vacations

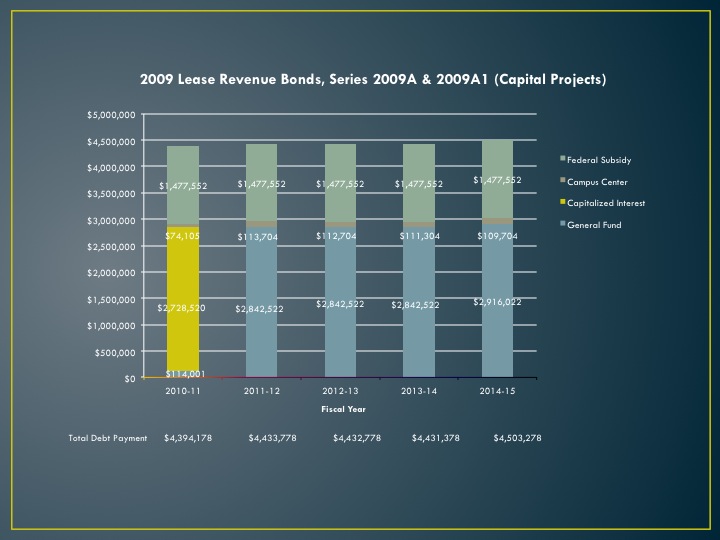
Managers, Confidential, and Teamsters unit employment agreements include provision for annual vacation, accumulated as hours per employee. The following table shows the vacation carryover per employee unit, currently totaling approximately $3.0 million, of which 6% is funded as current vacation pay-out, leaving approximately 94% unfunded and treated as an annual expense to the district as vacation occurs.



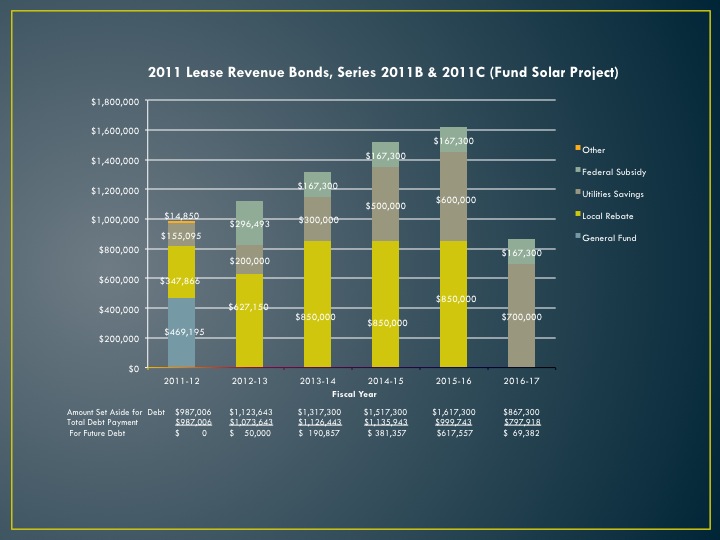


#### Lease Revenue Bonds

In 2009, $55 million of Lease Revenue Bonds were issued to fund state capital outlay projects and $1.12 million for the Campus Center at West Valley College. The bond debt is repaid from two sources: The larger bond amount is paid from the general fund and from federal subsidy under the Build America Bond program. Campus Center debt is repaid from Student Center Fees.



In 2011, a $9.905 million Lease Revenue Bond was issued to fund solar projects on both district campuses. The resulting debt is being repaid from federal subsidy under the Clean Renewable Energy Bond, utility savings from the use of solar energy, and from local energy rebates.



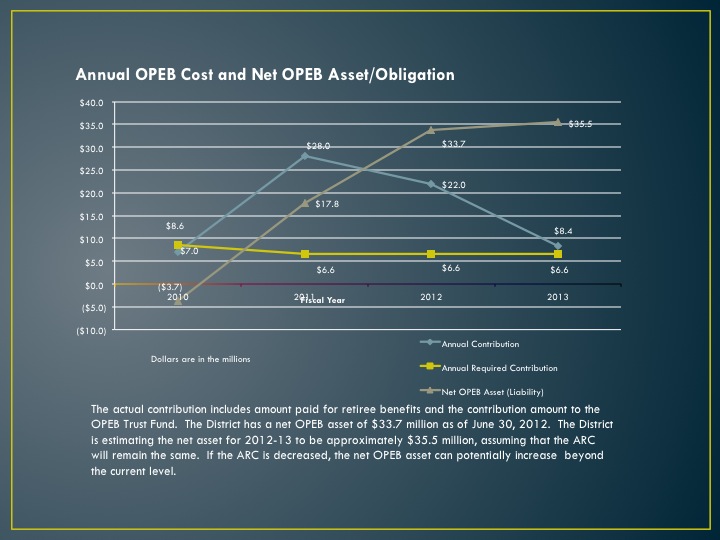
#### OPEB

As of June 30, 2012, there are 519 retirees currently covered by OPEB, and 117 eligible active employees eligible for OPEB provisions. ([3D.3.c.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/OPEB_Report_from_FY_11-12_Final_Audit.pdf)) Employees hired after January 1, 1994 are not eligible for post-retirement medical benefits. The actuarial accrued liability was reduced from $124,279,282 in 2006 to $88,514,298 in 2011. An updated actuarial study of retiree health liabilities is due to be completed during 2013. From the West Valley-Mission Community College District Annual Financial Report, June 30, 2012, the following statement explicitly describes OPEB liability as of the time of the district’s audit:

The District’s annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding excess) over a period not to exceed thirty years.

The following table shows the components of the District’s annual OPEB cost for the year, the amount actually contributed to the Plan and changes in the District’s net OPEB obligation to the Plan:

|  |  |
| --- | --- |
| Annual OPEB Costs as of June 30, 2012 | |
| Annual required contribution | (6,570,773) |
| Contributions made | 22,416,516 |
| Change in net OPEB liability | 15,845,743 |
| Net OPEB liability, beginning of year | 17,823,320 |
| Net OPEB assets, end of year | 33,669,063 |

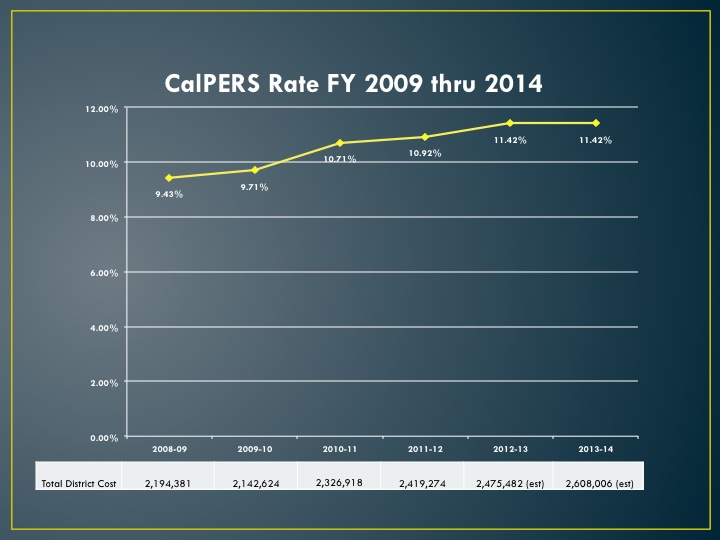


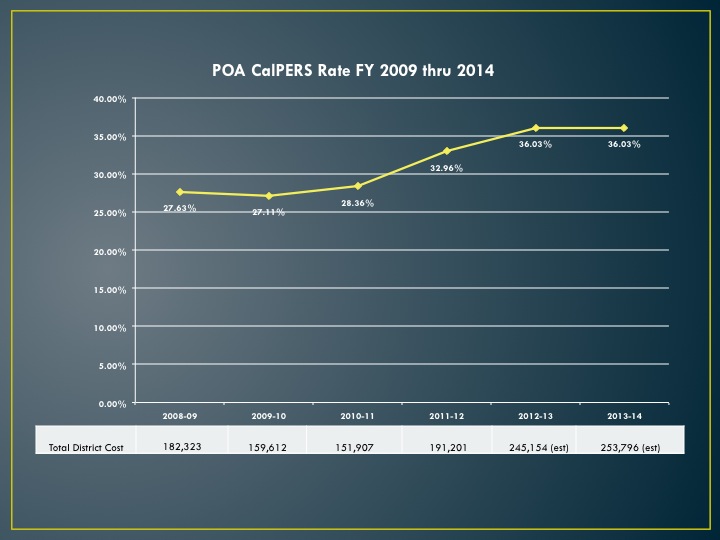
#### CalPERS and CalSTRS

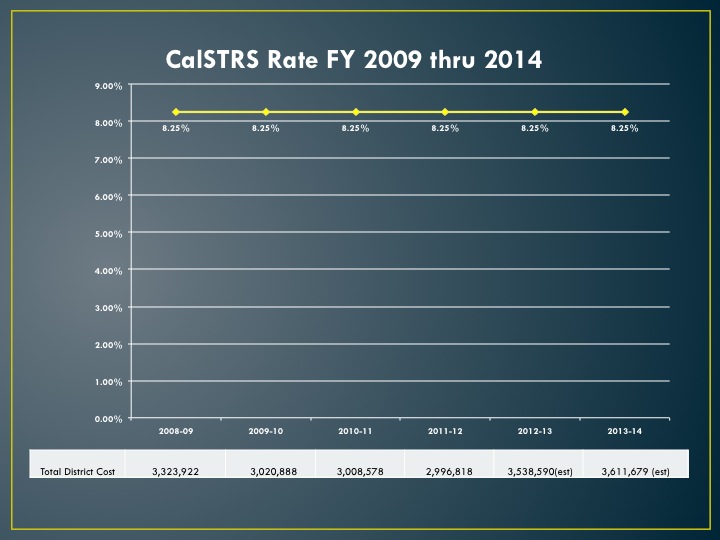
Both state-funded retirement programs were changed as a result of recent elections, thus creating two-tiered retirement systems. One result of the elections as well as the current market conditions is a near-certain increase in employer contributions to both of these plans. Currently, these contributions are:

* CalPERS Contribution for FY 12/13
  1. Employee: 7.0% (9.0% for Public Safety Officers)
  2. Employer: 11.42% (36.03% for Public Safety Officers)
* CalSTRS Contribution for FY 12/13
  1. Employee: 8.0%
  2. Employer: 8.25%

Projected contribution rate changes are as of this writing unknown, but the district’s best estimates are shown on the following charts:







Fund analysis by the college includes review of current, past, and projected fund balances by administrative areas and shared governance structures. Expenditure patterns, FTES, salary and benefit compensation, audit findings, internal controls, and other factors are considered as well in planning for and assuring financial stability. Enrollment management has been developed and is a key part of maximizing revenue through strategies to boost enrollment. Identification and planning for payment of liabilities and future obligations has also been accomplished through annual allocations by Land Corporation to fund special projects, such as small capital improvements. ([3D.3.c.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/land_corp_allocation_policy.pdf)) Bond funds have been secured for various future authorized construction projects.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.c.1 | Board Policy 6200, Administrative Policy 6305 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bp_6200_ap_6305.pdf> |
| 3D.3.c.2 | Board of Trustees Meeting – May 30, 2013 Minutes | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/bot_minutes_06_04_13.pdf> |
| 3D.3.c.3 | OPEB Reports | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/OPEB_Report_from_FY_11-12_Final_Audit.pdf> |
| 3D.3.c.4 | Land Corporation Allocation Funding Policy | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/land_corp_allocation_policy.pdf> |

## Standard IIID.3.d

The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting methods.

### Descriptive Summary

The District’s annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding excess) over a period not to exceed thirty years. ([3D.3.d.1](http://www.westvalley.edu/committees/Accreditation/documents/actuarial_report2013.pdf))

The following table shows the components of the District’s annual OPEB cost for the year, the amount actually contributed to the Plan and changes in the District’s net OPEB obligation to the Plan: ([3D.3.d.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/OPEB_Report_from_FY_11-12_Final_Audit.pdf))

|  |  |
| --- | --- |
| Annual OPEB Costs as of June 30, 2012 | |
| Annual required contribution | (6,570,773) |
| Contributions made | 22,416,516 |
| Change in net OPEB liability | 15,845,743 |
| Net OPEB liability, beginning of year | 17,823,320 |
| Net OPEB assets, end of year | 33,669,063 |

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.d.1 | OPEB Actuarial Plan | <http://www.westvalley.edu/committees/Accreditation/documents/actuarial_report2013.pdf> |
| 3D.3.d.2 | OPEB Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/OPEB_Report_from_FY_11-12_Final_Audit.pdf> |

## Standard IIID.3.e

On an annual basis the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

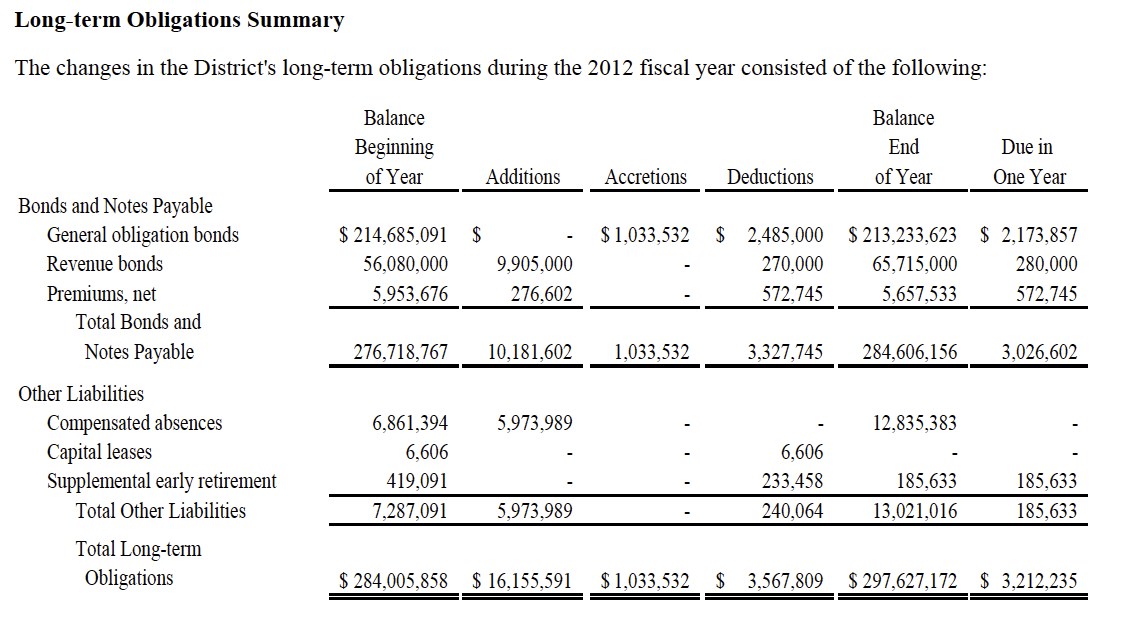
### Descriptive Summary

Per the District’s Annual Audited Financial Report, long-term obligations are serviced annually, depending on the specific obligation:

Payments on the 2006 general obligation bonds are made by the Measure H Debt Services - Bond Interest and Redemption Fund with local revenues. Payments on the 2009A revenue bonds are made by the Student Representation Fee Funds. Payments on the 2009A-1 revenue bonds are made by the general fund. Capital leases payments are made by the General Fund. The compensated absences and other post-employment benefits will be paid by the fund for which the employee worked.

General obligation bonds were approved by a local election in November 2004. The total amount approved by the voters was $235,000,000. At June 30, 2012, $235,000,000 had been issued and $213,233,623 was outstanding. Interest rates on the bonds range from 1.83 percent - 5.00 percent.

Revenue bonds were issued in November 2009 for $55,000,000 to provide funding for retiree benefits, $1,120,000 for the West Valley Student Center, and in October 2011 for $9,905,000 for solar projects. Interest rates on the bonds range from 2.00 percent to 8.253 percent and will be partially offset by federal subsidies under the Build America Bond program.



### Self-Evaluation

The college meets this standard. Through the district’s Annual Financial Report and acknowledged in the district’s annual budget the district assesses and allocates funds for repayment of all debt. ([3D.3.e.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/audit_report_fy_11-12.pdf))

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.e.1 | Audit – Annual Financial Report 2012 page 48 “Description of Debt”. | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/audit_report_fy_11-12.pdf> |

## Standard IIID.3.f

Institutions monitor and manage student loan default rates, revenue streams, and assets to endure compliance with federal requirements.

### Descriptive Summary

Per the Cohort Default Rate History List report accessed from the National Student Loan Data System (NSLDS), the 2010 three-year official default rate is 30%. ([3D.3.f.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/NSLDS_report.pdf)) The college has entered into a California Community College Chancellor’s Office sponsored agreement to provide default prevention services to colleges and districts, including analysis, evaluation, and recommendations of default prevention options to reduce defaults by borrowers who obtained higher education loans for enrollment at the college. ([3D.3.f.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/CCCCO_Default_Prevention_Agreement.pdf))

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.f.1 | NSLDS report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/NSLDS_report.pdf> |
| 3D.3.f.2 | CCCCO Default Prevention Agreement | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/CCCCO_Default_Prevention_Agreement.pdf> |

## Standard IIID.3.g

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

### Descriptive Summary

Board of Trustees’ Policies 6330: Purchasing and 6340: Contracts, combined with Administrative Procedures 6330 through 6370, govern the authority and process of entering into contractual agreements with external entities. These policies are founded upon Education Code Sections 81641 et seq,; and Public Contract Code Sections 20650 et seq. Following the board’s rules ([3D.3.g.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D3g1_BP_6330.pdf), [3D.3.g.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D3g2_BP_6340.pdf), [3D.3.g.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D3g3_AP_6330-6370.pdf)):

* The Board delegates to the Chancellor the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management, subject to the following:
* Contracts are not enforceable obligations until they are ratified by the Board, except as required by law or Board policy.
* Contracts for work to be done, services to be performed, or for goods, equipment, or supplies to be furnished or sold to the District that exceed the amounts specified in Public Contract Code Section 20651 shall require prior approval by the Board.
* When bids are required according to Public Contract Code Section 20651, the Board shall award each such contract to the lowest responsible bidder who meets the specifications published by the District and who shall give such security as the Board requires, or rejects all bids.

California Education Code, Section 81644, explicitly constrains contract terms not to exceed five years. Thus, all continuing contracts are periodically reviewed for compliance. Per Administrative Policy 6340, “Continuing contracts for work or services furnished to the district are not to exceed five years. Contracts for materials and supplies are not to exceed three years.” All changes to or termination of contracts must be board approved.

These policies are managed by the district’s Office of Administrative Services under supervision by the Director of General Services and the Purchasing Department. All requests for proposals (RFP) and contracts of all types are first reviewed for form and an evaluation of risk by General Services before being released for bid or signed by district representatives. The General Services office is designated as the official repository of bid documents and contracts.

### Self-Evaluation

The college meets this standard. A review of processes and documentation indicate that guidelines and controls are in effect to assure the integrity of the contractual agreements. A significant number of major contractual agreements have been associated with the construction activity related to Measure H and C projects. These contractual agreements have direct relationship to the goals of the Educational and Facilities Master Plan that reflects the college’s mission and goals. Each of these contracts has undergoes review by the Citizens Bond Oversight Committee and is approved by the Board of Trustees.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.g.1 | BP 6330: Purchasing | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D3g1_BP_6330.pdf> |
| 3D.3.g2 | BP 6340: Contracts | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D3g2_BP_6340.pdf> |
| 3D.3.g.3 | Administrative Procedures 6330 through 6370 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D3g3_AP_6330-6370.pdf> |

## Standard IIID.3.h

The institution regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control systems.

### Descriptive Summary

Board of Trustees’ Policies BP6200, BP6250, and BP6300, plus their related Administrative Policies (AP6200, AP6250, and AP6300), and relevant sections of both Title 5 and California Education Code, govern the rules and procedures used for budget and fiscal management of the district and thus the two colleges. ([3D.3.h.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D2h1_BP_6200.pdf))

Evaluating the college’s financial management is an ongoing process, The Audit and Budget Oversight Committee (ABOC) of the district’s Board of Trustees establishes an expectation of continuous improvement as they regularly evaluate financial management processes. ([3d.3.h.2](http://wvm.edu/group.aspx?id=3178), [3](http://wvm.edu/documents.aspx?fid=26758&doc=26759&year=2013)) ABOC reports their discussions and actions to the Board of Trustees at large, including ABOC’s analysis of both Tentative and Final Budgets, regular reporting to the state, annual audit results, and audit findings. ([3D.3.h.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/aboc_budget_audit_reports.pdf))

Working together with the district Fiscal Services Office, the Office of Administrative Services at the college is responsible for providing financial and accounting services to the college and district. The college’s Vice President of Administrative Services routinely attends ABOC sessions and reports on questions related to the college’s budget and fiscal issues. The Vice President also routinely meets with the district’s Vice Chancellor of Administrative Services, district financial staff, and Mission College Vice President of Administrative Services, at the Vice Chancellor’s Chief Business Officer (CBO) meetings, at which budget, fiscal, and administrative questions are discussed. As a part of these discussions, ways to improve the financial system, managerial controls, and efficiency are discussed.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.3.h.1 | Board Policy and Administrative Procedure 6200, 6250, 6300 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D2h1_BP_6200.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D2h1_BP_6250.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/3D2h1_BP_6300.pdf> |
| 3D.3.h.2 | [Audit and Budget Oversight Committee](http://wvm.edu/group.aspx?id=3178) | <http://wvm.edu/group.aspx?id=3178> |
| 3D.3.h.3 | [Audit And Budget Committee Agendas and Minutes](http://wvm.edu/documents.aspx?fid=26758&doc=26759&year=2013) | <http://wvm.edu/documents.aspx?fid=26758&doc=26759&year=2013> |
| 3D.3.h.4 | Board Meeting Minutes – ABOC Reports | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/aboc_budget_audit_reports.pdf> |

## 

## Standard IIID.4

Financial planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

### Descriptive Summary

In a report requested of the Fiscal Crisis Management Assistance Team (FCMAT) in November 2006, a recommendation was made that the college eliminate the practice of simply rolling over department and college budgets. ([3D.4.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/fcmat_final_report_11_22_06.pdf)) As a result, the college has adopted a new convention to address program and budgetary needs. Each discipline/department documents unmet resource needs through Program Review. ([3D.4.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/program_review_resource_request.pdf)) The method provides an opportunity for the shifting of resources from one programmatic area to another to meet changing conditions and directions and provides an increased knowledge about the budget structure and process. It also adds transparency to budgets, promoting cooperative sharing and use of resources. ([3D.4.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-2014_budget_process_memo.pdf))

Financial planning is closely integrated with planning for full-time faculty equivalents, facilities, and technology. The college’s Office of Administrative Services and the district’s Fiscal Services Office provide the college community with consistent, reliable revenue projections upon which the budgets are based.

The district employs the Resource Allocation Model (RAM) mechanism to distribute funds between the colleges as has been elsewhere in Standard 3D. Working from district and college goals, planning is conducted from each department/cost center, through Division Chair Council and Performance Goals Committee, to College Council, through the president’s cabinet, to District Council for approval and incorporation into the district’s budget.

The district uses the Colleague enterprise reporting system (formerly Colleague). This system allows all personnel to have authorized access to the budget. The college updates its financial plan, submitting adjustments to fiscal services for budget and expense transfers as needed throughout the year.The entries in the budget are recorded and maintained in accordance with district policy, the state education code, generally-accepted accounting standards, and federal, state, and local funding agency regulations.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 3D.4.1 | FCMAT Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/fcmat_final_report_11_22_06.pdf> |
| 3D.4.2 | Program Review – resource and budget allocation | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/program_review_resource_request.pdf> |
| 3D.4.3 | Budget Planning Memo | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2013-2014_budget_process_memo.pdf> |

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# Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

# Standard IVA: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

## Standard IVA.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

### Descriptive Summary

West Valley College is firmly committed to an inclusive leadership structure that brings together a number of institutional leaders who work closely together to create an effective environment in which to foster a commitment to student learning and success and is reflected in the college’s mission statement updated in fall 2011:

*The West Valley College community supports students along their pathways to reach transfer and career goals in an environment of academic excellence.*

The update to the mission statement included the addition of the college’s Institutional Learning Outcomes/Institutional Core Competencies:

* Critical Thinking and Information Literacy
* Quantitative and Qualitative Reasoning
* Effective Communication
* Technological competency
* Personal Responsibility
* Social Responsibility
* Global Awareness and Diversity
* Creative Problem Solving

The mission statement of West Valley College is prominently highlighted in campus literature, the website, catalog, printed schedules and other publications. A proactive campaign was unveiled in fall 2013 to promote awareness of the revised mission statement by distributing bookmarks that featured the mission statement throughout the college community. The college’s website proudly showcases the mission statement and annual goals and objectives, which are used as the basis for planning and evaluation at the division, program, and department levels. Mandatory All College Day (Flex days) are used for disseminating information and refining institutional focus for the upcoming year and semester, assuring that all college faculty, staff, and administrators will have the opportunity to participate.

The college ensures effective leadership based on a participatory governance structure that provides for systematic discussion, planning, and implementation of college initiatives by all constituencies at the college and results in decisions driven by the mission statement and annual goals and objectives. Annual goals and objectives are carefully assessed every fall semester while a new goal is established for the subsequent year for the purpose of achieving excellence in all areas of operation that pertain to teaching and learning, student services programs, business operations, community outreach, and participatory governance entities within the college.



This process is defined by a system of institutional councils that work together to ensure systematic participation across the entire college in discussion, planning, and implementation of initiatives. These councils include the [Student Services Council](http://westvalley.edu/committees/Student_Services_Council/index.html), the [Division Chair Council](http://westvalley.edu/committees/Division_Chair_Council/index.html), the [Academic Senate](http://westvalley.edu/wvcas/index.html), the [Classified Senate](http://westvalley.edu/wvccs/index.html), the [Associated Student Organization](http://westvalley.edu/studentactivities/aso.html), and the Executive Staff Council/President’s Cabinet. Each council also provides representatives to [College Council](http://westvalley.edu/committees/College_Council/index.html), which serves as the college’s highest participatory governance body and an advisory to the President. College Council, which is chaired by the college president, meets twice monthly during the academic year and during the summer break, as needed. Within this established framework of participatory governance, the college practices effective communication that is open and transparent with public agendas, open meetings, public minutes, and membership by representatives of faculty, administration, classified staff, and students.

The President is very committed to the participatory governance process and has made himself accessible to the faculty, staff, and students through office appointments, frequent visits to shared governance committee meetings, and regular meetings with operational units at the college. The President has scheduled town hall meetings on topics that are critically important to the college community such as the fiscal reduction plan and organizational restructuring process, providing opportunities for the college community to voice their opinions, ideas, recommendations, and thoughts relative to the topics. ([4A.1.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Town_Hall_Meeting_Announcement_10-24-13.pdf)) The President regularly communicates with the Chancellor and Governing Board, and meets weekly with his cabinet and the executive management team at the district.

### Self-Evaluation

The college meets this standard. However, funding reductions have resulted in position and program reduction, and restructuring of college operations. Decreased funding challenges institutional leaders to create an environment of empowerment and innovation. The college has worked diligently to be creative and resourceful with this process.

The 2012 Employee Accreditation Survey found that the majority of employees (76%) strongly agreed or agreed that WVC demonstrates a commitment to institutional excellence by encouraging individuals from all college constituent groups to engage in improving the practices, programs, and services in which they are involved. ([4A.1.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/accreditation_survey_employee_final_7312.pdf))

Progress on the action plan from the 2007 Accreditation Report, *to develop a regular and ongoing training program for new campus leaders, department heads, and division chairs,* has been substantial and is ongoing. Professional development continues to support empowerment, innovation and institutional excellence. Professional Development programs include New Employee Orientation (District), New Faculty Orientation (College), and new division and department chairs orientation and training will commence in fall 2013 for spring 2014 semester under the leadership of the new Vice President of Instruction.

New faculty members participate in a new faculty orientation program that takes place over the course of 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. Topics covered in this orientation include a general overview of the college, participatory governance processes at the college, the role of the faculty union, the role of the Academic Senate, classroom management techniques, and the use of technology in the classroom. ([4A.1.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_handbook_complete_2010-2011.pdf))

West Valley College has also provided regular training for department chairs and division chairs every semester since 2007. The trainings typically last 4-6 hours and have been well attended. ([4A.1.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Division_Chair_Retreats/)) The Office of Instruction develops different topics for each training session depending upon input and requests for information from division chairs. These trainings are ongoing. Examples of training topics include budgetary planning, student learning outcomes, the curriculum change process, program review, and enrollment management.

Beginning in June 2013, the Classified Senate has provided online training to staff through Lynda.com. ([4A.1.5](http://www.lynda.com/)) Lynda offers more than 2000 courses including many that are applicable to leadership skills. This service is paid for by the Senate using fundraising monies. Since instituting the program, all seats have been filled each time a new session begins demonstrating the need of classified employee training that is flexible with work assignments.

### Actionable Improvement Plans

* Continue to fine-tune new faculty orientation and department chairs training.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4A.1.1 | Town Hall Meeting Announcements | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Town_Hall_Meeting_Announcement_10-24-13.pdf> |
| 4A.1.2 | [Employee Survey -Accreditation](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/accreditation_survey_employee_final_7312.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/accreditation_survey_employee_final_7312.pdf> |
| 4A.1.3 | [Faculty Handbook](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_handbook_complete_2010-2011.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/faculty_handbook_complete_2010-2011.pdf> |
| 4A.1.4 | Division Chair Training | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/Division_Chair_Retreats/> |
| 4A.1.5 | [Lynda.com Training](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/lynda_training.pdf) | <http://www.lynda.com/> |

## 

## Standard IVA.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

### **Descriptive Summary**

The decision-making structure at West Valley College relies on the participatory governance process and the strong participation of faculty, staff, administrators and students. All governance groups are supported and encouraged to contribute in the process of problem solving, developing policies and creating solutions to improve student learning, success and to enhance campus life at WVC by making concrete recommendations to the administration and the Board of Trustees.

### Self-Evaluation

The college meets this standard. Title 5 and Board Policy 2510 provides for student, faculty, and staff participation in participatory governance. ([4A.2.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf)) In addition, each participatory governance body has bylaws specifying how individuals bring forward ideas and recommendations as outlined in the *WVC Shared Decision Making Plan*. ([4A.2.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/wvc_shared_governance_plan_2011.pdf))

### Actionable Improvement

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4A.2.1 | Board Policy 2510 – Local Decision Making | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf> |
| 4A.2.2 | *WVC Shared Decision Making Plan* | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/wvc_shared_governance_plan_2011.pdf> |

## 

## Standard IVA.2.a

Faculty and administration have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

### Descriptive Summary

The college is dedicated to meaningful institutional governance roles for faculty, staff and students. The processes are described on the West Valley College participatory governance webpage detailing these roles.

Participatory governance roles are outlined in District Board Policy 2510. ([4A.2.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf))

* Classified ([Classified Senate](http://westvalley.edu/wvccs/index.html))
* Faculty ([Academic Senate](http://westvalley.edu/wvcas/index.html))
* Students ([Associated Student Organization](http://westvalley.edu/studentactivities/aso.html))

Administrative Roles and Responsibilities are addressed in the *WVMCCD* *Administrative Handbook*. ([4A.2.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/wvc_shared_governance_plan_2011.pdf))

*West Valley College’s Shared Decision Making Plan* illustrates the constituency groups that participate in participatory governance. ([4A.2.a.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/admin_section_3.pdf))

The [College Council](http://www.westvalley.edu/committees/College_Council/index.html) is comprised of representatives from each of the college constituent groups. ([4A.2.a.4](http://westvalley.edu/committees/College_Council/members.html)) College Council advises the presidents, senates, WVC Associate Student Organization (WVCASO) and other college groups with responsibility for policy development matters pertaining to planning, budgeting, and accountability. The College Council also makes recommendations to the president on the proposals from the Budget and Resource Advisory Council (BRAC). ([4A.2.a.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/brac_12_17_13.pdf))

The Academic Senate is the primary conduit for faculty participation in the formation of college and district policies on academic and professional matters. ([4A.2.a.6](http://www.westvalley.edu/wvcas/documents/Senate_Documents/wvc_academic_senate_constitution_and_bylaws_amended_2009_approved.pdf)) It is the responsibility of the Academic Senate to make recommendations to the appropriate college and district administrators and management teams, the board of trustees, and state educational agencies on local and statewide community college educational issues such as

* + - 1. Curriculum, degree and certificate requirements
      2. Grading policies
      3. Educational program development
      4. Standards regarding student participation and success
      5. Governance structures of the college
      6. Accreditation
      7. Faculty professional development activities
      8. Policies for Program Review
      9. Processes for institutional planning and budget development
      10. Other academic and professional matters mutually agreed upon between the Board and the Academic Senate

West Valley College’s Classified Senate is organized to represent the viewpoints of the classified professionals and to participate in the college and district governance structure. The *Classified Senate Constitution* ([4A.2.a.7](http://www.westvalley.edu/wvccs/documents/Senate_Documents/wvccs_constitution_ratified_june_2010.pdf)) further defines the role of the senate as one that promotes the interests of classified professionals in the development and formulation of policy and practice related but not limited to the following:

* Selection, evaluation and retention of administrators
* In-service education and training
* Facilities and services
* Student/classified and faculty/classified relations
* Finance and budget

Classified employees also have representation through the WVMCEA Collective Bargaining Contract. ([4A.2.a.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/wvmcea_contract_2012_15_final_web_article7.11.pdf)) In accordance with Article 7.11, WVMCEA may appoint a member to the following standing committees:

* District Committees
  + Faculty and Staff Diversity Advisory Committee
  + District Council
  + District Budget Advisory Committee
* West Valley College Committees
  + College Council
* Mission College Committees
  + Mission College Budget Advisory Committee

In addition, there are a number of advisory committees to further expand participation, which include:

* [Division Chair Council](http://www.westvalley.edu/committees/Division_Chair_Council/index.html)
* [Curriculum Committee](http://www.westvalley.edu/committees/Curriculum/index.html)
* Facilities and Safety Advisory Council
* Technology Advisory Committee
* [Accreditation Steering Committee](http://www.westvalley.edu/committees/Accreditation/index.html)
* [Professional Development](http://www.westvalley.edu/committees/Professional_Development/index.html)
* [Student Services Council](http://www.westvalley.edu/committees/Student_Services_Council/index.html)
* Executive Staff Council/President’s Cabinet

West Valley College’s Associated Student Organization (WVCASO) represents students’ interests on college and district policy development committees.  The WVCASO Senate is comprised of five Executive Officers, four Directors and up to ten senators, all of whom are elected or appointed annually according to the WVCASO Election Code. ([4A.2.a.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/aso_election_packet_2012.pdf))

The Associated Student Organization (ASO) is the governing body responsible for representing the students of the college. Its members, both elected and appointed, have many opportunities as student leaders to shape the campus community. ([4A.2.a.10](http://westvalley.edu/studentactivities/aso.html))

The organization does this by representing its interests on participatory governance committees, allocating its budget to advance the interests of the WVCASO, undertaking projects and actions in advocacy of those stances, and holding events deemed to serve the best interest of the WVCASO.  The WVCASO is represented on the following participatory governance committees: 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 & Assessment Committee, and Global Citizenship Committee.

### Self-Evaluation

The college meets this standard. The employee survey conducted in spring 2012 indicates that 75% of the WVC community agree that the college’s participatory governance structure is working well, and ensures participation and shared decision making on college governance matters. ([4A.2.a.11](http://westvalley.edu/committees/Accreditation/documents/surveys/accreditation_survey_employee_07_12.pdf))

### Actionable Improvement Plans

None.

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### Evidence

|  |  |  |
| --- | --- | --- |
| 4A.2.a.1 | [Board Policy 2510](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf> |
| 4A.2.a.2 | WVMCCD Administrative Handbook | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/wvc_shared_governance_plan_2011.pdf> |
| 4A.2.a.3 | WVC Shared Decision Making Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/admin_section_3.pdf> |
| 4A.2.a.4 | College Council Membership | <http://westvalley.edu/committees/College_Council/members.html> |
| 4A.2.a.5 | Budget and Resource Advisory Council | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/brac_12_17_13.pdf> |
| 4A.2.a.6 | Academic Senate Constitution, Article II | <http://www.westvalley.edu/wvcas/documents/Senate_Documents/wvc_academic_senate_constitution_and_bylaws_amended_2009_approved.pdf> |
| 4A.2.a.7 | WVC Classified Senate Constitution | <http://www.westvalley.edu/wvccs/documents/Senate_Documents/wvccs_constitution_ratified_june_2010.pdf> |
| 4A.2.a.8 | WVMCEA Bargaining Contract - Article 7.11 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/wvmcea_contract_2012_15_final_web_article7.11.pdf> |
| 4A.2.a.9 | WVCASO Election Packet | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/aso_election_packet_2012.pdf> |
| 4A.2.a.10 | ASO Webpage | <http://westvalley.edu/studentactivities/aso.html> |
| 4A.2.a.11 | WVC Employee Survey 2012 | <http://westvalley.edu/committees/Accreditation/documents/surveys/accreditation_survey_employee_07_12.pdf> |

## Standard IVA.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

### Descriptive Summary

WVMCCD Board Policy 4020 states that the district shall accord the Academic Senate rights in the areas of course, program, and curriculum development as outlined under the Academic and Professional matters in BP 2510. ([4A.2.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf)) The Academic Senate also approves new course and programs and approves minor course changes, edits, and program deletions. The Academic Senate’s primarily responsibility lies in academic and professional matters involving student learning programs and services. There are several additional Board Policies and Administrative Procedures outlining the role of the faculty and the Academic Senate in institutional planning (e.g. the *Educational Master Plan*) and student learning programs and services included below:

* [BP AP 3250 Institutional Planning](http://www.westvalley.edu/committees/accreditation/2013/evidence/4a/bp_ap_3250.pdf)
* [BP AP 4020 Program, Curriculum, and Course Development](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4020.pdf)
* [AP 4021 Program Discontinuance](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/ap_4021.pdf)
* [AP 4022 Program, Curriculum, And Course Approval](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/ap_4022.pdf)
* [BP 4025 Philosophy and Criteria for Associate Degree and General Education](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4025.pdf)
* [BP AP 4100 Graduation Requirements for Degrees and Certificates](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4100.pdf)
* [BP AP 4220 Standards of Scholarship](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4220.pdf)
* [BP AP 4235 Credit by Examination](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4235.pdf)
* [BP AP 4260 Prerequisites and Co-Requisites](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4260.pdf)

Moreover, faculty and administrative roles in decision making for student learning programs and services are delineated in the *WVMCCD Faculty Handbook* ([4A.2.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/faculty_handbook_complete_2010-2011.pdf)), and *WVMCCD Administrative Handbook*. ([4A.2.b.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/admin_handbook.pdf))

The Academic Senate provides oversight of the Curriculum Committee, the Program Review Committee, the Professional Development Committee, the Distance Education Committee, and the Student Learning Outcomes and Assessment Committee. ([4A.2.b.4](http://westvalley.edu/wvcas/committees.html)) The Academic Senate makes recommendations in institutional policy pertaining to academic issues related to pedagogy, student services, and student success. The Academic Senate appoints the faculty chair of the Curriculum Committee, and coordinators for the Program Review, and Student Learning Outcome/Assessment Committees.

The mission of the Curriculum Committee directly supports and reflects the mission of West Valley College and strives to ensure that curriculum is academically sound, comprehensive, and responsive to the evolving needs and multiple perspectives of the community. ([4A.2.b.5](http://westvalley.edu/committees/Curriculum/index.html)) The Curriculum Committee is a standing committee of the Academic Senate and has primary oversight for the course development and approval process which has ensured that the institution relies on its faculty, its Academic Senate, and the Curriculum Committee for recommendations concerning student learning and services. The committee is chaired by a faculty member and is largely composed of faculty representatives from each division. ([4A.2.b.6](http://www.curricunet.com/westvalley/)) The Vice President of Instruction and Dean of Instruction are ex-officio members of the Curriculum Committee.

The Student Learning Outcome and Assessment process plays a vital role, as part of the college’s Integrated Planning and Resource Allocation and Resources Allocation framework, in informing program reviews of ongoing findings relative to instructional, pedagogical, and student success. ([4A.2.b.7](http://www.westvalley.edu/committees/Accreditation/integrated-planning.html)) The valuable insights and conclusions arrived at via faculty assessments of student learning lead to improvements in class and program offerings that affect curricular decisions for modifying courses, degrees, and certificates in response to changing student needs and improving student success. The Program Review Process provides an opportunity for assessment of academic and administrative programs. ([4A.2.b.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Master_Program_Review_and_SLO_Assessment_Schedule_01-07-2014_External.pdf))

### Self-Evaluation

The college meets this standard. West Valley College relies on its faculty through the Academic Senate for recommendations about student learning programs and services as evidenced in the work of the Student Learning Outcomes and Assessment (SLO/A) Committee and the Curriculum Committee. Board Policy 2510 is in alignment with the Title 5 and the Academic Senate develops policies and procedures related to student learning programs and services.

The Academic Senate continues to work with the Curriculum committee on the fast-changing state and legislative mandates such as Associate Degree for Transfer (ADT) development including Course Identification Number System (C-ID) and Articulation approval processes, institutional Curriculum record accountability projects, implementation of new CTE course and program approval standards to include additional evidence and data on job availability, salary, and link to the programs offered at the college. In addition, the Academic Senate adopted a new Program Discontinuance Policy in spring 2013 to streamline and strengthen the process. ([4A.2.b.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/program_discontinuance_policy_04_2013.pdf))

The Academic Senate has established an Academic Directions Committee (ADC) in fall 2012 to advise and assist programs which are not meeting performance goals and expectations. ([4A.2.b.10](http://www.westvalley.edu/committees/Academic_Directions/)) This faculty-led committee meets regularly to collaborate with academic programs that are struggling to achieve success and effectiveness. The ADC is an advisory subcommittee of the Academic Senate.

### Actionable Improvement Plans

* Program discontinuance and/or consolidation of programs, services and positions may come under review if state budget crisis worsens. The Academic Directions Committee, under the purview of Academic Senate will take a leadership role in facilitating the process.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4A.2.b.1 | [Board Policy 2510](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf> |
| 4A.2.b | [BP AP 3250 Institutional Planning](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_3250.pdf)  [BP AP 4020 Program, Curriculum, and Course Development](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4020.pdf)  [AP 4021 Program Discontinuance](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/ap_4021.pdf)  [AP 4022 Program, Curriculum, And Course Approval](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/ap_4022.pdf)  [BP 4025 Philosophy And Criteria For Associate Degree and General Education](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4025.pdf)  [BP AP 4100 Graduation Requirements for Degrees and Certificates](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4100.pdf)  [BP AP 4220 Standards of Scholarship](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4220.pdf)  [BP AP 4235 Credit by Examination](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4235.pdf)  [BP AP 4260 Prerequisites and Co-Requisites](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4260.pdf) | <http://wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1>  <http://wvm.edu/documents.aspx?fid=26324&doc=26746&year=0&excludeyear=1>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_3250.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4020.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/ap_4021.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/ap_4022.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4025.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4100.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4220.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4235.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_4260.pdf> |
| 4A.2.b.2 | Faculty Handbook | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/faculty_handbook_complete_2010-2011.pdf> |
| 4A.2.b.3 | Administrative Handbook | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/admin_handbook.pdf> |
| 4A.2.b.4 | Academic Senate Committees | <http://westvalley.edu/wvcas/committees.html> |
| 4A.2.b.5 | Curriculum Committee | <http://westvalley.edu/committees/Curriculum/index.html> |
| 4A.2.b.6 | Curriculum Committee Membership | <http://www.curricunet.com/westvalley/> |
| 4A.2.b.7 | Integrated Planning and Resource Allocation Webpage | <http://www.westvalley.edu/committees/Accreditation/integrated-planning.html> |
| 4A.2.b.8 | Master Program Review and SLO/A Assessment Schedule | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Master_Program_Review_and_SLO_Assessment_Schedule_01-07-2014_External.pdf> |
| 4A.2.b.9 | Program Discontinuance Policy | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/program_discontinuance_policy_04_2013.pdf> |
| 4A.2.b.10 | Academic Direction Committee | <http://www.westvalley.edu/committees/Academic_Directions/> |

## Standard IVA.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

### Descriptive Summary

West Valley College has a collaborative decision-making model in which all constituencies work together, share ideas and encourage input for the betterment of the institution. The college continues to affirm its commitment to participatory governance by assuring opportunities for all constituent groups to become involved in governance through committee participation. ([4A.3.1](http://www.westvalley.edu/committees/))

In accordance with Title 5 (53200, Article 2 Academic Senates, 51023.5, Staff, and 51023.7, Students), the West Valley Mission Community College District developed and implemented Board Policy 2510, which includes the role of students in governance, the role of the Academic Senate in academic and professional matters, and the role of Classified Senate in governance. ([4A.3.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf))

Constituencies appoint representatives to college and district governance committees. The Academic Senate selects faculty to serve on committees, as does the Association of College Educators (ACE); the WVC Associate Student Organization (WVCASO) appoints students to committees, the Classified Senate and the Classified Employees Association (CEA) appoints classified professionals to serve on committees, and administrators are appointed to committees by their respective supervisors. Each constituency has processes included in their bylaws and/or constitution by which they appoint their representatives to committees.

West Valley College’s established governance structures include:

1. Associated Student Senate
2. Academic Senate
3. Classified Senate
4. Executive Staff Council/President’s Cabinet
5. Division Chair Council
6. Student Services Council

The membership, structure and role of each of these bodies are described in individual council bylaws and/or manuals and in the [*West Valley College Shared Decision-Making Plan*](http://westvalley.edu/committees/College_Council/Documents/index.html), and are assisted through a number of standing and ad hoc committees:

1. Curriculum Committee
2. Facilities and Safety Advisory Council
3. Student Equity, Access, and Success Committee
4. Sustainability Committee
5. Technology Advisory Committee

Each group works to meet the yearly goals and objectives of the college, and ultimately the mission of the college. Discussion concerning assessment of goal achievement allows for improvement in processes and practices. Recommendations are sent to College Council ([4A.3.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/college_council_operations.pdf)) for final approval and forwarded to the President, Chancellor, and Board of Trustees as appropriate.

At the District level, the college participates in district-wide decision making and develops policy recommendations primarily through the District Council ([4A.3.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf)), which is supported by a number of standing and ad hoc committees, such as the Revenue Allocation Model task force, Chancellor’s Roundtable, and weekly Chief Business Officers (CBO) and Executive Management Team meetings.

The West Valley College president also informs the college community about college and district matters through reports to participatory governance entities, campus-wide e-mail messages, town hall meetings, reports to the Board of Trustees, and reports to College and District Councils. Moreover, the president provides college updates and priorities based on annual Goals and Objectives at All College Day (ACD = Flex day) each semester. ([4A.3.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/2a/ACCJC_Status_Report_SLO_Implementation/14_All_College_Day_Schedules/))

### Self-Evaluation

The college meets this standard. There is an established governance process that is inclusive of all constituents, governance committees that are transparent in their decision-making, and a campus culture that supports continuous quality improvement. The college currently enjoys and appreciates the open and transparent communication the current President provides, as well as his high level of engagement and commitment to the participatory governance structure and process.

The 2007 action plan to consider whether *the current governance councils are sufficient in number, assignment, and purview to effectively ensure that all operational and programmatic need of the college are adequately represented in the participatory governance process* was reexamined in the 2011 Midterm Report. ([4A.3.6](http://westvalley.edu/committees/Accreditation/documents/wvc_midterm_report_03_2011.pdf)) It was determined that the governance councils of the college are well established and continue to function effectively.

However, the college continues to improve its governance structure to effectively ensure that all operational and programmatic needs of the college are adequately represented in the participatory governance process.

1. The District Academic Senate has reconvened in 2012-2013, revising its constitution and bylaws to define its structure, and is currently meeting on a regular basis. ([4A.3.7](http://missioncollege.org/senate/documents/DAS_Constitution_Revised_and_Approved_Fall_2010.pdf))
2. Revision of the *Educational and Facilities Master Plan* for West Valley College was completed in July 2009 ([4A.3.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf)), planned for further revision in 2014-2015 year.
3. Budget Reduction Plan for 2012-13 ([4A.3.9](http://www.westvalley.edu/committees/College_Council/Documents/Committee_Documents/Survey_Results_Budget_Reduction_2010-2011.pdf))
4. Budget Reduction Plan for 2014-2015 ([4A.3.10](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Reductions_Revised_10-03-13.pdf))

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4A.3.1 | WVC Committees | <http://www.westvalley.edu/committees/> |
| 4A.3.2 | Board Policy 2510 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2510.pdf> |
| 4A.3.3 | College Council Operational Structure | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/college_council_operations.pdf> |
| 4A.3.4 | District Council Operating Procedures | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf> |
| 4A.3.5 | All College Day Agendas | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/2a/ACCJC_Status_Report_SLO_Implementation/14_All_College_Day_Schedules/> |
| 4A.3.6 | 2011 Midterm Report | <http://westvalley.edu/committees/Accreditation/documents/wvc_midterm_report_03_2011.pdf> |
| 4A.3.7 | District Academic Senate Constitution and Bylaws | <http://missioncollege.org/senate/documents/DAS_Constitution_Revised_and_Approved_Fall_2010.pdf> |
| 4A.3.8 | 2009 Educational And Facilities Master Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf> |
| 4A.3.9 | 2011/2012 Budget Reduction Plan | <http://www.westvalley.edu/committees/College_Council/Documents/Committee_Documents/Survey_Results_Budget_Reduction_2010-2011.pdf> |
| 4A.3.10 | 2013 FAIT Outcomes for 2014-15 Budget Reduction | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Reductions_Revised_10-03-13.pdf> |

## Standard IVA.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

### Descriptive Summary

West Valley College communicates with appropriate local, state, and federal agencies, and complies with agency policies and guidelines. West Valley College develops and sustains relationships with external agencies with honesty and integrity.

The college produced and continues to produce necessary information and reports in accordance with the Accreditation Commission standards, policies, guidelines, and requirements. The college was successfully affirmed in 2007, a follow-up report was submitted in 2009 followed by the regularly scheduled Midterm report in 2011. ([4A.4.1](http://westvalley.edu/committees/Accreditation/reports_surveys.html)) West Valley College expeditiously responded to recommendations made by the commission. Work on the recommendations and planning agenda items (now actionable improvement plan) continues and is included in this report. Board Policy 3200 clearly outlines the role and responsibilities of the Board of Trustees, Chancellor, and Colleges in the Accreditation process. ([4A.4.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_3200.pdf)) Board policy states the institution in its entirety shall comply with Accrediting Commission standards, policies, and guidelines. The Chancellor provides the Board with the:

1. Status of all accrediting institutional entities
2. Summaries of all accreditation reports and actions required
3. Requirements of board participation in the accreditation process

The Board Policy sets standards and expectations for the colleges to apply consistency in complying all ACCJC, state, and federal regulations to all accrediting agencies, communicating any changes in accreditation status, disclosing all information to the accrediting agencies.

West Valley College advocates and demonstrates honesty and integrity in its relationship with ACCJC. The college has been fully accredited and operational since September 1964. The accrediting process is crucial in assessing the many functions of the college, and as such is given high priority.

The college ensures that it meets compliance with the U.S. Department of Education (USDE) regulations. The college’s Financial Aid Office stays current with Federal Financial Aid regulation changes and applies them accordingly with clear and timely communication with students. ([4A.4.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/2b/FinAid_outreach_Convocation_13-14.ppt)) Recently identified Distance Education Federal regulations are carried out for timely implementation and ongoing evaluation by the college’s Distance Education Committee. ([4A.4.4](http://www.westvalley.edu/committees/Distance_Learning_Committee/Documents/Committee_Documents/dlc_strategic_plan-dec_12_2013.doc))

The college’s preparation period, the Self-Study Report submission, and the visit coincided with a state-wide political controversy relative to ACCJC. West Valley College made a strong commitment to stay on course with the ACCJC’s current standards and requirements in preparation for the March 2014 visit. It reflects on the college’s commitment to focusing on inclusive and widely participated preparation process. Preparation for the 2014 Accreditation Report began in spring 2012. The Institutional Accreditation Liaison Officer (the Vice President of Instruction) and faculty co-chair established an Accreditation Steering Committee with wide representation from constituent groups. ([4A.4.5](http://www.westvalley.edu/committees/Accreditation/members.html)) Key personnel attended training workshops sponsored by the State Academic Senate and ACCJC to acquire the information needed to prepare the self-evaluation and to understand new requirements. Accreditation Steering Committee meetings and documents are posted online ([4A.4.6](http://www.westvalley.edu/committees/Accreditation/meetings.html)), and the report has been posted for feedback from the college community during the course of preparation period.

Moreover, West Valley College supports and participates in the mission of ACCJC by faculty and administrators taking part in visiting teams for the accreditation process of other community colleges.

### Self-Evaluation

The college meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4A.4.1 | Past Reports to ACCJC | <http://westvalley.edu/committees/Accreditation/reports_surveys.html> |
| 4A.4.2 | Board Policy 3200 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_3200.pdf> |
| 4A.4.3 | Financial Aid Convocation Presentation | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/2b/FinAid_outreach_Convocation_13-14.ppt> |
| 4A.4.4 | Distance Education Committee Goals 2013-14 | <http://www.westvalley.edu/committees/Distance_Learning_Committee/Documents/Committee_Documents/dlc_strategic_plan-dec_12_2013.doc> |
| 4A.4.5 | Accreditation Steering Committee Membership | <http://www.westvalley.edu/committees/Accreditation/members.html> |
| 4A.4.6 | Accreditation Steering Committee meetings and documents | <http://www.westvalley.edu/committees/Accreditation/meetings.html> |

## Standard IVA.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

### Descriptive Summary

West Valley College regularly evaluates participatory governance and decision-making structures and processes. This evaluation process occurs during annual retreats of the College Council. ([4A.5.1](http://www.westvalley.edu/committees/accreditation/2013/evidence/4a/college_council_retreat_11-04-2011.pdf))

Part of the retreat agenda is a review of current participatory governance structures and their effectiveness and whether they are sufficient in number, assignment, and purview. Furthermore, the college’s annual goals and objectives for the coming year are developed at these retreats in conjunction with the identification of roles and responsibilities of the participatory governance committees for the annual goals and objectives. ([4A.5.2](http://westvalley.edu/committees/Accreditation/goals_objectives.html)) Any recommendations for changes in the governance structure along with the current developed objectives are disseminated through the existing participatory governance structure and process to the college-wide community.

College representatives to District Council meet the week prior to each Board meeting to review the pre-Board agenda and provide input and advice to the Chancellor on matters of district-wide importance. Additionally, college representatives participate in District Council orientation sessions for new members and review of the operating principals which include mission, purpose, ground rules, operational guidelines, and membership.

As part of the *District Council Operational Guidelines*, the following evaluations occur:

1. The first meetings of October and February are designated for team building and reviewing DC’s mission, goals, and the way business is conducted.
2. The membership will evaluate the functioning of the District Council each year according to criteria developed by the Council. The evaluation will be completed by the end of May each year.

Decisions and recommendations made by the District Council including any changes in structure, processes, goals, or objectives are dispersed by council members to their appropriate constituency group or through email ([4A.5.3](http://www.westvalley.edu/committees/accreditation/2013/evidence/4a/district_council_operating_principles.pdf))

In concert with the Accreditation Self-Study cycle, the college conducts Employee and Student Surveys (every 6 years) to evaluate the role of leadership and governance decision-making structures and processes. ([4A.5.4](http://www.westvalley.edu/committees/accreditation/2013/evidence/4a/email_district_council_goals_2013-14.pdf)) Results of the surveys are shared and reviewed by the college-community through the participatory governance process. Areas of concerns/weaknesses identified in the surveys are discussed and solutions and improvements are developed for implementation.

### Self- Evaluation

The college meets this standard.

In 2011-12, the District Council membership was evaluated and revised to ensure equal representation among all constituent groups. The revised District Council *Orientation and Evaluation Operational Guidelines* were adopted on March 12, 2012. ([4A.5.5](http://westvalley.edu/committees/Accreditation/reports_surveys.html))

A 2011 review of the college mission statement was prompted by the change in the overall mission of the California Community College system. ([4A.5.6](http://www.cccco.edu/)) The college’s process for periodic review of its mission statement is effective as it aligns with the state’s priorities and student’s learning and success needs. The college process firmly adheres to participatory governance principles and the resulting statement was vetted and supported by a substantial population of college stakeholders and unanimously adopted on October 27, 2011. ([4A.5.7](http://www.westvalley.edu/committees/accreditation/2013/evidence/1a/college_council_mission_approval.pdf))

All council and senate meetings are open to foster a participatory governance atmosphere and encourage input from all constituencies. Weaknesses found in governance and decision making structures and processes may be brought forward by any college community member to the councils for evaluation and action if necessary. ([4A.5.8](http://www.westvalley.edu/committees/))

The successful recruitment and hiring of the new President who previously served as Vice Chancellor of Human Resources for WVMCCD and Interim President of West Valley College ensures an institutional history that is valuable in evaluating effectiveness of governance and decision making structures.

The Employee Accreditation Survey found that exactly half (50%) of respondents strongly agreed or agreed, 31% were neutral, and 14% disagreed that the systematic evaluation of the role of leadership and the college’s governance and decision making structures for improvement purposes occurs. ([4A.5.9](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/accreditation_survey_employee_final_7312.pdf))

### Actionable Improvement Plans

* The college continues to fine-tune the participatory governance evaluation process to be more systemic and streamlined.

### Evidence

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| --- | --- | --- |
| 4A.5.1 | College Council Annual Retreat | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4a/college_council_retreat_11-04-2011.pdf> |
| 4A.5.2 | College Goals and Objectives | <http://westvalley.edu/committees/Accreditation/goals_objectives.html> |
| 4A.5.3 | Email re: District Council Goals | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4a/district_council_operating_principles.pdf> |
| 4A.5.4 | Accreditation Surveys | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4a/email_district_council_goals_2013-14.pdf> |
| 4A.5.5 | District Council Operating Procedures | <http://westvalley.edu/committees/Accreditation/reports_surveys.html> |
| 4A.5.6 | CCCCO Mission | <http://www.cccco.edu/> |
| 4A.5.7 | College Council Mission Statement Approval | <http://www.westvalley.edu/committees/accreditation/2013/evidence/1a/college_council_mission_approval.pdf> |
| 4A.5.8 | WVC Committee Website; Meeting Minutes | <http://www.westvalley.edu/committees/> |
| 4A.5.9 | [Employee Accreditation Survey](http://www.westvalley.edu/committees/Accreditation/accreditation_surveys.htm) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3a/accreditation_survey_employee_final_7312.pdf> |

# Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

## Standard IVB.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the college or the district/system.

### Descriptive Summary

*WVMCCD Board Policy Manual*, Chapter 2, contains all policies required for the functions of the Board of Trustees. Specifically Board Policy 2200 relates the Duties and Responsibilities of board members. ([4B.1.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2200.pdf)) The district mission statement demonstrates and affirms the Board’s commitment to assuring the quality, integrity, and effectiveness of student learning programs and services. It states that

*The West Valley Mission Community College District is committed to achieving student success through innovative and effective lifelong education and career opportunities, which include associate degrees, certificates, transfer, occupational programs, workforce development, pre-collegiate, global, and community education programs. The District strives to maintain and support institutional integrity, mutual respect, diversity, tolerance, rigorous evaluation, an exceptional workforce of faculty and staff, and partnerships between students, faculty, staff, administrators, the Board of Trustees, and the community. The district promotes an environment conducive to open dialogue and the free exchange of ideas leading to the achievement of successful student learning outcomes.*

Board Policy 2010 also states that the West Valley-Mission Community College Governing Board shall consist of seven members elected by qualified voters of the district. ([4B.1.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B12_BP_2010.pdf)) The seven board members represent seven geographic areas within the community college district. In addition to the regular Board members, a student trustee is elected from each college—West Valley and Mission—annually by the student body pursuant to Board Policy 2015. ([4B.1.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B13_BP_2015.pdf)) Bi-Monthly meetings are held on 1st and 3rd Tuesdays for the public, and the place of the meeting alternates monthly between the Trustee Boardroom at the District office on the WVC campus, and Telecommunications (TAV) room 130 on the Mission College campus.

Board Policy 2431 assures the Board will fill a Chancellor vacancy through a fair and open search process. ([4B.1.4](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2431.pdf)) The Chancellor is the Chief Executive Officer whose principal responsibility is leadership of the educational program. In accordance with Board Policy 2435, the Board of Trustees conducts an annual evaluation of the Chancellor. ([4B.1.5](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2435.pdf), [6](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/ap_2435.pdf)) A process has been developed that fosters open communication, establishes clear direction, provides constructive and supportive feedback, and strengthens the Board/Chancellor relationship. The process includes the development of annual goals for the Chancellor, mid-year discussion of progress toward goals, an annual constituent survey regarding the Chancellor’s effectiveness as CEO, the Board’s completion of an evaluation instrument, and an annual evaluation and goal development meeting. The Chancellor’s evaluation and all input into the evaluation, is confidential and takes place in Closed Session. The annual evaluation is generally completed by the end of June but may continue into July, and the goals adoption process is generally completed by August. The Board and Chancellor may vary the timeline and modify the process by mutual agreement, but are committed to completing an annual evaluation in a timely manner. When a new Chancellor is appointed by the Board and begins service with the District, he or she meets with the Board in Closed Session to discuss and develop annual goals.

Generally, the Chancellor prepares a mid-year goals update and meets with the Board in early spring to discuss progress toward goals.

In late spring, confidential input regarding the Chancellor’s effectiveness in a number of areas is requested from the Academic, Classified, and Student Senate Presidents of each college; the administrators and staff reporting directly to the Chancellor; and input from three to five members of the community selected by the Chancellor. This confidential input is gathered via an on-line survey designed to measure the Chancellor’s effectiveness in several areas, including leadership, collaboration, communication, fiscal management, and professionalism.

Also in late spring, the Chancellor prepares a final report regarding his/her annual goals.

The annual evaluation is a two-step process. At its first meeting in June, the Board meets with the Chancellor to discuss his/her final goals update and to review the confidential constituent input. Each Board member then completes a comprehensive CEO evaluation instrument designed to measure the Chancellor’s achievement of his/her goals and to rate professional characteristics including integrity, leadership, labor relations, fiscal management, relationship with the Board of Trustees, and community relations. The results are compiled and returned to the Board for review.

At the second meeting in June, the Board meets with the Chancellor to provide evaluative feedback, to discuss and assess the previous year, to discuss the upcoming year, and to begin development of the Chancellor’s goals for the upcoming year.

### Self-Evaluation

The board meets this standard. It ensures that policies are accessible and available to the college and district communities by posting item to the district website. ([4B.1.7](http://wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1)) In addition, during 2012-2013 academic year, the Board of Trustees began having Strategic Conversation meetings with college and district employees creating more direct communication with employees on topics relevant to their day to day work and reality. ([4B.1.8](http://westvalley.edu/committees/Accreditation/2013/evidence/4b/Board_Focus_Topic_Meetings))

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.1 | [Board Policy 2200](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2200.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2200.pdf> |
| 4B.1.2 | Board Policy 2010 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B12_BP_2010.pdf> |
| 4B.1.3 | Board Policy 2015 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B13_BP_2015.pdf> |
| 4B.1.4 | [Board Policy 2431 - Chancellor selection](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2431.pdf) | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2431.pdf> |
| 4B.1.5 | [Board Policy 2435 - Chancellor evaluation](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2435.pdf) | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2435.pdf> |
| 4B.1.6 | [Administrative Policy 2435 – Evaluation of the Chancellor](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/ap_2435.pdf) | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/ap_2435.pdf> |
| 4B.1.7 | District Board Policies Webpage | <http://wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1> |
| 4B.1.8 | Board of Trustees Community Meetings | <http://westvalley.edu/committees/Accreditation/2013/evidence/4b/Board_Focus_Topic_Meetings> |

## Standard IVB.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

### Descriptive Summary

The Board of Trustees serves as an independent policy-making body that reflects the public interests. Voters in communities of the West Valley-Mission Community College District elect the trustees, and have a long history of electing professional, policy-oriented community members to the board. The working relationships among trustees, the administration, and staff are cooperative and effective.

The Board of Trustees is directly elected by the voters residing in the West Valley-Mission Community College District. Each of the seven regular members is elected by residents who live in the corresponding geographically bound district. ([4B.1.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B12_BP_2010.pdf)) The geographic areas include the areas served by three major high school districts: Campbell Union, Los Gatos-Saratoga Joint Union, and Santa Clara Unified. Each Board member serves a four-year term and the terms are staggered to ensure continuity. ([4B.1.a.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2100.pdf)) These arrangements establish the board as an independent body and enable broad representation of the district. Board duties and responsibilities require the board to represent the public interest and advocate and defend the District ([4B.1.a.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2200.pdf)), and this is further addressed in the Code of Ethics. ([4B.1.a.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2715.pdf)) Additionally, Conflict of Interest Policy and Procedures ([4B.1.a.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/AP_BP_2710.pdf)) assure the institution is protected from undue influence or pressure.

Each college has a student trustee representing the interests of the students on the Board; each student trustee is elected by students from their respective campuses. The term of office for the student trustees is one year commencing on June 1. Student trustees may make and second motions and cast advisory votes. However, their votes are not formally counted, and they are precluded from attending closed sessions of the board. ([4B.1.a.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2015_AP_2105.pdf))

### Self-Evaluation

The board meets this standard. It continues to serve as an independent policy- making body that works in the public interest and on behalf of the college. Trustees have served in statewide advocacy roles.

Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.a.1 | [Board Policy 2010](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2010.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B12_BP_2010.pdf> |
| 4B.1.a.2 | [Board Policy 2100](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2100.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2100.pdf> |
| 4B.1.a.3 | [Board Policy 2200](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2200.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2200.pdf> |
| 4B.1.a.4 | [Board Policy 2715](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2715.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2715.pdf> |
| 4B.1.a.5 | [Board Policy and Administrative Procedure 2710](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_2710.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/AP_BP_2710.pdf> |
| 4B.1.a.6 | [Board Policy 2015; Board Policy and Administrative Procedure 2105](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2015.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2015_AP_2105.pdf> |

## Standard IVB.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

### Descriptive Summary

The Board of Trustees adopts, revises and reaffirms policies that are consistent with the district mission statement, which supports student learning programs and services.

Board Policy 2410 discusses the development and revision of board policy and administrative procedures. ([4B.1.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2410.pdf)) It clearly defines:

The Board is ultimately responsible for the approval, review, amendment, and deletion of general policies which govern the operations of the District. Making and carrying out policy is a shared responsibility of the Board, the faculty, the classified staff, and the administration. However, monitoring the execution of policy is exclusively the prerogative of the Board and critical to the role of trustee.

The current mission statement for the district was adopted by the Board in 2011. ([4B.1.b.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_1200.pdf)) In meeting its mission to “achieving student success through innovative and effective lifelong education and career opportunities” and “the achievement of successful student learning outcomes,” the District and Board work to assure the quality, integrity, and improvement of student learning programs and services. Furthermore, the duties of the Board as outlined in Board Policy 2200, require the board to monitor institutional effectiveness, educational quality, and assure the fiscal health and stability of the district; each of these responsibilities adds to the effectiveness of the district in providing services to the community it serves. ([4B.1.b.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2200.pdf))

Through administration of *Chapter 4 – Academic Affairs* and *Chapter 5 – Student Services* of the *WVMCCD Board Policies*, the Board of Trustees further ensures the quality of learning programs and services offered through the college. ([4B.1.b.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_CH_4_5.pdf)) The annual establishment of District Goals occurs through the participatory governance process. The colleges and District Administrative Services Council review and develop annual goals. The District Council then receives reports on these goals, reviews them, and makes recommendations regarding proposed District Goals. Once these goals are set by the District Council, they are sent to the Board for review, discussion and adoption in alignment with Board Policy 2200 – Board Roles and Responsibilities—and Board Policy 3200 – Accreditation—which relate to establishment, development, and approval of goals.

Various mechanisms inform the Board of Trustees of standards set by the respective institutions and analysis of results for improvement of student achievement and learning. At each Board meeting, constituency groups, college presidents, and district’s vice chancellors report highlights and information relating to college-set standards and student achievement and learning. Annual Scorecard data discussion (formally known as ARCC: Accountability Report for Community Colleges) prepared by the California State Chancellor’s office with the Board of Trustees in each spring also inform them about how our students are doing in their learning process based on the standards set by the college. ([4B.1.b.5](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=493))

### Self-Evaluation

The Board meets this standard. The approval of the 2013 -14 District Goals, provides for the improvement of student learning programs and services with the resources to support them. ([4B.1.b.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/2013_14_district_goals.pdf)) Through the participatory governance process these goals are aligned with the Integrated Planning and Resource Allocation and goals at the college level. Use of the SMART metric (Specific, Measurable, Attainable, Realistic, Timely) by the District Council assures that the goals may be evaluated for effectiveness and quality improvement.

### Actionable Improvement Plans

None.

### Evidence

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| --- | --- | --- |
| 4B.1.b.1 | [Board Policy 2410](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2410.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2410.pdf> |
| 4B.1.b.2 | [Board Policy 1200 - Mission statement](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_1200.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_1200.pdf> |
| 4B.1.b.3 | [Board Policy 2200 – Board Roles and Responsibilities](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2200.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2200.pdf> |
| 4B.1.b.4 | [Chapters 4 and 5 of WVMCCD Board Policy Manual](http://wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_CH_4_5.pdf> |
| 4B.1.b.5 | [Student Success Scorecard](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=493) | <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=493> |
| 4B.1.b.6 | [Board Approval of 2013-14 District Goals](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/2013_14_district_goals.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/2013_14_district_goals.pdf> |

## Standard IVB.1.c

The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.

### Descriptive Summary

The roles and responsibilities of the Board specify that educational quality, legal matters and financial integrity are within the purview of the board and the board has the ultimate authority in these matters.

The Board of Trustees derives its authority and duties from Education Code 70902 ([4B.1.c.1](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=70001-71000&file=70900-70902)) and sets it forth in the *WVMCCD Policy Manual Chapter 2*; Board Policy 2200 addresses the roles and responsibilities of board members (including educational, legal, and financial matters) and standards of practice as outlined in [Standard IVB.1](#_Descriptive_Summary) of this report. ([4B.1.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1c2_BP_2200.pdf)) *Chapter 6: Business and Fiscal Affairs* provides guidance to the Board in fiscal matters and establishes its responsibility in the financial integrity of the institution ([4B.1.c.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1c3_BP_CH6.pdf)):

* BP 6200 Budget Preparation - The Board authorizes the establishment and maintenance of general unrestricted, general restricted, debt service, special revenue, capital projects, enterprise, internal service, trust, and agency funds. Each year, the Board will adopt a budget calendar and identify Board budget priorities. The budget calendar will provide adequate time for Board study and for the early establishment of Board Budget Priorities.
* BP 6250 Budget Management - Board approval is required for changes between major expenditure classifications. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board. Transfers between expenditure classifications must be approved by a majority vote of the members of the Board. State quarterly and annual financial reports shall be approved by the Board.
* BP 6300 Fiscal Management **-** As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.
* BP 6320 Investments - Investments which have a maturity of more than one year or which are not specifically approved in this section will be brought to the Board for prior approval. Quarterly information reports on investments will be provided to the Board. These reports shall include information on investments of all auxiliary organizations.
* BP 6340 Contracts - Contracts are not enforceable obligations until they are ratified by the Board, except as required by law or Board policy.
* BP 6600 Capital Construction - The Board provides general direction for facilities development, construction, and renovation for the District. Facilities planning activities include, but are not limited to:
  + The development and continuous appraisal (every five years) of long-range Educational and Facilities Master Plans for land use, utility services, buildings, roads, pedestrian walks, outdoor recreational areas, parking areas, and open natural areas developed using State Chancellor’s Office guidelines; (See BP/AP 3250 titled Institutional Planning)
  + The design, plans, and construction or major alteration of buildings, other structures, and site improvements;
  + The planning, specification, and acquisition of equipment and furniture; and
  + The identification of resources for implementation of a plan.
  + The Board shall approve and submit to the Board of Governors a five-year capital construction plan as required by law. The Chancellor or Vice Chancellor shall annually update the plan and present it to the Board for approval. The plan shall address, but not be limited to, the criteria contained in law.
* BP 6620 Naming of Facilities & Other Naming Opportunities – The Board of Trustees shall have final authority
* BP 6740 Citizens’ Bond Oversight Committee - The Board of Trustees shall establish a Citizens’ Bond Oversight Committee in accordance with the applicable law and necessary regulations.
* BP 6750 Parking - The Board may establish parking and permit fees as provided by the Education Code as well as regulations for their use.

### Self-Evaluation

The Board meets this standard. The Board of Trustees exercises final authority on district policies and contracts, legal, educational quality of student learning, fiscal health and stability of the district, personnel decisions, and advocacy for the district in the community and in legislative arenas within parameters set by district policy and state statutes. The Board ensures the creation of oversight committees, including the [Audit and Budget Oversight Committee](http://wvm.edu/group.aspx?id=3179) on which three trustees sit. [Citizens Bond Oversight Committee](http://wvm.edu/group.aspx?id=72) was established to monitor the Measure H and Measure C Proposition bonds.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.c.1 | [Education Code 70902](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=70001-71000&file=70900-70902) | <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=70001-71000&file=70900-70902> |
| 4B.1.c.2 | [Board Policy 2200 – Board Roles and Responsibilities](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2200.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1c2_BP_2200.pdf> |
| 4B.1.c.3 | WVMCCD Board Policy –[Chapter 6: Business and Fiscal Affairs](http://wvm.edu/documents.aspx?fid=26324&doc=26746&year=0&excludeyear=1) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1c3_BP_CH6.pdf> |

## Standard IVB.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structures, and operating procedures.

### Descriptive Summary

The Board publishes policies which specify the Board’s organizational procedures and framework. The policies are contained in Chapter 2 of the Governing Board Policy Manual. These policies specify the size, duties, responsibilities, structure, and operating procedures of the Board and the District which are also delineated in the following sections of the Education code: 72101-72104 Membership of the Governing Board, 72121-72129 Meetings and the Governing Board, and 5000-5442 Elections.

The Board of Trustees maintains a website which lists the names and provides contact information for each member of the Board. ([4B.1.d.1](http://www.wvm.edu/group.aspx?id=36)) In addition to the Board policies, [meeting minutes](http://wvm.edu/documents.aspx?fid=26324&doc=26416&year=2013) are regularly posted for viewing by interested members of the community ([4B.1.d.2](http://www.wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1)). Furthermore, Administrative Procedures related to the Board Policies are also posted on the Board of Trustees webpage. ([4B.1.d.3](http://www.wvm.edu/documents.aspx?fid=26324&doc=26746&year=0&excludeyear=1)) Policy affecting students, such as academic regulations and student services, are on pages 174 – 193 of the *2013-14 West Valley College Catalog* ([4B.1.d.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/2014_Catalog_page174-193.pdf)) as well as on the WVC Student Services District Policy webpage. ([4B.1.d.5](http://westvalley.edu/services/policy/index.html)) A few examples include academic standards, admissions eligibility, and the grievance process.

The board website is updated regularly to include current agendas, minutes, as well as the District Mission, Goals and Objectives, Strategic Plan and meeting schedule.

### Self-Evaluation

The Board meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.d.1 | Website for Board of Trustees | <http://www.wvm.edu/group.aspx?id=36> |
| 4B.1.d.2 | [Board Minutes](http://wvm.edu/documents.aspx?fid=26324&doc=26416&year=2013) | <http://www.wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1> |
| 4B.1.d.3 | [WVMCCD Board Policies](http://www.wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1) | <http://www.wvm.edu/documents.aspx?fid=26324&doc=26746&year=0&excludeyear=1> |
| 4B.1.d.4 | [2013-2014](http://www.wvm.edu/documents.aspx?fid=26324&doc=26746&year=0&excludeyear=1) West Valley College Catalog  (p. 174-p. 193) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/2014_Catalog_page174-193.pdf> |
| 4B.1.d.5 | [WVC Student Services District Policy webpage](http://westvalley.edu/services/policy/index.html) | <http://westvalley.edu/services/policy/index.html> |

## Standard IVB.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

### Descriptive Summary

The Board of Trustees acts in a manner consistent with its policies and makes decisions in accordance with its policies. In addition, the board regularly evaluates its policies and practices and revises them as necessary. Once the Board approves or revises new policies, it directs its administration to implement the policies and practices in a timely and efficient manner. Board Policy 2410 states, “The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” ([4B.1.e.1)](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2410.pdf) The policies adopted by the Board are consistent with the provisions of the law. In 2012, the Board adopted a complete conversion to the template of the CCLC, bringing the policy manual into better alignment with many of its fellow community college districts. ([4B.1.e.2](http://www.wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1)) Furthermore, the Board requires that these policies be reviewed semi-annually ensuring that updates align with the Community College League of California (CCLC) Policy and Procedure model to revise existing policies and procedures in accordance with Board Policy and Administrative Policy 2410. The Board may review each of the seven chapters of the Board Policy Manual up to twice each year (based on recommended new, revised, or deleted policies noticed in the CCLC updates) with an eye to improving service to the community in general and to the students in particular. In addition, the administration submits recommendations for policy and revisions as necessary. Each policy describes the expected responsibilities, processes, and outcomes.

The Board of Trustees conducts meetings and administers the business of the college system. The WVMCCD board meetings minutes are maintained and published following each meeting and are available on the district website. ([4B.1.e.3](http://wvm.edu/documents.aspx?fid=26324&doc=26416&year=2013)) Board Policy 2745 addresses the Board Self Evaluation. ([4B.1.e.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1e2_4B1e2_BP_2745.pdf)) The policy includes an annual self-evaluation; this process assures the board is acting consistently with its policies and bylaws.

### Self-Evaluation

The Board meets this standard. It undertakes regular self-evaluation, most recently at the July 16, 2013 board meeting.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.e.1 | Board Policy 2410 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BP_2410.pdf> |
| 4B.1.e.2 | WVMCCD Board Policy Manual | <http://westvalley.edu/committees/Accreditation/2013/evidence/4b/Board_Evaluations/> |
| 4B.1.e.3 | Board Meeting Minutes | <http://wvm.edu/documents.aspx?fid=26324&doc=26416&year=2013> |
| 4B.1.e.4 | Board Policy 2745 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1e2_4B1e2_BP_2745.pdf> |

## Standard IVB.1.f

The governing board has a program development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.

### Descriptive Summary

The West Valley-Mission Community College District has a seven member Board of Trustees selected to represent seven geographic locations within the district. ([4B.1.f.1](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2100.pdf)) Included on the Board, as outlined in BP 2015, are two student trustees who are elected annually by the student body. Staggered terms of four years provide for continuity of Board membership; if there is an unscheduled vacancy or resignation, the Board may either call an election or make a provisional appointment to fill the vacancy, as outlined in Board policy.

Governing Board Policy BP 2740 provides for new trustee orientation for new Governing Board members. ([4B1.f.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1f2_BP_2740.pdf)) New board members are provided documents that include the following: annual budgets, organizational charts, college catalogs, class schedules, *Educational and Facilities Master Plans,* facilities and modernization documents, and Board Policies. The Chancellor, Vice Chancellor of Administrative Services and the Associate Vice Chancellor of Human Resources provide an orientation session to newly elected members, sharing an overview of district and college functions as well as a review of the above-mentioned documents. ([4B.1.f.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1f.1_New_Trustee_Orientation_Model_Agenda.doc)) New members are also encouraged to attend the Community College League of California’s Effective Trustee Workshop, in addition to other conferences designed to educate new and veteran Trustees about critical issues that involve community colleges.

The district encourages Board members to participate in professional development activities, providing support to attend meetings, conferences and workshops.New board members are particularly encouraged to attend workshops provided by the Community College League of California.

Each Board meeting contains either a ‘Focus Topic’ presentation or an ‘Educational and Student Services’ presentation. Focus Topic presentations are designed to provide the Board with information on strategic topics such as textbook affordability, the Student Success Initiative, accreditation, and emergency preparedness. Educational and Student Services presentations allow the Colleges’ programs and service areas to highlight their programs to the Board.

As for Accreditation specific training for the Board of Trustees, on June 19, 2012, the Board held a special meeting for an Accreditation Workshop. This workshop was facilitated by John Nixon of ACCJC; the topic of his presentation was *Accreditation and Trustee Roles and Responsibilities.* ([4B.1.f.4](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/accjc_accreditation_trustee_roles_resps_06_14_12.pdf)) In addition to the valuable information in the presentation, the Board was also provided with several documents to assist them in their responsibilities in terms of accreditation. ([4B.1.f.5](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bot_accjc_workshop_documents.pdf)) Most recently, WVMCCD Trustees participated in the CCLC conference focusing on Accreditation Standards and Processes. ([4B.1.f.6](http://www.ccleague.org/i4a/pages/index.cfm?pageid=3277))

### Self-Evaluation

The Board meets this standard. It is effective in its orientation of new members and continuing education regarding board responsibilities, goals and operations, and provides for staggered terms of election. Vacancies are addressed in an expeditious and public manner.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.f.1 | Board Policy 2100 | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2100.pdf> |
| 4B.1.f.2 | **Board Policy 2740** | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1f2_BP_2740.pdf> |
| 4B.1.f.3 | **New Trustee Orientation** | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1f.1_New_Trustee_Orientation_Model_Agenda.doc> |
| 4B.1.f.4 | **ACCJC presentation -** *Accreditation and Trustee Roles and Responsibilities* | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/accjc_accreditation_trustee_roles_resps_06_14_12.pdf> |
| 4B.1.f.5 | **Board ACCJC Workshop Documents** | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bot_accjc_workshop_documents.pdf> |
| 4B.1.f.6 | **CCLC Conference** | <http://www.ccleague.org/i4a/pages/index.cfm?pageid=3277> |

## Standard IVB.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

### Descriptive Summary

District policy BP 2745 clearly defines a self-evaluation process for assessing board performance. ([4B.1.g.1](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2745.pdf)) The policy mandates that the Board, which includes the student trustees, shall participate in an annual board self-evaluation process. The purpose of the Board Self-Evaluation is to identify those areas that are working well and those that need improvement, as well as to increase communication and understanding among board members.

As part of its annual self-evaluation process, the Board develops and approves annual performance goals, works toward those goals throughout the year, solicits constituent groups’ input regarding its performance as a Board, conducts an annual self-evaluation meeting, and develops goals for the next year. At its discretion, the Board may vary the timeline but is committed to completing an annual self-evaluation in a timely manner. The process of evaluation is recommended to and approved by the Board.

In the spring of each year, the Board solicits constituent input regarding its performance during the academic year. ([4B.1.g.2](http://westvalley.edu/committees/Accreditation/2013/evidence/4b/Board_Evaluations/)) Students, faculty, staff, and administrators, individually and through constituent groups, are encouraged to participate in an online survey that requests input regarding areas in which the Board:

* Is serving the District well in meeting its governance responsibilities to the community, students, and WVMCCD employees.
* Can improve its governance performance to better serve the community, students, and WVMCCD employees.
* Should focus future efforts to improve its effectiveness as the District’s governing body.

In late summer or early fall, the Board conducts an annual self-evaluation at a public meeting at which it reviews the input provided by students, faculty, and staff via the spring survey; discusses and assesses its goals completion and overall performance as a Board over the past year; and begins development of goals for the upcoming year; goal development may take more than one meeting.

In late summer or early fall of each year, the Board develops and adopts its self-evaluation goals for the upcoming year. [(4B.1.g.3](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/board_goal_approval.pdf)) The proposed goals are shared with District Council, the District’s highest-level participatory group, prior to adoption. Following approval, the Board’s annual performance goals are posted on the District website for information and coordination of goal-alignment and planning activities at the District and the Colleges. ([4B.1.g.4](http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6990))

### Self- Evaluation

The Board meets this standard. The Board assesses itself annually at a regularly scheduled open board meeting. A board self-evaluation was discussed at the July 16, 2013 meeting.

BP 2745 lays out the chronological benchmarks for the self-evaluation. Additionally, the Board is subject to penalties for standards violations set forth in California Education Code and California Government Code. ([4B.1.g.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BOT_Meeting_Agenda_Packet_2013-07-16_page9.pdf))

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.g.1 | BP 2745 | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bp_2745.pdf> |
| 4B.1.g.2 | Board Evaluation Email | <http://westvalley.edu/committees/Accreditation/2013/evidence/4b/Board_Evaluations/> |
| 4B.1.g.3 | Board Minutes re: goal development and approval | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/board_goal_approval.pdf> |
| 4B.1.g.4 | Board Annual Goals | <http://wvm.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6990> |
| 4B.1.g.5 | Board of Trustees Self-evaluation 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BOT_Meeting_Agenda_Packet_2013-07-16_page9.pdf> |

## Standard IVB.1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

### Descriptive Summary

On January 17, 2012, the WVMCCD Board of Trustees adopted a new Code of Ethics/ Standards of Practice replacing existing WVMCCD Policies 1.5.1, 1.5.2, and 1.6.6. ([4B.1.h.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1a/bot_mission_approval.pdf)) The new Code of Ethics can be found in Chapter 2, BP 2715 of the District Policies Manual. ([4B.1.h.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2715.pdf)) All Board members are committed to maintaining the highest standards in order to promote trust, confidence, and integrity in the working relationship between Trustees and staff. Other pertinent sections include Governing Board policy BP 2710 which covers areas relating to confidentiality, and conflict of interest. The Board performs a self-evaluation process to monitor performance and effectiveness every year. Additionally, the Board is subject to penalties for standards violations set forth in California Education Code and California Government Code. The policy reports the manner in which the violations will be addressed.

### Self-Evaluation

The Board meets this standard.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.h.1 | [Board of Trustees Meeting Minutes: January 17, 2012](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1a/bot_mission_approval.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/1a/bot_mission_approval.pdf> |
| 4B.1.h.2 | [BP 2715](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_2715.pdf) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2715.pdf> |

## Standard IVB.1.i

The governing board is informed and involved in the accreditation process.

### Descriptive Summary

In accordance with Board Policy 3200, the Chancellor works closely with the Board on Accreditation processes. ([4B.1.i.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_3200.pdf)) The college President ensures that the Chancellor is informed about and involved in the college’s accreditation process. The Board provides input to Self-Study reports and approves the document, as well as Mid-term and Follow-up Reports. Accreditation updates were presented to the Board on November 19, 2013 and December 10, 2013. ([4B.1.i.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BOT_Accreditation_Presentation_WVC_11-19-13.pdf))

The Board of Trustees receives regular updates on the accreditation process and is involved in the Self-Evaluation and related reports and updates as noted in BP 3200.The Chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations and ensures that the Board is involved in any accreditation process in which Board participation is required. The Chancellor also provides the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

On June 19, 2012, the Board attended a workshop presented by ACCJC entitled *Accreditation and Trustee Roles and Responsibilities.* ([4B.1.i.3](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/accjc_accreditation_trustee_roles_resps_06_14_12.pdf)) In addition to the valuable information in the presentation, the Board was also provided with several documents to assist them in their responsibilities in terms of accreditation. ([4B.1.i.4](http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bot_accjc_workshop_documents.pdf))

### Self-Evaluation

The Board meets this standard. The board gets involved throughout the Self-Study reporting and accreditation processes. Board certification of the Self-Study is scheduled on January 7, 2014.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.i.1 | Board Policy 3200 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/bp_ap_3200.pdf> |
| 4B.1.i.2 | Board Accreditation Presentation – November 19, 2013 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/BOT_Accreditation_Presentation_WVC_11-19-13.pdf> |
| 4B.1.i.3 | ACCJCPresentation *Accreditation and Trustee Roles and Responsibilities* | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/accjc_accreditation_trustee_roles_resps_06_14_12.pdf> |
| 4B.1.i.4 | **Board ACCJC Workshop Documents** | <http://www.westvalley.edu/committees/accreditation/2013/evidence/4b/bot_accjc_workshop_documents.pdf> |

## Standard IVB.1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

### Descriptive Summary

The Board has established policy language addressing the District’s administrative organization, the Chancellor, and senior executive management evaluations. ([4B.1.j.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1j1_BP_3100.pdf)) These policies include chancellor selection and succession (BP 2431), delegation of responsibilities BP 2430, and annual evaluation requirements (BP AP 2435).

A national search for a new chancellor was conducted in spring 2012. The board led the search and followed an inclusive process that involved West Valley and Mission College students, faculty, and staff. A search committee composed of employees from West Valley College, Mission College, and the district, as well as community members, recommended four final candidates to the Board. The Board considered recommendations, interviewed finalists and selected the chancellor. In July 2012, a new chancellor began serving as the chief administrative officer for the district. Upon hiring, the board delegated to the chancellor the full responsibility and authority to implement and administer board policies.

In accordance with Board Policy 2435, the Board of Trustees conducts an annual evaluation of the Chancellor. ([4B.1.j.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2435.pdf)) A process has been developed that fosters open communication, establishes clear direction, provides constructive and supportive feedback, and strengthens the Board/Chancellor relationship.

The process includes the development of annual goals for the Chancellor, mid-year discussion of progress toward goals, an annual constituent survey regarding the Chancellor’s effectiveness as CEO, the Board’s completion of an evaluation instrument, and an annual evaluation and goal development meeting.

The Chancellor’s evaluation, and all input into the evaluation, is confidential and takes place in Closed Session. The annual evaluation is generally completed by the end of June but may continue into July, and the goals adoption process is generally completed by August. The Board and Chancellor may vary the timeline and modify the process by mutual agreement, but are committed to completing an annual evaluation in a timely manner.

When a new Chancellor is appointed by the Board and begins service with the District, he or she meets with the Board in Closed Session to discuss and develop annual goals.

Generally, the Chancellor prepares a mid-year goals update and meets with the Board in early spring to discuss progress toward goals.

In late spring, confidential input regarding the Chancellor’s effectiveness in a number of areas is requested from the Academic, Classified, and Student Senate Presidents of each college; the administrators and staff reporting directly to the Chancellor; and input from three to five members of the community selected by the Chancellor. ([4B.1.j.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/chancellor_evaluation_email.pdf)) This confidential input is gathered via an on-line survey designed to measure the Chancellor’s effectiveness in several areas, including leadership, collaboration, communication, fiscal management, and professionalism; community members are sent hard copies of the survey. Also in late spring, the Chancellor prepares a final report regarding his/her annual goals.

The annual evaluation is usually a two-step process. At its first meeting in June, the Board meets with the Chancellor to discuss his/her final goals update and to review the confidential constituent input. Each Board member then completes a comprehensive CEO evaluation instrument designed to measure the Chancellor’s achievement of his/her goals and to rate professional characteristics including integrity, leadership, labor relations, fiscal management, relationship with the Board of Trustees, and community relations. The results are compiled and returned to the Board for review.

At the second meeting in June, the Board meets with the Chancellor to provide evaluative feedback, to discuss and assess the previous year, to discuss the upcoming year, and to begin development of the Chancellor’s goals for the upcoming year. ([4B.1.j.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/board_minutes_chancellor_evaluation.pdf))

The Board delegates to the Chancellor the executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action through BP 2430. ([4B.1.j.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1j5_BP_2430.pdf)) In turn the Chancellor delegates authority to the college presidents for the development of educational and student services programs and operations of the college.

The selection of the presidents of the college is administered through BP 7120. ([4B.1.j.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_7120.pdf)) There is a clearly defined procedure for the evaluation of the President of West Valley College as articulated in AP 2435. ([4B.1.j.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/ap_2435.pdf)) The President is evaluated annually based on performance goals and objectives. The evaluation process includes input from the Academic, Classified, Student Senates, reporting staff and administrators, and three to five members of the community.

### Self-Evaluation

The Board meets this standard. The current Chancellor has been in office since 2012. The Board of Trustees has been diligent in exercising its role in requiring accountability from the Chancellor for the operation of the district.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.1.j.1 | Board Policy 3100 – Organizational Structure | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1j1_BP_3100.pdf> |
| 4B.1.j.2 | Evaluation of the Chancellor | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_2435.pdf> |
| 4B.1.j.3 | Email of Evaluation Survey | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/chancellor_evaluation_email.pdf> |
| 4B.1.j.4 | Board Minutes re: Chancellor evaluation and goals | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/board_minutes_chancellor_evaluation.pdf> |
| 4B.1.j.5 | Delegation of Authority to the Chancellor | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1j5_BP_2430.pdf> |
| 4B.1.j.6 | Selection of the President – BP 7120 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/bp_7120.pdf> |
| 4B.1.j.7 | Evaluation of the President | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/ap_2435.pdf> |

## Standard IVB.2

The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

### Descriptive Summary

The current college president led West Valley College in an interim capacity during 2012-2013 and became a permanent president as of summer 2013. Since his arrival in 2012, the President has brought strong, stable, and collaborative leadership to West Valley College. The President is delegated authority per District Administrative Policy 2430. ([4B.2.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B21_AP_2430.pdf)) The President has the primary responsibility for institutional and academic leadership and for facilitating a working relationship among administrators, faculty, classified staff, students, and the district, as well as the community at large. The goal of the President is to work towards fulfillment of the college’s mission, goals, and objectives.

The President is responsible for overseeing the college’s budget, always ensuring fiscal stability while also seeking ways to enhance outside funding and ensures that FTES, efficiency, and enrollment goals are met. ([4B.2.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/13-14_WVC_FTES_goals_3-8-13.pdf)) Furthermore, the President is responsible for ensuring that district policies and procedures are implemented and followed. The role also requires working with college constituencies and the district to develop long-range planning and goals, all the while working in a climate of participatory governance. The position also entails academic leadership to ensure that the college meets the learning needs of its students and community.

The President appropriately delegates authority to the college’s administrators, consistent with their responsibilities. ([4B.2.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf)) The college has three vice president positions, reporting to the President, in the areas of Instruction, Student Services, and Administrative Services. At the next level of administration, a total of three deans, directors, and managers report to these vice presidents. These positions, and the operations of the administration, are described more fully in Standard IV.2.B below.

The President utilizes the participatory governance process on a consistent and meaningful basis. West Valley College participatory governance process involves the participation of representatives from appropriate constituent groups who engage in open discussion and timely decision making. ([4B.2.4](http://westvalley.edu/about/governance.html)) Through this process, the committees of the college plan, analyze, and dialogue in their respective fields of focus, making recommendations through the College Council to the college President. The College Council serves as the top participatory governance body and provides recommendations to the President on all major decisions. ([4B.2.5](http://www.westvalley.edu/committees/College_Council/)) Members of College Council include representatives from Administration, Student Services Council, Division Chair Council/Performance Goals Council, Academic Senate, Classified Senate and the Associated Student Organization, as well as advisory ex-officio members.

The President regularly and meaningfully involves the College Council and relevant committees in the earlier stages of planning and decision-making, soliciting the advice of its constituency representatives on matters of importance to the college.

### Self-Evaluation

The college meets this standard. 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. ([4B.2.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvc_president_hire.pdf))

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.2.1 | Administrative Policy 2430 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B21_AP_2430.pdf> |
| 4B.2.2 | Enrollment Goals | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/13-14_WVC_FTES_goals_3-8-13.pdf> |
| 4B.2.3 | Organizational Chart | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf> |
| 4B.2.4 | WVC Shared Decision Making Plan | <http://westvalley.edu/about/governance.html> |
| 4B.2.5 | College Council Agendas and minutes | <http://www.westvalley.edu/committees/College_Council/> |
| 4B.2.6 | Board Approval of New President | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvc_president_hire.pdf> |

## 

## Standard IVB.2.a

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

### Descriptive Summary

The President is responsible for the oversight of the college and all operations. To assist in the performance of these duties, the President delegates duties as appropriate. ([4B.2.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/WVC_Organizational_Chart_Spring_2014.pdf)) Three Vice Presidents, the Director of Research and Institutional Effectiveness, and the Director of Athletics report directly to the college president. The Vice President of Instruction is responsible for all instructional programs, curriculum, and Learning Resources including Distance Learning, Student Success Initiative, the Library and Learning Resource Center/Tutorial Center, and Community and Contract Education and Workforce Development. The Vice President of Student Services oversees Admissions and Records and its related functions, Financial Aid/Scholarships, Counseling, Student Development, EOP&S, DESP, SUCCESS, Puente, Veterans, and Trio programs. The vice president of Administrative Services is the chief finance and budget officer, responsible for budget and personnel, educational resources, emergency preparedness, and facilities including Measure C projects—technology resources and sustainability.

West Valley College went two recent budget reduction processes in 2012-13 and in 2014-2015 academic year. Starting in spring 2013, the President began leading a college-wide inclusive and transparent discussion and planning relative to the reorganization of the college structure. ([4B.2.a.2](http://westvalley.edu/committees/Accreditation/2013/evidence/4b/FAIT_Process/)) This is a reflective process led by the president to review and analyze institution’s purposes, size, and complexity as an organization as the priorities are redefined at the State level for the California Community Colleges, as well as addressing recent enrollment decline Preliminary recommendation of the restructuring plan will be submitted to the District’s executive team in early spring 2014.

The President and the college’s Executive Staff Council (President’s Cabinet) meet weekly to address college-wide concerns, and provide updates on all areas of college operations. The well-qualified executive management team strategizes plans and consults on all aspects of college operations. The [Executive Staff](http://westvalley.edu/about/administration.html) Council consists of the following personnel:

* President (chair)
* Vice President of Instruction
* Vice President of Student Services
* Vice President of Administrative Services
* Dean of Instruction
* Dean of Career Programs and Workforce Development
* Dean of Student Services ([4B.2.a.3](http://westvalley.edu/about/governance.html))

Led by the President, the Cabinet engages in bi-annual off-site retreats to assess current year’s goals and objectives and define goals and objectives for the subsequent academic year. In response to the recent decrease in funding provided to the statewide community college system, the number of executive staff members has been reduced and job responsibilities were restructured to effectively manage the college with fewer administrators.

The President consistently communicates institutional values, goals, and priorities. He chairs and serves on key college committee such as the College Council. The President communicates regularly with the Governing Board in addition to attending regular board meetings.

### Self-Evaluation

The college meets this standard. Most of the President’s Cabinet have been in their positions for over two years, providing the college stable leadership. The Cabinet works well together as a cohesive, proactive management team.

### Actionable Improvement Plans

* Continue to review and assess organizational structure to increase efficiency and effectiveness during the restructuring effort.

### 

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.2.a.1 | [WVC Organizational Chart](#_Organizational_Information) | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/WVC_Organizational_Chart_Spring_2014.pdf> |
| 4B.2.a.2 | FAIT Process | <http://westvalley.edu/committees/Accreditation/2013/evidence/4b/FAIT_Process/> |
| 4B.2.a.3 | Shared Decision Making Plan – Executive Council | <http://westvalley.edu/about/governance.html> |

## Standard IVB.2.b

The President guides institutional improvement of the teaching and learning environment by the following:

* establishing a collegial process that sets values, goals, and priorities;
* ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
* ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
* establishing procedures to evaluate overall institutional planning and implementation efforts.

### Descriptive Summary

The President has guided and supported the process of revising the college mission ([4B.2.b.1](http://www.westvalley.edu/mission.html)), annual Goals and Objectives ([4B.2.b.2](http://www.westvalley.edu/committees/Accreditation/documents/2013-14_go_matrix_10_28_13.pdf)) (i.e. values, goals and priorities), *Educational and Facilities Master Plan* ([4B.2.b.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf)) (soon to be revised in 2014-2015), and the inception of the Student Success Team as one of the three critical components of Institutional Effectiveness. The college’s Integrated Planning and Resource Allocation process ([4B.2.b.4](http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html)) is also supported by the President and includes Program Review, Student Learning Outcome and Assessment, as well as the college resource allocation process. The college mission was revised in fall 2011 and adopted by the Board. The President continues to hold annual goals and objective setting sessions with the College Council where the previous year’s goals and objectives are reviewed, assessed, and discussed and the subsequent year’s goals and objectives are developed based on the college’s mission and priorities. ([4B.2.b.5](http://www.westvalley.edu/committees/College_Council/Documents/College_Council_Retreats/))

With full support of the President, the Institutional Effectiveness framework was created in fall 2012, reviewed and approved by the college’s participatory governance process, as a roadmap for the college to focus on its priorities. ([4B.2.b.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Institutional_Effectivenss_SS_Team_11-6-12.pdf)) It includes three components: Integrated Planning and Resource Allocation (PR, SLO/A, and Budget allocation process), Student Success Team, and Accreditation ensuring continuous sustainable institutional improvement.

The establishment of the Student Success Act of 2012 gave West Valley College impetus to further emphasize its commitment to Student Success. The Student Success Team was established as part of the Institutional Effectiveness Framework and is an integration of formally existing committees: Basic Skills Advisory, Matriculation, and Student Equity and Success committees. ([4B.2.b.7](http://www.westvalley.edu/committees/Accreditation/student_success_diagram.html)) This positioned the college to be ready for implementation of the Student Success Act of 2012 requirements, as well as focusing the college’s priority on teaching and learning. The President, in consultation with constituency groups, supported the establishment of a faculty Student Success Coordinator who will facilitate this process with the existing Student Success Team effective spring 2014. ([4B.2.b.8](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/Student_Success_Coordinator.pdf)) This team consists of faculty and administrators from Student Services and Instruction. The work team will consist of a combination of staff, faculty, administrators, and students.

The President supports and strengthens the participatory governance processes by ensuring that the work of the College Council, the central recommending body in the process, is accessible with bi-monthly council agendas and minutes posted on the college’s website. ([4B.2.b.9](http://www.westvalley.edu/committees/College_Council/)) The President also ensures that the college community understands the importance of the Institutional Effectiveness framework: Integrated Planning and Resource Allocation, Student Success Team, and Accreditation through its bi-monthly council agendas and minutes. The President leads the participatory governance process emphasizing a collegial environment which is well defined in the *West Valley College Shared Decision Making Plan*. ([4B.2.b.10](http://westvalley.edu/about/governance.html))

The President led the college to engage in a data-driven culture using accurate analytical metrics to evaluate and plan college operations on all levels. The Director of Research, Planning, and Institutional Effectiveness directly reports to the President and also works closely with the Vice President of Instruction. The Director of Research, Planning, and Institutional Effectiveness provides Program Review, Student Learning Outcome and other base-line data for faculty and administrators. ([4B.2.b.11](http://www.westvalley.edu/research/)) The newly instituted Scorecard data provided by the State Chancellor’s office is located on the homepage of the college website. ([4B.2.b.12](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=493)) The Student Success Coordinator and its team will continue to use data readily available to the college community and beyond. The President ensured that the Scorecard data was widely discussed through the participatory governance process and encouraged further discussion and planning using both quantitative and qualitative department data to review, analyze, and assess student success from a holistic perspective.

### Self-Evaluation

The college meets this standard. Through appropriate planning and evaluation, the President guides institutional improvement of the teaching and learning environment. The President and the constituency groups at the college share a commitment to working together collaboratively to set values, goals, and priorities. The college constituency groups appoint representatives to existing college-wide committees.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.2.b.1 | WVC Mission | <http://www.westvalley.edu/mission.html> |
| 4B.2.b.2 | WVC Annual Goals and Objectives | <http://www.westvalley.edu/committees/Accreditation/documents/2013-14_go_matrix_10_28_13.pdf> |
| 4B.2.b.3 | *WVC Educational and Facilities Master Plan* | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf> |
| 4B.2.b.4 | Integrated Planning and Resource Allocation Process | <http://www.westvalley.edu/committees/Accreditation/integrated_planning_diagram.html> |
| 4B.2.b.5 | College Council Retreat Agenda | <http://www.westvalley.edu/committees/College_Council/Documents/College_Council_Retreats/> |
| 4B.2.b.6 | Institutional Effectiveness Framework | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/recommendations/Institutional_Effectivenss_SS_Team_11-6-12.pdf> |
| 4B.2.b.7 | Student Success Team Framework | <http://www.westvalley.edu/committees/Accreditation/student_success_diagram.html> |
| 4B.2.b.8 | Student Success Coordinator | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/Student_Success_Coordinator.pdf> |
| 4B.2.b.9 | College Council Agendas and Minutes | <http://www.westvalley.edu/committees/College_Council/> |
| 4B.2.b.10 | West Valley College Shared Decision Making Plan | <http://westvalley.edu/about/governance.html> |
| 4B.2.b.11 | Office of Institutional Research and Planning | <http://www.westvalley.edu/research/> |
| 4B.2.b.12 | Student Success Scorecard | <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=493> |

## Standard IVB.2.c

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

### Descriptive Summary

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies through various methods.

The President meets with the Executive Management Team (EMT) of the district and of the college to discuss these matters and issues of consistency and effectiveness of implementation. The President meets weekly with the College Cabinet (3 Vice Presidents and Deans). In addition, the President and his staff are in regular contact with the State Chancellor’s Office. The Vice President of Instruction is active on the state-wide Implementation and Oversight Committee for The Student Transfer Achievement Reform Act (SB 1440), and the Vice President of Student Services is active on the state-wide Student Success Task Force focusing on Recommendation #4—Aligning Courses to meet Student Needs and Basic Skills e-tools Task Force all of which provide access to information on pending changes or additions to the state statues, initiatives, and/or regulations that could potentially impact the college.

Board Policy 2430 designates the Chancellor as the sole employee and Chief Executive of the district. ([4B.2.c.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1j5_BP_2430.pdf)) The policy in effect gives the Chancellor executive responsibility of administrating the policies adopted by the Board. The President may delegate any powers of duties entrusted to his office by the Board, but he is specifically responsible to the Chancellor for the execution of such delegated duties and powers. The Chancellor is empowered to reasonably interpret Board Policy, and in some situations where there is no Board direction, the Chancellor has the power to carry out actions to address problems or issues that affect the district.

### Self-Evaluation

The college meets this standard. The President and his staff ensure that they are informed about state statutes, regulations, and board policies and communicate these in staff meetings and participatory governance groups, and that law and policies are adhered to in practice. All college work is based upon the college mission and the *Educational Master Plan*, which also includes the college’s annual Goals and Objectives and metrics. ([4B.2.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf), [3](http://www.westvalley.edu/committees/Accreditation/goals_objectives.html)) Feedback is incorporated into the participatory governance process on a regular basis.

Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.2.c.1 | Board Policy 2430 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B1j5_BP_2430.pdf> |
| 4B.2.c.2 | Educational and Facilities Master Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf> |
| 4B.2.c.3 | Annual Goals and Objectives | <http://www.westvalley.edu/committees/Accreditation/goals_objectives.html> |

## Standard IVB.2.d

The President effectively controls budget and expenditures.

### Descriptive Summary

The President efficiently manages fiscal resources under his supervision. Working with the Vice President of Administrative Services and college administrative services personnel, the President helps bring together the many pieces that comprise the college budget. Priorities are set through institutional planning, beginning with the college’s annual Goals and Objectives, which define its goals for all student learning programs and services. ([4B.2.d.1](http://www.westvalley.edu/committees/Accreditation/goals_objectives.html)) To fulfill its goals, as part of the Integrated Planning and Resource Allocation process, the college engages in additional planning and evaluation to fully understand its needs, including Program Review ([4B.2.d.2](http://www.westvalley.edu/committees/program-review/)), Student Learning Outcome and Assessment ([4B.2.d.3](http://www.westvalley.edu/committees/Student_Learning_Outcomes/)), and the Educational and Facilities Master Plan. ([4B.2.d.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf)) In fall 2013, the college’s budget planning and allocation process was further developed and adopted by the participatory governance groups making the college’s Integrated Planning and Resource Allocation Plan a year-long continuous process. ([4B.2.d.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/brac_12_17_13.pdf)) The Budget and Resource Advisory Council (BRAC) is a participatory sub-committee of the College Council, comprised of representation from the Academic Senate, Classified Senate, Associate Students Organization (ASO) Student Senate, and college administration. Based on the college mission, goals, and objectives, as well as informed by Program Review, the BRAC reviews and evaluates budget and resource requests for the coming fiscal year. The product of the BRAC’s efforts is an advisory report accompanying the college’s proposed tentative budget, presented to the College Council and President. Similarly, the BRAC reviews and advises College Council for the college’s Final Budget.

### Self-Evaluation

The college meets this standard. The process is an effective and inclusive method of controlling the budget due to a broad representation of faculty, staff, administration, and students who extensively study and evaluate the programs as part of the college’s Integrated Planning and Resource Allocation process. This allows the College Council and President to make informed decisions. The President effectively controls budget and expenditures in presenting balanced budgets to the district.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.2.d.1 | Annual Goals and Objectives | <http://www.westvalley.edu/committees/Accreditation/goals_objectives.html> |
| 4B.2.d.2 | Program Review | <http://www.westvalley.edu/committees/program-review/> |
| 4B.2.d.3 | SLO/A and Assessment | <http://www.westvalley.edu/committees/Student_Learning_Outcomes/> |
| 4B.2.d.4 | Educational and Facilities Master Plan | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/2009_wvc_educational_and_facilities_master_plan.pdf> |
| 4B.2.d.5 | Budget and Resource Allocation Council document | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/brac_12_17_13.pdf> |

## Standard IVB.2.e

The President works and communicates effectively with the communities served by the institution.

### Descriptive Summary

The President frequently attends community meetings, holds Town Hall meetings and e-mails faculty and staff to communicate important information or discuss community college issues. ([4B.2.e.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Town_Hall_Meeting_Announcement_10-24-13.pdf))

The President is deeply committed to keeping the local communities informed about West Valley College, as illustrated by his involvement with a variety of organizations. The President participates in the Rotary Clubs of Saratoga and Campbell, and maintains memberships to the Chambers of Commerce for Saratoga, Los Gatos, and Campbell. The President frequently participates with surrounding City Councils and four-year institutions. The college hosts an annual Saratoga Chamber of Commerce mixer, and in 2012, the college hosted a joint mixer including the Scotts Valley, Los Gatos, Campbell, and Saratoga Chambers of Commerce in the new campus center. The President participates in the logistics of the annual Saratoga Rotary Art Show ([4B.2.e.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/Rotary_Art_Show.pdf)), hosted on the West Valley Campus and with a portion of the wine sale proceeds donated to support the college.

The President actively supports the college's efforts to establish "Entrepreneurship" as a core competency and an institutional value for the college community and its students. To this end, the president advocates for the following important entrepreneurship activities: college membership in the National Association of Community College Entrepreneurs (NACCE); college sponsorship of the Silicon Valley StartUp Cup Business Model coaching sessions and competitions; and a growing partnership with the Kauffmann Foundation, the nation's premier educational organization for entrepreneurship. The college hosts regular community events promoting entrepreneurship, innovative business opportunities, and global business partnerships. ([4B.2.e.3](http://siliconvalley.startupcup.com/))

The President meets quarterly with the City of Saratoga Manager and local superintendents and principals of the Campbell and Saratoga/Los Gatos High School Districts. West Valley has a strong Middle College Program, and hosts an annual High School Counselors’ conference. The President serves on the West Valley Mission Foundation Board and collaborates with district and college personnel and Foundation Board members promoting college programs and services while raising money for special projects on campus. ([4B.2.e.4](http://www.wvm.edu/foundation/)) The most notable example of this being a gift from a private donor in the amount of $3.5 million given in 2012-2013 toward the renovation of the planetarium, and its promotion to the local community once completed.

The President’s office is heavily involved in planning and hosting special fundraising events for specific academic programs at the college which are open to the public: Musical Theater Galas, and a Harvest Festival held at a local winery. ([4B.2.e.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/2b/sweet_charity.pdf)) The college hosts a weekly Saratoga Farmers’ Market, annual American Heart Association Heart Walk, the annual “Clash” high school debate competition, and supports the participation of college faculty and staff on a Leukemia Lymphoma Walk-For-A-Cure team.

Local neighbors and community members receive invitations from the president’s office for ribbon-cutting ceremonies for new and renovated buildings on campus, enabling them to better understand how their community-supported Measures H and C bond funding has been used to upgrade our facilities and infrastructure.

### Self-Evaluation

The college meets this standard. The President communicates extensively with the college community in various formats. The President is also involved in a wide variety of community and business partnerships.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.2.e.1 | Town Hall Meetings emails etc. | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/1b/FAIT/FAIT_Town_Hall_Meeting_Announcement_10-24-13.pdf> |
| 4B.2.e.2 | Rotary Art Show | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/Rotary_Art_Show.pdf> |
| 4B.2.e.3 | Start Up Cup | <http://siliconvalley.startupcup.com/> |
| 4B.2.e.4 | West Valley Mission Foundation | <http://www.wvm.edu/foundation/> |
| 4B.2.e.5 | Musical Theater Gala | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/2b/sweet_charity.pdf> |

## 

## Standard IVB.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

## Standard IVB.3.a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

### Descriptive Summary

The district does not have specific policies on the delineation between its operations and those of the colleges, but the separate nature of these responsibilities and functions is clearly communicated to the college community, district personnel, and the public through the West Valley Mission Community College (WVMCCD) Organizational Chart. ([4B.3.a.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf)) This chart maps out the structures of the district office and both colleges and is displayed prominently on the district website. In addition, the district-college delineation is clearly communicated through other published materials, structures, and practices. The role of each institution are regularly discussed and communicated between the district and colleges at the weekly with the district Executive Management Team (EMT) meetings as well as in district committee meetings and other discussions. An Organizational Review and a new annual Goals and Objectives for both colleges completed since the last accreditation process further articulate responsibilities. ([4B.3.a.2](http://www.westvalley.edu/commitees/Accreditation/2013/evidence/1b/ccbt_report.pdf), [3](http://www.westvalley.edu/committees/Accreditation/goals_objectives.html)) Regular meetings of the EMT and district participatory governance groups, such as District Council, reinforce and help maintain clarity in the area of responsibility delineation.

In preparation for this Self Study, the college and district jointly developed the District Function Map. ([4B.3.a.4](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/DIST_DISJ_Functional_Map_Table_20121017_final.pdf)) This matrix was developed and agreed upon in several meetings between the college accreditation co-chairs and district administrators, including the Chancellor, the Vice Chancellors of Administrative Services and Human Resources. The West Valley College Accreditation Steering Committee reviewed, approved, and followed the District Function Map as a guide for the appropriate division of responsibilities during the preparation of this Self Study.

### Self-Evaluation

The college meets this standard. The delineation of district-college operation is clearly communicated in published materials, structures, and practices. Discussions are ongoing about further clarifying these roles.

### Actionable Improvement Plans

None

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.3.a.1 | WVMCCD Organizational Chart | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf> |
| 4B.3.a.2 | Organizational Review | <http://www.westvalley.edu/commitees/Accreditation/2013/evidence/1b/ccbt_report.pdf> |
| 4B.3.a.3 | Goals and Objectives | <http://www.westvalley.edu/committees/Accreditation/goals_objectives.html> |
| 4B.3.a.4 | District Function Map | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/DIST_DISJ_Functional_Map_Table_20121017_final.pdf> |

## Standard IVB.3.b

The district/system provides effective services that support the colleges in their missions and functions.

### Descriptive Summary

The district provides centralized support for the colleges (West Valley College and Mission College) in the areas of Human Resources, Information Systems (IS), Administrative (Fiscal) Services, Payroll Services, Purchasing, Reprographic Services, Business Services, Facility Operation and Services, and Campus Police Services. ([4B.3.b.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf)) The district services provide infrastructure and support to the colleges that allows effective teaching and learning services to students in the district. The Chancellor has ultimate oversight for the district and at the same time provides leadership to the colleges and support to the Board of Trustees.

Chapters 6 and 7 of District policy explicitly address the provision of comprehensive services to each college and the central offices of the district. ([4B.3.b.2](http://wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1)) Centralized services include the following:

* + Advancement Office
  + District Police
  + Facilities, Construction and Maintenance
  + Fiscal Services
  + General Services
  + Human Resources
  + Information Systems
  + Public Information

The Vice Chancellor of Administrative Services reports directly to the Chancellor and oversees Fiscal Services and Facilities and Operation Services. Fiscal Services includes Accounting, Budget, , finance, grants, payroll, Police and risk management. ([4B.3.b.3](http://wvm.edu/content.aspx?id=3793)) Facilities provide centralized support to both colleges in the areas of engineering, facilities planning, and construction management services, [Custodial](http://wvm.edu/group.aspx?id=2388) and [Maintenance and Grounds](http://wvm.edu/group.aspx?id=2392). ([4B.3.b.4](http://wvm.edu/group.aspx?id=176&linkidentifier=id&itemid=176))

Human Resources is currently headed by the interim Associate Vice Chancellor, who reports directly to the Chancellor. ([4B.3.b.5](http://wvm.edu/group.aspx?id=178&linkidentifier=id&itemid=178)) The position oversees the areas of employment services, retirement services, benefit services, and the collective bargaining process. The Associate Vice Chancellor of Human Resources serves as the chief negotiation officer for the district

The IS department was directly reporting to the Vice Chancellor of Administrative Services until spring 2013; however, the reporting structure changed, and it is now directly reporting to the Chancellor. The director of this unit is directly responsible for providing technology services and support throughout the district, and advises the Chancellor on district wide technology decisions.

### Self-Evaluation

The college meets this standard. The district provides support in the areas of Administrative and Business Services, Human Resources, Information Systems, Fiscal Services, Payroll services, Purchasing, and Campus Police Services. Face-to-face meetings between executives, presidents, and directors provide an opportunity for dialogue regarding these district services to the colleges.

District Services had key leadership changes in the last two years. A new Chancellor arrived in July 2012; the Associate Vice Chancellor of Human Resources has been occupied by a temporary and interim individual since July 2012.

### Actionable Improvement Plans

* Deeply and critically examine and raise the standard of operations within the Information Systems (IS) unit at the district.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.3.b.1 | WVMCCD Organizational Chart | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf> |
| 4B.3.b.2 | WVMCCD Board Policy - Chapters 6 and 7 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3b2_BP_CH6.pdf>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3b2_BP_CH6.pdf> |
| 4B.3.b.3 | Vice Chancellor of Administrative Services | <http://wvm.edu/content.aspx?id=3793> |
| 4B.3.b.4 | Facilities Department | <http://wvm.edu/group.aspx?id=176&linkidentifier=id&itemid=176> |
| 4B.3.b.5 | Human Resources | <http://wvm.edu/group.aspx?id=178&linkidentifier=id&itemid=178> |

## Standard IVB.3.c

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

### Descriptive Summary

The college adheres to a district-wide resource allocation model that ensures fair and adequate distribution of resources. This allocation model was created and implemented by the district and colleges through the participatory governance process.

Since the November 2007 Accreditation Self-Study, the Budget Allocation Model Subcommittee (BAMS) continued its task of reviewing the district’s allocation model, under the direction of the highest district participatory governance body pertaining to budget, the District Budget Advisory Council (DBAC). ([4B.3.c.1](http://wvm.edu/group.aspx?id=56))

This process was delayed temporarily by an administrative turnover in the district Vice Chancellor of Administrative Services. However, an arrival of a permanent and seasoned Vice Chancellor of Administrative Services in spring 2009 reestablished stability in the district administrative services and enabled the district to continue its review of the allocation model.

In March 2009, the BAMS subcommittee presented three alternative budget allocation models to DBAC for consideration: the current allocation model, the three-year rolling average model, and the Revenue Sharing by Activity Code (RSAC) model. A fourth model suggested by a previous interim vice chancellor offered a compromise between the RSAC and three-year rolling average models. This fourth model was not fully developed and was discarded.

DBAC was unable to reach agreement, and the review was taken up by the new permanent Vice Chancellor of Administrative Services in May 2009. The Vice Chancellor has since reviewed all of the proposed models and deemed the first two, the current allocation model and the three-year rolling average model, for consideration. He has also recommended an alternative model, which is to modify the current allocation model to align with the SB 361 allocation method for community colleges. This methodology was discussed at DBAC during the 2009/10 academic year.

The goal for fall 2010 was to run simulations using the SB 361 methodology and to develop the allocation model to be used for the development of the 2011-12 budget.

In January 2012, the District Budget Advisory Council (DBAC) merged with the District Council. ([4B.3.c.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf)) The District Council (DC) is a district-wide organization that meets on bi-monthly to advise the Chancellor and Vice Chancellor of Administrative Services in all areas related to the budget and financial functioning of the district. ([4B.3.c.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/resource_allocation_model_01_31_13.pdf))

Since the last accreditation process in 2007, a new resource allocation model has implemented in the 2013-14 budget year. ([4B.3.c.4](http://www.wvm.edu/WorkArea/DownloadAsset.aspx?id=6513)) This model represents the culmination of efforts over many years to improve upon the budget model that was utilized for over fifteen years. Most recently, a Resource Allocation Model Task Force spent more than a year reviewing and fine-tuning the model that was approved in concept by the District Council in fall 2011. ([4B.3.c.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_minutes.pdf)) The newly identified allocation model will be assessed by the District Council in spring 2014.

### Self-Evaluation

The college meets this standard.

The revised Resource Allocation Model (RAM) was presented to the District Council and approved in spring 2013. In conjunction, the Associate Faculty Funding Model was revised. One of the biggest changes to the college’s allocation structure is in the area of associate faculty funding. It was determined that the district had not been budgeting adequately for associate faculty costs. Based on this, associate faculty funding was reviewed and changed to a higher compensation step. ([4B.3.c.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/assoc_faculty_funding_model.pdf)) Another significant change to the resource allocation model was in the distribution of funds between the two colleges in the District. Due to a disparity in FTES, the fair and equitable distribution of resources between the colleges is now 47% to Mission College and 53% to West Valley College. This change in resource allocation has been mitigated via an adjustment to the allocation of non-resident tuition (which is distributed via actual representation levels).

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.3.c.1 | [District Budget Advisory Committee](http://wvm.edu/group.aspx?id=56) | <http://wvm.edu/group.aspx?id=56> |
| 4B.3.c.2 | District Council Operating Principles | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf> |
| 4B.3.c.3 | Resource Allocation Model | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/resource_allocation_model_01_31_13.pdf> |
| 4B.3.c.4 | District Council Minutes 2011-12 re: new resource allocation model | <http://www.wvm.edu/WorkArea/DownloadAsset.aspx?id=6513> |
| 4B.3.c.5 | District Council RAM approval | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/dc_ram_minutes.pdf> |
| 4B.3.c.6 | Associate Faculty Funding Model | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/assoc_faculty_funding_model.pdf> |

## Standard IVB.3.d

The district/system effectively controls its expenditures.

### Descriptive Summary

The district has shown that it has effectively controlled its expenditures maintaining a reserve of 5% regardless of the negative impact imposed by the recent severe state budget reductions in 2010- 12 and 2011-12.

The district reviews and reports its actual expenditures on a quarterly basis to the Board of Trustees following District Council review. This quarterly report (CCFS 311) is also submitted to the State Chancellor’s Office. ([4B.3.d.1](http://wvm.edu/documents.aspx?fid=26578&doc=26580&year=0)) Budget adjustments are also submitted quarterly for transfers between major expenditure classifications in accordance with CCR Section 58307. Alignment of budget to actual expenditures alleviates the large potential variances that would result in a larger than expected fund balance. A detailed review of expenditures by the college for all funds is presented to the Board of Trustees halfway through the fiscal year. ([4B.3.d.2](http://wvm.edu/WorkArea/DownloadAsset.aspx?id=6506)) Additionally, all warrants and purchase orders are reviewed and approved by the Board action on a bimonthly basis.

The district annually publishes financial reports, including an Adopted Budget, an Annual Financial and Budget Report, and an Audited Financial Statement, on the district’s website. ([4B.3.d.3](http://wvm.edu/documents.aspx?fid=26638&doc=26640&year=2014), [4](http://wvm.edu/documents.aspx?fid=26578&doc=26580&year=2013)) At the end of each fiscal year, an independent certified public accounting firm audits West Valley Mission Community College District’s financial statements. ([4B.3.d.5](http://wvm.edu/WorkArea/DownloadAsset.aspx?id=7122))

### Self-Evaluation

The college meets this standard. The college schedules its budgetary planning in accordance with the district's published budget calendar. The district reviews each college’s budgetary plans to ensure compliance with district guidelines and solvency.

Since 2009, the college has conducted structured budgetary reduction planning each academic year to help eliminate over $2 million in costs. While the district provides guidance to the college on the amount of reductions, each college, through College Council, independently determines how and where to make the fiscal cuts. This budgetary reduction planning has been done every year since the fall of 2009.

The district has held open forums with the campus community to address budgetary crises, and to help each college understand the budget picture, statewide budgetary issues, and the budgetary planning process.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.3.d.1 | Quarterly and Annual 311 Reports | <http://wvm.edu/documents.aspx?fid=26578&doc=26580&year=0> |
| 4B.3.d.2 | College Expenditure Report to the Board | <http://wvm.edu/WorkArea/DownloadAsset.aspx?id=6506> |
| 4B.3.d.3 | Budget Services Documents | <http://wvm.edu/documents.aspx?fid=26638&doc=26640&year=2014> |
| 4B.3.d.4 | Fiscal Services Documents | <http://wvm.edu/documents.aspx?fid=26578&doc=26580&year=2013> |
| 4B.3.d.5 | Audit Reports | <http://wvm.edu/WorkArea/DownloadAsset.aspx?id=7122> |

## Standard IVB.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

### Descriptive Summary

Board Policy 2430 (Chancellor as Executive Officer of the Board) states the Chancellor has the “executive responsibility for administering the policies adopted by the Board.” ([4B.3.e.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3e1_BP_2430.pdf)) Further, Board Policy 2430 states: “The Chancellor may delegate to authorized personnel of the District any powers and duties entrusted to him/her by the Board, but the Chancellor will be responsible to the Board for the execution of such delegated powers and duties.”

Likewise, Administrative Procedure 2430 asserts “the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services program at their Colleges and for the administration and operations of the Colleges.” ([4B.3.e.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3e2_AP_2430.pdf))

In accordance with the Board Policies sited above, the college presidents have the full authority to implement district policies as described in the district rules and regulations of the West valley Mission Community College District. The Chancellor gives the Presidents this authority and holds the Presidents accountable for the operation and overall performance of the colleges based on an annual evaluation process. This evaluation is based on the goals and objectives that the President establishes, and they are assessed by the Chancellor and the Board of Trustees.

The current Chancellor has been with the district since summer 2012 and worked closely with West Valley College president. Since the current West Valley College president held an Associate Vice Chancellor of Human Resources within the district prior to assuming his current role, his breath of knowledge and experience concerning district operations and the Board which provides an even more collaborative working relationship with the current Chancellor who is new to the California Community College system.

### Self -Evaluation

The college meets this standard. Roles and responsibilities, including those of the Chancellor as they relate to the operational autonomy of the President, are illustrated in the functional map included in the introduction to the Self-Study and adhered to in practice.

### Actionable Improvement Plans

None.

### Evidence

|  |  |  |
| --- | --- | --- |
| 4B.3.e.1 | Board Policy 2430 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3e1_BP_2430.pdf> |
| 4B.3.e.2 | Administrative Procedure 2430 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3e2_AP_2430.pdf> |

## Standard IVB.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

### Descriptive Summary

The Chancellor serves as the CEO of the district, and positions himself as the liaison between the colleges and the governing board. All college matters are presented to the Board by the Chancellor unless otherwise requested by the Board. The district system and the colleges use effective methods of communication, and they exchange information in a timely manner to the Board via electronic postings and printed documents that are disseminated by centralized offices in the district.

The District Council ([4B.3.f.1](http://wvm.edu/group.aspx?id=58)), an advisory council for the Chancellor, is the primary means through which the district acts as liaison between the Board and the colleges. ([4B.3.f.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf)) The Chancellor communicates District Council recommendations to the Board.

The President meets weekly with the District Executive Management Team. Information is communicated in both directions at these meetings, so that the district is made aware of the college’s priorities and needs while district information is shared with the college president. Through the participatory governance structure and the college administration, the President then communicates any relevant information appropriately throughout the college community. Specific informational items also may be shared at All College Day, in college-wide updates and forums, and via e-mail messages as appropriate. In addition, all members of the senior executive staff of the college and district attend most Board of Trustees meetings bi-monthly positioning them to communicate relevant information to their respective communities.

Since 2009 the former Chancellor organized the “Chancellor Roundtable” on a bimonthly basis with the Academic Senate Presidents, the Classified Senate Presidents, and, since 2012, Associated Students Organization representatives to discuss matters of concern affecting the various constituency groups. ([4B.3.f.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/SENATE_ROUNDTABLE_AGENDA_May_26_2010.doc)) The purpose of the Roundtable is to facilitate direct communication between campus leadership and the Chancellor. It is a forum for any party to air concerns and to discuss possible problems. It is also an opportunity for the Chancellor to inform the campus leadership of upcoming issues/events. The Chancellor then takes relevant information from these forums as appropriate to the District Council for further discussion and/or review prior to communicating with the Board.

The District Academic Senate (DAS) was reformed and its constitution rewritten in the fall of 2011. ([4B.3.f.4](http://www.missioncollege.org/senate/documents/DAS_Constitution_DRAFT_2010-12-08.pdf)) Prior to that time the DAS had not met for a number of years. The DAS membership consists of an equal number of Senators from each college's Academic Senate. The purpose of the DAS is to provide a common voice to the Board of Trustees on district-wide faculty issues that fall within the purview of the Academic Senates. DAS meets on average 1 to 2 times a semester. The revised constitution specifies that if each college's Senate adopts an identical resolution, the combined votes of both senates would constitute an action of the District Academic Senate. ([4B.3.f.5](http://www.missioncollege.org/senate/district_as.html))

### Self- Evaluation

The district meets this standard. After each board meeting, the Chancellor sends the “Board Meeting Highlights” via district-wide e-mail along with agendas and approved minutes posted to the Board webpage. ([4B.3.f.5](http://www.missioncollege.org/senate/district_as.html)) Both the Chancellor and the President periodically e-mail important information to faculty and staff.

In the spring of 2013, a newly redefined District Enrollment Management Committee (DEMC) was established as a formal standing subcommittee of District Council to serve in an advisory role to District Council. ([4B.3.f.6](http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/District_Enrollment_Management_Committee/)) The purpose of this committee is to help guide both the district and the colleges on managing enrollments in a strategic manner with student success at its core priority.

### Actionable Improvement Plans

* Ensure that the Enrollment Management Committee is institutionalized to provide effective and continual advice to District Council regarding enrollment management issues.

### Evidence

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| --- | --- | --- |
| 4B.3.f.1 | District Council | <http://wvm.edu/group.aspx?id=58> |
| 4B.3.f.2 | District Council Operating Principles | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf> |
| 4B.3.f.3 | Chancellor Roundtable with Academic Senates | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/SENATE_ROUNDTABLE_AGENDA_May_26_2010.doc>  <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/Senate_Roundtable_Formation_Memo_6-5-03.doc> |
| 4B.3.f.4 | District Academic Senate Constitution | <http://www.missioncollege.org/senate/documents/DAS_Constitution_DRAFT_2010-12-08.pdf> |
| 4B.3.f.5 | District Academic Senate Minutes | <http://www.missioncollege.org/senate/district_as.html> |
| 4B.3.f.6 | District Enrollment Management Committee | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/3d/District_Enrollment_Management_Committee/> |

## Standard IVB.3.g

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

### Descriptive Summary

Board Policy 2510 covers the roles and responsibilities of the Academic Senate, Classified Senate and Associated Student Organization governance groups in local decision making. ([4B.3.g.1](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3g1_BP_2510.pdf))

Pursuant to Board Policy 3100 ([4B.3.g.2](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3g2_BP_3100.pdf)), the district maintains an organizational chart identifying the district decision-making processes and the coordination between Central Services and the colleges. ([4B.3.g.3](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf)) The district and the college most recently examined roles of the district and the colleges in its draft district [functional map](#_Function_Map) created in spring 2012 as preparation for this Self-Study.

The district regularly reviews its role delineation, governance, and decision-making structures through the review and revision of the *Board Policy Manual*, which was overhauled in 2012 to align the policies with statewide standards. ([4B.3.g.4](http://www.wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1)) The district also regularly works on updating strategic plans—the most recent of which was developed after obtaining recommendations from an organizational review study conducted by the California Collegiate Brain Trust in 2009. ([4B.3.g.5](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/california_collegiate_brain_trust_report_12_08.pdf)) The District Council (DC), the Chancellor’s advisory council, is the final step in district participatory governance; it advises the Chancellor on institutional planning, budgeting, and governance policies and procedures. ([4B.3.g.6](http://www.wvm.edu/group.aspx?id=58))

DC follows a set of adopted operating principles to guide the meetings and discussions. ([4B.3.g.7](http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf)) At the beginning of every semester, the DC facilitator provides an orientation session regarding the operating principles to acquaint new members of DC, and to provide a refresher to incumbent DC members. All of the DC Operating Principles are posted on the district’s website to make the DC's proceedings transparent. Additionally, DC meetings are open to the public and all members of the campus community are notified of every upcoming DC meeting.

The District Council and District Administrative Services Council engage in regular review, as often as twice annually, of their own operating principles and procedures as mandated by the *District Council Operating Principles* and routine practice. Outcomes of such assessments are brought back to the college for review, discussion, and further assessment and incorporated into the college’s annual goals and objectives. ([4B.3.g.8](http://www.westvalley.edu/committees/Accreditation/goals_objectives.html))

### Self-Evaluation

The college meets this standard. The evaluation of the district’s structure is addressed in its [functional map](#_Function_Map) document located at the beginning of this report.

The annual goals and objectives development process has been broadly disseminated to all constituent representatives. Further, the annual college and district goals are widely disseminated across campus each year to ensure the college community is informed of the annual goals that are in alignment with the district-wide goals. The college develops the annual goals each fall during a College Council retreat. Subsequent to the retreat, there are multiple readings of the proposed goals at successive College Council meetings that are open to the public. The college’s participatory governance and constituency groups use the annual goals and objectives as their common priorities and roadmap to develop their own committee focus, priorities, and/or goals and objectives. Additionally, the college community is informed of all upcoming College Council meetings, including those where college goals are discussed and potentially adopted.

### Actionable Improvement Plans

None.

### Evidence

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| --- | --- | --- |
| 4B.3.g.1 | Board Policy 2510 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3g1_BP_2510.pdf> |
| 4B.3.g.2 | Board Policy 3100 | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/4B3g2_BP_3100.pdf> |
| 4B.3.g.3 | WVMCCD Organizational Chart | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/wvmccd_org_chart_2012_13.pdf> |
| 4B.3.g.4 | WVMCCD Board Policy Manual | <http://www.wvm.edu/documents.aspx?fid=26324&doc=26745&year=0&excludeyear=1> |
| 4B.3.g.5 | California Collegiate Brain Trust Report | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4b/california_collegiate_brain_trust_report_12_08.pdf> |
| 4B.3.g.6 | District Council Webpage | <http://www.wvm.edu/group.aspx?id=58> |
| 4B.3.g.7 | District Council Operating Principles | <http://www.westvalley.edu/committees/Accreditation/2013/evidence/4a/district_council_operating_principles.pdf> |
| 4B.3.g.8 | WVC Goals and Objectives | <http://www.westvalley.edu/committees/Accreditation/goals_objectives.html> |