

WEST VALLEY COLLEGE

14000 FRUITVALE AVENUE
SARATOGA, CA 95070

REPORT

FEBRUARY 23, 2009

SUBMITTED TO

**ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
OF THE WESTERN ASSOCIATION
OF SCHOOLS AND COLLEGE**

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CERTIFICATION OF INSTITUTIONAL REPORT

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: West Valley College
14000 Fruitvale Avenues
Saratoga, California 95070

DATE: February XX, 2009

This Follow-Up Report to the comprehensive institutional self study and the report of the evaluation team which visited West Valley College on March 17 – March 20, 2008 is submitted in response to the requirement set forth in the communication from the Accrediting Commission dated June 30, 2008.

I certify that there was review by the West Valley College community, and I believe this Report accurately reflects the response of the institution to the recommendations set forth by the Accrediting Commission.

The Follow-Up Report was reviewed by the West Valley – Mission Community College Board of Trustees prior to submission of the report.

Philip L. Hartley, President
West Valley College

Angelica Bangle, President
Academic Senate

Laurel Kinley, President
Classified Senate

David Fishbaugh, Vice-President
Instruction
Accreditation Liaison Officer

Heidi Diamond, Instructor
Faculty Accreditation Liaison

John Hendrickson, Chancellor
West Valley – Mission CC District

INTRODUCTION

A ten-member team appointed by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges conducted a comprehensive evaluation of West Valley College from March 17 – 20, 2008. The visiting team found the College’s self-study to be “well organized, well written, and easy to use.” The team was “impressed with the thoroughness of the study, the attention to which the findings of the previous visit were addressed, and the quality of educational programs and services.”

Based on their observations at the time of the visit, the visiting team made five recommendations to the College. These recommendations were accepted by ACCJC and forwarded to West Valley College on June 30, 2008.

West Valley College appreciated and accepted the value and importance of the recommendations. The College has directly and decisively responded to the recommendations and presents this report as a demonstration of the institution’s resolution of the recommendations.

RECOMMENDATION 1

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

SUMMARY OF ACTIONS:

West Valley College has taken direct and decisive action to respond to this recommendation. Both college-wide and district-wide review, study and extensive discussion has taken place on developing both college-wide and district-wide goals and objectives to improve institutional effectiveness and to assure the quality, integrity, improvement and fiscal foundation for student learning programs and services.

College Goals and Objectives

West Valley College has adopted a practice of developing college-wide annual goals through its shared governance process. Annually reviewing these goals and adopting new goals is the responsibility of the College Council. College Council is the highest college-wide governance body and is charged with serving as a steering committee for college-wide planning (1.1). The Council also reviews the long-term, published strategic goals of the College (1.2).

In response to the recommendation of the visiting team, the College Council has now identified objectives derived from its annual goals that will guide discussion and actions that will improve institutional effectiveness. These goals and objectives are published and distributed through the other executive governance councils and posted to the college web site.

College wide goals and objectives established for 2008-2009 are as follows:

West Valley College Goals and Objectives 2008-2009

- 1. Establish long-term plans for enrollment management, fiscal stability, restoration of lost apportionment and increased student success.**
 - a. Identify data-driven elements to support student retention as part of the enrollment management plan.
 - b. Embrace a centralized single data source, i.e. Cognos data warehouse, for all reporting.
 - c. Refine data collection and reporting techniques related to performance goals and attendance accounting.
 - d. Implement real-time enrollment reporting.
 - e. Make data integrity a campus-wide mission at all levels.
 - f. Bring resolution to the HBA issue by completing curriculum revisions, complying with state requirements while sustaining FTES.
 - g. Participate in and guide the review and revision of the E&FMP with tDP Consultants.
 - h. Complete classroom standards I & II evaluation process and employ updating to at least three multi-use instructional facility classrooms.
 - i. Continue to identify and develop long term strategies to meet financial challenges.
 - j. Assess current and future facility needs for the next bond measure.

- 2. Work with the District administration and the Board of Trustees to establish district-wide goals that address efficiency, integrity credibility and trust by our students and community.**
 - a. Recruit and fill key administrative, classified and faculty positions in a timely manner.
 - b. Address impending leadership issues and changes.
 - c. Strengthen participatory (shared) governance –all councils need to review the plan and strengthen their contributions and responsibilities for its implementation.
 - d. Complete and strengthen processes and procedures.
 - e. Increase access to college-wide information and updates through open forums and online updates, particularly on leadership, budget and facilities.
 - f. Improve and enhance college-wide and district-wide communication.
 - g. Continue to support and guide construction on campus while informing the students, community and personnel of our progress.
 - h. Increase the opportunity for students to be engaged in college-wide decisions in meetings.

- 3. Through study and review, improve student learning in curricular and co-curricular Programs. Create dynamic, cross-disciplinary and integrated**

programs and services which evolve and reflect the learning needs and changing demographics of our students and the community we serve.

- a. Successfully complete the progress report for WASC/ACCJC by March first or before.
 - b. Revise the program review process in accordance with ACCJC Recommendations, i.e. include SLO's in all program reviews.
 - c. Fill Classified positions as funding becomes available.
 - d. Establish program, course and institutional SLO's for all programs.
 - e. Relocate all support service programs from the current portable locations to permanent residences in other buildings on campus.
 - f. Develop or charge college-wide the task of creating mission statements and definitions for basic skills, enrollment management and student equity that everyone understands and knows.
 - g. Stay committed to providing maximum financial support for District marketing and outreach/recruitment.
 - h. Through the strengthening of auxiliary services, further enhance student and campus community life.
 - i. Specific focus on student retention-related initiatives, balanced with our current recruitment efforts.
 - j. Increase activities and curriculum for global education.
- 4. Continue our commitment to achieve equity, diversity and success for our students and college community.**
- a. Continue to improve staff development, especially concerning hate speech and acts that troubled students and personnel. Improve campus climate to remove hate and bullying from our college.
 - b. Define and create a council or committee for access and equity.
 - c. Increase focus on diversity, inclusion, and access by making these priorities and modeling this for the rest of the college.
 - d. Support diversity efforts for basic skills, global education, ethnic studies, LGBT issues, disability issues, and access and success for all.
 - e. Support professional development as a cross disciplinary process.
 - f. Professional development opportunities for staff focused on diversity, access, equity, basic skills and student success.

To assist the College in developing actions to implement its objectives, a number of research projects have been completed to provide the college with information to better focus its efforts and resources to improve institutional effectiveness. These have included:

- A focused enrollment survey to determine the instructional and service needs of students who are currently enrolled in 6.5 to 11.5 credit units. This survey is

providing valuable information on factors and challenges students face in being successful at West Valley College (1.3).

- A GAP Study conducted by Interact Communications completed in November 2008 which provided an analysis of 123 issues of interest to students (1.4). The analysis plotted the gap between the importance of a factor and the degree to which the College met student expectations concerning the factor. The “gap” between the two measures provides useful information on where the College needs to focus more attention, development and/or resources. The report has been discussed through the shared governance process and posted to the web site. Recommendations to address large “gaps” will be derived from the data.

In addition to establishing annual goals and objectives, West Valley College has also undertaken a complete review of its Educational and Facilities Master Plan this year (1.5). Assisted by tBP/HRM Architects, this review will result in a revised and updated set of educational initiatives that will guide the college’s efforts in the coming year. An extensive college-wide process has been completed by the consulting firm assisting the College which has allowed each program and service to provide input on the educational initiatives. These educational initiatives (1.6) are scheduled for final review by College Council in April 2009, will in turn be used in conjunction with program review to drive the planning and resource allocation processes of the college. Future facilities plans, including the projects to be supported by the next bond measure, will be directly driven by the educational directions set forth in the Master Plan. The revised Educational Facilities and Master Plan will be presented to the Board of Trustees for approval in June 2009.

To further strengthen the ability of the College to take focused action to further institutional effectiveness, the College participated this year in a collaborative commitment with Mission College and the Board of Trustees to have a district-wide organizational study done by an outside consulting group. This study (1.7), which was completed in November 2008 examined both fiscal and effectiveness issues. Results of the study have been shared widely throughout the district through the shared governance

process and open forums. Governance councils at the college as well as at the district level have provided specific responses to the recommendations made in the organizational study. Work is now being completed to identify specific action plans and responsible parties derived from the recommendations. A number of actions have already been taken in response to the report at West Valley College and at the District level (1.8).

District Goals and Objectives

The Board of Trustees has established District-wide goals that address the quality, integrity, and effectiveness of the educational programs of the District. These will be used to guide the Colleges in coordinated planning. Beginning in Fall 2008, the Board initiated the development of two sets of goals, one for District priorities and one for Board objectives. Each addresses the recommendation that the Board establish goals that focus on educational issues.

On December 4, 2008, the Board held a special study session (1.10) on participatory governance and the role of trustees. One outcome of the workshop was to direct the Chancellor to work with the Board of Trustees President to recommend agenda and policy revisions to improve the effectiveness of the Board governance. A major objective included spending less time on administrative matters and more time on educational, student and community matters. This outcome reflects the Board's commitment to increase its focus on educational issues.

On November 6, 2008, with the support and facilitation of the Chancellor, the Board of Trustees held a workshop to review the mission statements and educational plans of both colleges. West Valley College reviewed its current mission statement (revised and adopted in 2007) as well as the College's plan for a comprehensive review of its Educational and Facilities Master Plan. At this workshop, the Board initiated a discussion of its goals (1.9). As a result, the Board established an ad hoc committee to continue work on Board goals. The committee met twice during the latter part of the Fall

2008 semester. The Board and constituent groups continued discussion at Board meetings on December 22, 2008 and January 5, 2009. The Board adopted its Board goals on January 15, 2009 (1.9). One of the stated goals is to increase the Board's focus on organizational mission. This goal is to be accomplished through strategic conversations with a focus on curriculum and program review and student success. As an immediate step the Board directed that, as appropriate, Board agenda items should define how an item is related to institutional priorities as reflected in District policies, planning documents, program review and educational master plans. The Board further established that starting with the February 5, 2009 Board meeting, the agenda will include a regularly scheduled presentation focused on educational programs and student services (1.11).

District-wide goals were developed from recommendations provided by the College Council at West Valley College, Governance and Planning Council at Mission College and the Board's discussions on the College missions and Board goals. Proposed District-wide goals were reviewed at District Council (the district-wide shared governance group) and placed for a discussion on the Board agenda for February 5, 2009 (1.11). The discussion focused on increasing Board involvement with the development of goals and objectives that addressed student learning programs and services on a regular and ongoing basis. At the meeting on February 5, 2009, the Board of Trustees adopted District Goals. The Board also mandated that measurable objectives shall be developed for each goal during the remaining months of the 2008/2009 academic year. The Board established the need for a collaborative subcommittee to move ahead with the task of developing "SMART" goals and objectives (Specific, Measurable, Attainable, Relevant, Time-bound).

In summary, West Valley College has taken action in response to this recommendation to develop a more comprehensive, measurable, and district-coordinated set of strategic goals. The components of this set include:

- College Statement of Goals & Objectives
- District Statement of Goals
- Revised Educational and Facilities Master Plan

Coupled with West Valley College's well established Annual Program Review process, these documents will be the core of an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

RECOMMENDATION 1
EVIDENCE

- 1.1 West Valley Mission College Shared Decision-Making Plan
- 1.2 West Valley College Strategic Goals & College Catalog
- 1.3 Unit Enrollment Survey
- 1.4 Student Gap Survey
- 1.5 West Valley College Master Plan Proposal
- 1.6 Master Plan Educational Initiatives
- 1.7 Organizational Review by California Collegiate Brain Trust
- 1.8 Preliminary Organizational Review Implementation Matrix
- 1.9 Board of Trustees Agendas, Minutes and Items for:
 - 1.9.1 November 6, 2008
 - 1.9.2 December 22, 2008
 - 1.9.3 January 5, 2009
 - 1.9.4 January 15, 2009
- 1.10 Board of Trustees Agenda and Minutes for December 4, 2009
- 1.11 Board of Trustees Agenda and Minutes for February 5, 2009 and February 19, 2009

RECOMMENDATION 2.

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

SUMMARY OF ACTIONS:

The program review process is systematically evaluated through a variety of approaches, so that improvements are made to ensure the effectiveness of the process, as follows:

- Beginning in the spring of 2008, the Program Review Committee (composed of faculty and administration) (2.1) initiated a formal Program Review evaluation and improvement process, using a variety of approaches focusing on evaluation, feedback and improvement. Many of these changes are exemplified in the 2008/09 Program Review process and questionnaires, when compared to the previous 2007/08 Program Review process and questionnaires (2.2, 2.3).
- Prior to the program reviews conducted during October 2008 for the 2008/09 academic year, the Dean of Instruction and Program Review Committee identified and tallied questions that were left unanswered by participants in the 2007/08 program reviews (2.2, 2.4). As a result, instructions and questions were modified and enhanced for the 2008/09 program reviews, resulting in significant improvements in the completion of specific program reviews (2.3).
- In previous years, not all departmental faculty were involved in the program review process. In contrast, the 2008/09 program review forms were sent to all full-time faculty rather than only to department chairs. All were invited to participate in collaboration with their department chairs, to foster an internal peer review process (2.5).

- All 2008/09 program review submissions were read, assessed for completion and substance, and approved by the Division Chairs and assigned deans. Feedback was provided and when needed, changes were made, leading to program review resubmission and improvement in program reviews (2.6).
- The Dean of Instruction obtains feedback from the various constituency groups through repeated visits to the Academic Senate, discussions with the Division Chair Council, and discussions with the Program Review Committee. The feedback is compiled into a list of recommendations for improvements, to be addressed as the College prepares for the next cycle of program review (2.7).
- Program review summaries and data extracted from the 2008/09 program reviews have been incorporated even more deliberately into planning and resource allocation processes. Summary information is accessible to the college community and has been disseminated through printed hard copy, on the Program Review website, by CD-ROM, and e-mail (2.8). In terms of contributing to planning, every 2008/09 program review was read and incorporated by the consultants working with the College on its current Educational and Facilities Master Plan (2.9). Program reviews have been consulted in various ways to determine resource allocation (2.10). More importantly, the program reviews are a component part of annual budget development for programs, as each program review now includes program cost data (2.3). The program review process for instructional programs allows each unit to establish plans with regards to its degrees, certificates, and active vs. inactive courses (2.3). All instructional and non-instructional programs use the program review process as an important part of the continuing development of student learning outcomes (2.3), as well as promoting continuous improvement and a culture of evidence.

The program review process and other established means are used to effectively evaluate the development and assessment of student learning outcomes, as follows:

Student learning outcomes and assessment are developed, tracked and evaluated through two well-instituted college processes: 1) program review and 2) curriculum development and approval. Each is more fully described below. The College's assessment coordinator, under the guidance of the Office of Instruction and the advice of the Academic Senate, trains and assists individual faculty members and departments in the development of course level, program level and institutional-level student learning outcomes. The WVC Academic Senate serves as the Student Learning Outcomes Committee. The Senate approves the timelines for all SLO assessment activities from SLO development, to measurement, to data analysis, to the determination of course or program changes (2.11). The assessment coordinator regularly reports to and updates the Academic Senate. The assessment coordinator also consults with Division Chair Council regarding ongoing SLO efforts and regularly advises and receives feedback from the Vice President of Instruction. The constancy of this process allows for the effective, ongoing evaluation of the development and assessment of SLOs.

- 1 Program Review serves as the vehicle for departments to annually report course and program level SLO activities. Through this process program faculty present their analyses and conclusions related to SLO assessment activities for each respective program. As a part of program review, the assessment coordinator provides each department/program with a data sheet that lists the courses in the department with SLOs and tracks each course through the steps of SLO assessment from SLO development, to assignment, to measurement tool, to measurement and analysis, to conclusion for change (2.12). Departments use this information as they respond to the Program Review questions pertaining to SLOs (2.3). This serves as a primary means for the assessment coordinator to annually update the SLO data sheet with new information from the programs. The assessment coordinator examines all program reviews and contacts departments regarding their responses. The resulting follow-ups and dialogs allow the assessment coordinator to monitor all SLO activities to ensure that college and ACCJC standards are being met and that SLO information is accurate. The assessment coordinator also contacts departments several times during the academic year to assist them in their SLO assessment efforts and track and record SLO activities between program review cycles. Furthermore, the assessment

coordinator uses these findings to help complete the annual report to the ACCJC (2.13).

- 2 Whenever a new course or program is proposed or an existing course or program is revised, the course or program must be submitted to the Curriculum Committee for approval. Between March and December of 2008, more than three hundred courses submitted to the Curriculum Committee were reviewed for course-level SLOs (2.14). During the fall semester of 2008 there has been a major impetus to complete the development of program-level SLOs. The 2009-2010 WVC College Catalog will contain new or revised program level SLOs for all academic departments/programs and student support services (2.15). Assessment cycles for many of these SLOs are already completed or underway (2.12). Institutional-level SLOs are under review by the Academic Senate (2.16).

During the curriculum review and approval process, the assessment coordinator works with the faculty member from the department that is proposing the course to develop student learning outcomes that meet the college parameters and to designate an assignment (assessment) that is linked to the SLOs. The SLO and assessment are part of the official course outline of record that is approved first by the Curriculum Committee, then the Office of Instruction and Academic Senate, and finally sent to the Board of Trustees. All course outlines of record are in CurricUNET, the college's curriculum management system (2.17). The CurricUNET system has also been designed with various help menus to further assist faculty develop SLOs at this stage (2.18).

Finally, as part of the larger ongoing effort to develop SLOs for all courses and programs, each department works with the assessment coordinator through group trainings and one-on-one consultations to develop SLOs and related assignments for additional courses and programs. These SLOs are also input into CurricUNET. Reports can be downloaded from CurricUNET to track course and program SLOs (2.19).

In summary, West Valley College is now fully engaged at the Proficiency level in the rubric that describes the Characteristics of Institutional Effectiveness in Student Learning

Outcomes published by the ACCJC. As stated above, and in our collection of evidence, SLOs and assessments are in place for most courses, all programs and most degrees. Assessment results are being used for the improvement of instruction and student learning. There is substantial institutional dialog about SLOs and assessments; these are leading to more effective decision-making. Resources are appropriately allocated to continue the SLO processes. Assessment data sheets are compiled for each program for review during the Program Review process. These data sheets are updated in an ongoing manner (2.9). Course-level SLOs are being aligned with degree-level SLOs. The means to better measure student awareness of goals and purposes of courses and programs in which they are enrolled include the revised program-level SLOs in the college catalog and the plan to include SLOs in course syllabi. The College feels confident that it will surpass the Proficiency level and arrive at the state of Sustainable Continuous Quality Improvement by 2012. These outcomes will be updated and more fully described in the College's mid-term report.

**RECOMMENDATION 2.
EVIDENCE**

- 2.1 Program Review Committee membership
- 2.2 2007/08 Program Review Documents
- 2.3 2008/09 Program Reviews Documents
- 2.4 Tally of unanswered questions in 07/08 Program Reviews
- 2.5 Program Review participation invitations
- 2.6 Examples of feedback and resubmissions of Program Review in the E&FMP
- 2.7 Recommendations for improvements and examples of improvements
- 2.8 Program Review data dissemination tools
- 2.9 Examples of the use of Program Review in the Educational and Facilities Master Plan process
- 2.10 Program Review and resource allocation documents
- 2.11 Student Learning Outcomes Committee actions (reports and memos to the Academic Senate, Division Chairs and Department Chairs)
- 2.12 Program Review SLO Data Sheets
- 2.13 2007/08 ACCJC Annual Report
- 2.14 Curriculum Committee minutes
- 2.15 2009/10 West Valley College Catalog
- 2.16 Academic Senate meeting minutes
- 2.17 CurricUNET: Course Outlines of Record
- 2.18 CurricUNET: sample screen shots re. SLOs
- 2.19 CurricUNET: sample reports re. SLOs

RECOMMENDATION 3.

The team recommends that the college implement elements of program review to ensure evaluation of distance learning courses and to ensure instruction is comparable to that of traditional instruction.

SUMMARY OF ACTIONS:

The College has implemented elements of program review to ensure the evaluation of distance learning courses and to also ensure that distance learning instruction is comparable to traditional instruction, as follows:

- Program review data concerning distance learning courses were added to the departmental questionnaires in October 2008 for departments offering distance education courses. This allows departments to better evaluate instruction in distance education courses and to compare the distance learning courses to the comparable ones taught face-to-face. As a result, these departments noted where improvements were needed (3.1).
- In its 2007/2008 Program Review, the Distance Learning program identified two Actions and Objectives that pertain to Recommendation 3:
 1. Design and develop the new Distance Learning Instructor Certification Program for eventual offering in Fall 2008.
 2. Working with the campus Distance Learning Committee and key personnel from Mission College, establish a method and plan for evaluating distance learning courses (3.2).

In its update to the 2008/2009 Program Review, the Distance Learning program reported that both efforts have succeeded, as follows:

- A new Distance Learning Instructor Certification online course was developed during 2008 to provide faculty with the guidance and skill sets needed to effectively design and deliver distance learning courses. It was initiated and developed by the District-wide Distance Learning Committee. This course

takes distance learning instructors through eight modules that include the necessary steps of an instructional design and pedagogical model. Upon completion, instructors can effectively design, develop, implement and evaluate their distance learning courses for the benefit of all learners. (3.3, 3.4, 3.5)

The course was completed in the spring semester of 2008 by eight faculty attendees in a successful beta test. Eighteen additional faculty members completed the slightly amended course in fall 2008. The course will be offered again during spring 2009 to a larger number of faculty and it will be offered regularly in subsequent semesters. The Distance Learning Instructor Certification curriculum has been proposed as a credit course and will be submitted to the Curriculum Committee for approval.

- Starting in 2008 and continuing through the first quarter of 2009, members of the District Distance Learning Committee convened to address the need for evaluating Distance Learning faculty and courses. The subcommittee proceeded by adapting the existing approved evaluation form used for faculty who teach face-to-face courses. Both Academic Senates approved the work of the evaluation form and the committee submitted it to the faculty union (ACE). ACE and the District later took up the matter in negotiations.

The December 2008 beta test of the electronic delivery of the form was completely successful. ACE and the District signed a letter of understanding on February 6, 2009 authorizing the observation of distance learning faculty and full use of the automated course survey form for distance education students. The procedure will be incorporated into the spring 2009 semester faculty appraisal process (3.6).

Both colleges now have an evaluation form combined with a confidential and secure delivery system that follows District, ACE (the faculty union) and

Academic Senate approved policies and procedures. Consequently, the College has also fulfilled the Action Plan item associated with Standard II.A.2c. of its 2007 Self Study.

In addition, the College has filed a Substantive Change Proposal (3.7) with the ACCJC in February 2009 that concerns distance learning at West Valley College and is pertinent to Recommendation 3. The Substantive Change Proposal is primarily intended to address the long-term, incremental growth of curricular offerings in online and other distance learning modes that will soon constitute 50% or more of a program leading to the A.A. degree. In regard to Recommendation 3, the College's Substantive Change Proposal also addresses the issues of distance learning course evaluation and the comparability of distance courses to traditional ones.

Before any course can be offered in an online or other distance mode, the Curriculum Committee first must certify that every aspect of the course, especially its instructional content and student learning outcomes, are identical to its face-to-face counterpart. This is the first step of quality assurance. Distance learning course certification has been a standardized and systematic process at the College for many years (3.8). Departmental faculty who propose courses and the Curriculum Committee have been further aided the last several years through the advent of CurricUNET. This automated curriculum development system has been designed with specific fields and help screens that pertain to distance learning courses and help better define expectations of both faculty and students engaged in distance learning (3.9).

The Substantive Change Proposal describes the adoption of the ANGEL Learning course management system and the training provided to several hundred full-time and part-time faculty members from both West Valley College and Mission College in the last two years. These training efforts have resulted in a cohesive array of online and hybrid course offerings with well-developed content, standardized student and instructor communication and enhanced ways to determine levels of student satisfaction with course content and online tools.

The quality of online and other distance learning courses and instruction is further ensured through the work done by the faculty and staff in the Distance Learning program office. There are well-established processes to assist any and all faculty in the development of online and hybrid courses and learning objects. Distance learning students are also assisted. Additionally, there are student service and learning resource components designed expressly for the use of online course faculty and students. For this and the many reasons stated above, the College is confident that its distance learning offerings are effectively comparable to the conventional courses offered in the face-to-face mode.

RECOMMENDATION 3
EVIDENCE

- 3.1 2008/09 program review documentation concerning distance learning vs. face-to-face course comparisons.
- 3.2 2007/08 Distance Learning Dept. program review
- 3.3 2008/09 Distance Learning Dept. program review
- 3.4 Distance Learning Instructor Certification course syllabus
- 3.5 Distance Learning Committee PowerPoint presentation on instructor certification
- 3.6 Distance Learning Course and Instructor Evaluation form
- 3.7 Substantive Change Proposal, January 2009
- 3.8 Curriculum Committee Distance Learning Course Certification form
- 3.9 CurricUNET screen shots depicting uses for distance learning courses

RECOMMENDATION 4

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

SUMMARY OF ACTION

The District and the College constituencies have developed and implemented a plan to address the impact of the reduction in fiscal resources caused by the apportionment penalty assessed on the District this past year. The plan was developed to provide a fiscally stable platform for 2008/2009 and 2009/2010 upon which to rebuild FTES revenues to ensure continued fiscal stability.

The apportionment penalty assessed on the District was established in the Resolution Agreement entered into between the California Community College Chancellor's Office and the West Valley Mission Community College District (WVMCCD) in December, 2008 (4.1) and approved by the Board of Trustees on December 4, 2008 (4.2). The value of that penalty was an apportionment revenue reduction of \$5,644,227; with an accompanying Base FTES reduction of 2243.57 credit FTES. To date \$4,903,995 has been paid and the remaining \$740,232 was to be paid in three equal installments of \$246,744 over a three-year period beginning with the 2007-08 recalculations of apportionment scheduled for February 2009 and ending June 30, 2010. The District's Land Corporation made a one-time contribution of up to \$3,396,851 as needed to offset the impact of the apportionment penalty in the 2008/2009 budget year (4.3).

One positive aspect of the agreement is the opportunity for the District to restore this FTES reduction in 2008/09 and 2009/10. The California Community College

apportionment allocation includes \$4,092,093 for WVMCCD restoration funding in 2008/09 and \$4,385,123 for 2009/10 (4.4).

In order to maximize FTES and apportionment funding restoration during this period, both colleges implemented a number of strategies including more effective and efficient scheduling of classes and increased marketing and outreach. College enrollments were also impacted by the state's economic situation, which has resulted in a significant increase in community college enrollment state wide and in the colleges' service areas. West Valley College revised and strengthened its procedures for documenting "to be arranged" or "hours by arrangement" or reorganized course structures to comply with state Chancellor's Office guidelines developed in collaboration with West Valley College. These guidelines were subsequently shared with all the California Community Colleges (4.5). This action allowed West Valley College to retain hours of instruction that had come under scrutiny by the state Chancellor's Office.

The 2008-09 final budget assumed that the colleges would increase total FTES by 328 over 2007-08 (4.6). The colleges' enrollment enhancement efforts have resulted in significant enrollment growth to date and the District will exceed this goal.

In October 2008 a clarification on the FTES restoration timeline by the Chancellor's Office encouraged the District to strive to increase its total FTES by 896. In response, both colleges increased their efforts to maximize enrollment. The District's P-1 report submitted on January 15, 2009, indicates that the District will achieve this goal, as both colleges are presently exceeding their mid-year targets (4.7). Mission College is projected to exceed its total 2008/09 goal of 6,924 credit and non-credit FTES by 467.14; West Valley is projected to exceed its total 2008/09 goal of 9,310 credit and non-credit FTES by 469.74. As a District, it is projected that the total 2008/2009 goal of 16,234 FTES will be exceeded by 936.88 FTES, thus qualifying the District for all available restoration and positioning the District to make significant progress towards full restoration in 2009/10.

The District has initiated other measures to ensure long-term financial stability, including reallocating expenditures from the General Fund to other funds, reducing transfers to the District's 3% contingency reserve, defunding all vacant positions, reducing staffing through retirement incentives, and reducing operating budgets (4.8). Additionally, the District contracted with the California Collegiate Brain Trust (CCBT) to complete an organizational review of the District. The intent of the review was for the purpose of reducing costs; among the tasks that were contracted to CCBT, was a request to develop options and recommendations that would achieve savings in the ranges of \$5-6 million and \$9-10 million (4.9). CCBT completed its review in November 2008 and presented its findings and recommendations to the District on December 1, 2008 (4.10). The District is in the process of evaluating their recommendations, which if fully implemented, could result in \$10.62 million in savings.

In summary, the impact of the reduction in fiscal resources as a result of the HBA penalty was \$5,644,227, plus an accompanying base FTES reduction of 2243.57 credit FTES valued at \$8,477,216. The District addressed this situation by paying \$4,903,995 of the \$5,644,227 penalty from a contingency fund it had established for this purpose and will pay the remaining \$740,232 over a three-year period.

The enrollment enhancement plans that were implemented in 2008/09 have been successful. P-1 projections indicate that the District will produce sufficient FTES to qualify for the maximum allowable restoration funding of \$4,092,093 for 2008/09 and to make significant progress toward qualifying for the \$4,385,123 available in restoration funding for 2009/10.

Based on a number of other actions the District and Colleges have taken in this budget year, West Valley College does not foresee that it will be necessary to report any further fiscal impact that may affect the ongoing ability of the college to carry out its missions.

Budget development for the 2009-2010 budget year has begun and progress to date is outlined in evidence files available to the visiting team (4.11).

**RECOMMENDATION 4
EVIDENCE**

- 4.1 Resolution Agreement No. 08120401 WVMCCD & Chancellors Office CCC
- 4.2 Board Minutes, December 4, 2008
- 4.3 Land Corporation Financial Statement, November 16, 2008
- 4.4 California Community Colleges 2007-08 Simulated Recalculation, October 2008
- 4.5 California Community Colleges Legal Advisory 08-02 Follow Up, 08/01/2009
- 4.6 WVMCCD Final Budget 2008-2009, pp. 14-15
- 4.7 WVMCCD 2008-2009 Apportionment Attendance Report – First Period, January 2009.
- 4.8 WVMCCD Final Budget 2008-2009, Section III, Exhibits 1 and 3; pp. 8-9, 16-18
- 4.9 Request for Proposals for WVMCCD Organizational Review
- 4.10 Final Report for WVMCCD by California Collegiate Brain Trust, November 14, 2008
- 4.11 Budget Preparation Documents for 2009/2010

RECOMMENDATION 5

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

SUMMARY OF ACTIONS

College constituencies including the faculty, staff and administration have worked with the Board this year to collaboratively undertake an evaluation of district organization and effectiveness in order to develop goals and objectives that will address the quality, integrity, and effectiveness of educational programs. The activities and timelines that comprise these actions are described in Recommendation 1 above.

The College is currently in the midst of a comprehensive review of its Educational and Facilities Master Plan (5.1). This Master Plan, which is scheduled for final review in April 2009 and Board of Trustees consideration in June 2009, will provide the vehicle for incorporation of the district-wide goals into the long term strategic planning process. The College Council will incorporate the district-wide goals into College annual goals and objectives in August 2009. Long term strategic goals as published in the college catalog will also be reviewed for opportunities to integrate district-wide goals. Along with program review, these goals and plans will be used to address the quality, integrity and effectiveness of the educational programs.

RECOMMENDATION 5
EVIDENCE

5.1 Educational and Facilities Master Plan Review 2008/2009