

## Introduction

Institutional effectiveness is a matter of sustaining an ongoing effort that looks at outcomes and processes that deliver improvement to an organization. West Valley College is an institution whose staff, faculty, managers, and administration continually work to improve its practices to better serve and care for students. This commitment to Students through a culture of improvement has resulted in West Valley being a premier college within the Bay Area and the state. A necessary part of any effective institution is its ability to regularly note and celebrate its improvements, and the Program Review process is a significant way for the college to do just that. While it is critical for programs to self-assess, it is equally necessary to regularly consider and assess the effectiveness of those college level processes such as Program Review, Budget Resource Allocation, Curriculum, Accreditation etc.

Inherently included in a college's effort to continuously improve are the ACCJC accreditation standards which guide the institution toward its reaffirmation accreditation status. An Institutional Effectiveness process will necessarily include a means for the college to regularly assess its processes against these standards with a focus on making improvements. The plain reality is that as an institution, the college is always doing accreditation work as we go. Therefore, evaluating it should also be an "as we go" practice of the college.

This handbook develops several processes that will create an "as we go" approach to accreditation and institutional effectiveness. This means that the college maintains both evidence and narratives, and then regularly assesses its effectiveness in meeting its expectations toward our students and through the accreditation standards in an ongoing "as we go" manner. Therefore, to capture and organize the work of continuous improvement and effectiveness at West Valley College, this handbook establishes the following:

- 1) The Accreditation and Institutional Effectiveness Committee (AIE)
- 2) Procedures for standardizing college committee charters and structures
- 3) That all committees identify Key Performance Indicators for determining their effectiveness in both outcomes and processes
- 4) Accreditation Process Owners (APOs) within those committees, programs, departments, etc.
- 5) That APOs regularly maintain, review, and evaluate the effectiveness of their accreditation standard process(es), evidence and narrative(s).

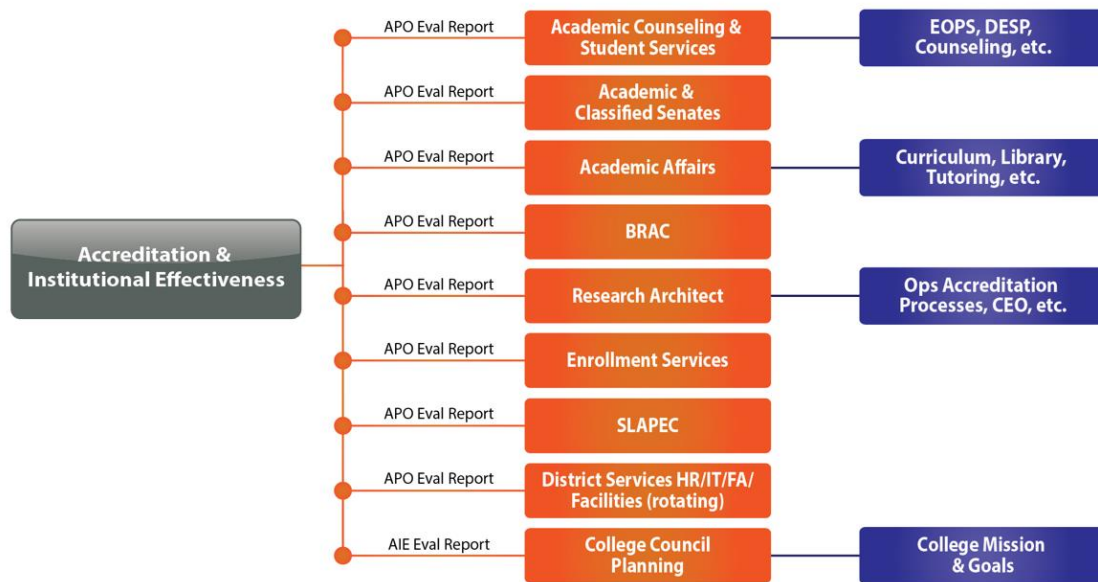
## Accreditation and Institutional Effectiveness committee (AIE)

The purpose the AIE committee is to monitor and regularly evaluate processes that support the college's mission as it relates to both its strategic goals and ACCJC accreditation standards ([AIE Purpose Statement](#)). Further, this committee will standardize structures and processes that support APOs and their institutional obligation to regularly evaluate their accreditation processes, evidence, and narratives. Specific actions by the AIE:

- Ensure institutional effectiveness processes are assessed for impact on equity and anti-racism.
- Ensure institutional effectiveness processes promote the college's strategic goals.
- Identify all committees and departments that have accreditation process ownership (APO).
- Schedule APOs annual presentation and review with the convening authorities (VPs, Senates, College Council, etc.).
- Schedule APOs for biennial presentations with AIE.
- Provide training to all committees and programs in identifying process narrative, evidence, and continual process improvement.
- Provide leadership in the creation of ACJC Accreditation Midterm and 7-Year Institutional Self Evaluation Report (ISER).

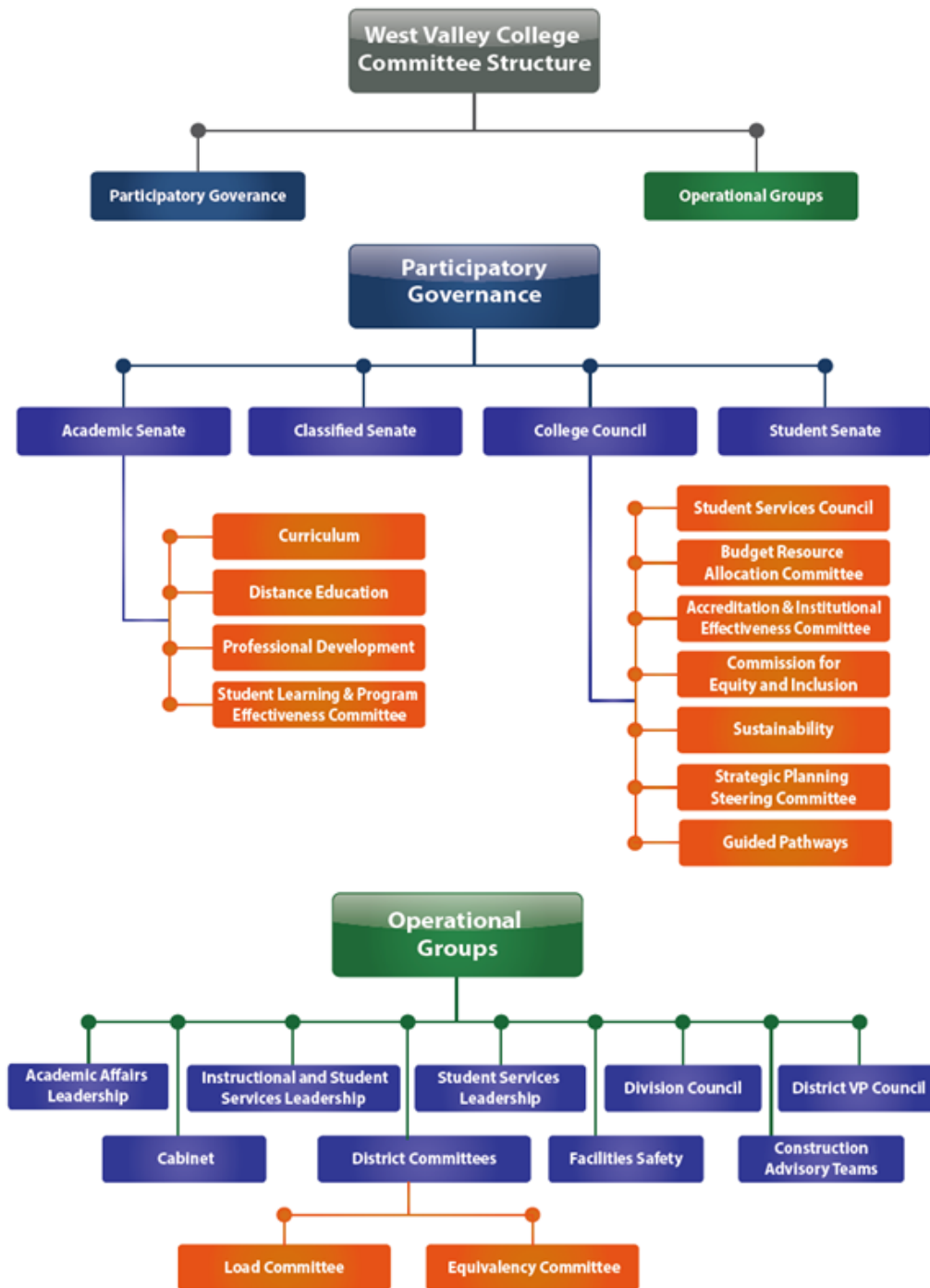
AIEC membership is comprised of the Chair from each recognized APO.

**West Valley College**  
Accreditation & Institutional  
Effectiveness Committee  
Membership Structure



## Standard Committee Purpose Statement

West Valley College committees are organized into two major groups 1) Participatory Governance Committees and 2) College Operations.



## Committees and Participatory Governance APOs

All committees use the standard purpose statement format ([hyperlink Committee Purpose Statement form](#)). The Committee Purpose Statement standardizes data parameters for the publication of

committee information (detailed below); and focuses committees to establish Key Performance Indicators that committees will keep, measure, and assess annually.

APO Committees post the Purpose Statement on its SharePoint website along with, all meeting minutes and agenda. Those committees which are required to follow the Brown Act will maintain all required public-facing documents on the WVC Committee website.

The purpose statement establishes the participatory governance relevance of each committee and identifies its purpose, key performance indicators, ownership of relevant accreditation standards, self-evaluation rubric, and regular maintenance of performance related documentation. The purpose statement also identifies key administration functions such as membership, meeting dates and times, agenda keeping and communications, etc. Each of these concepts is discussed below.

### Committee Purpose

The committee purpose succinctly states the purpose of the committee and its core reasons for existence (what it regularly does). The purpose should include how the committee serves the college in meeting its mission and or its goals. Finally, the purpose statement identifies its participatory or executive authority to conduct its business (i.e., a law such as Title V, sub-committee of a Senate, College Council, or Executive, etc.).

### Committee Membership

The membership composition is maintained and identifies the committee make-up with each member's unit representation and /or role on the committee. Committee Membership also includes the membership criteria such as term limits, and process for becoming a member. APO Committee Chairs are identified as both Chair and APO.

### Committee Agenda & Minutes

- Committees provide an agenda. Agendas should be prepared in advance so that members can review and be prepared.

- Meeting minutes are kept by the person identified ~~are~~ as a recorder. Minutes are posted and available on the SharePoint website or public-facing webpage as required by the Brown Act.

## Meeting Schedule

The committee meeting schedule will identify its regular meeting dates/times/location. If the meeting is conducted via a weblink (such as zoom.com), the link and log in information for the meeting are made available with the agenda or through other accessible means. The dates will be annually updated for Fall and Spring Semesters.

## How Work is Communicated

Explain how and which member role is responsible for communication. Brown Act committees have additional burdens for how (or if) members can communicate outside of meetings. Other committees may meet to conduct business outside of the committee meeting.

## Where Recommendation and Deliverables Go

Each committee has a reporting structure (convening authority). For example, SLAPEC is a sub-committee of the Academic Senate and reports its work and recommendation to the Senate. Additionally, as required by processes some SLAPEC work is reported to both BRAC and College Council.

## Key Performance Indicators (KPIs)

As a function of institutional effectiveness, committees will identify their KPIs and methodology for regular evaluation of their performance indicators to its reporting authority (College Council, Senate, Academic Affairs, etc.).

### Effective KPIs

KPI are at the heart of Institutional Effectiveness include activity that begins at the point of outward service to students through inward facing service to colleagues, whether it is in the classroom or the Welcome Desk, or Curriculum committee all our work needs to be measured and improved.

Through collaboration with its convening authority, the APO sets its KPI (e.g., SLAPEC with Academic Senate or BRAC with College Council). Similarly, APO departments and program

collaborate with their executive oversight to establish KPIs. KPIs are also identified issued by the College President.

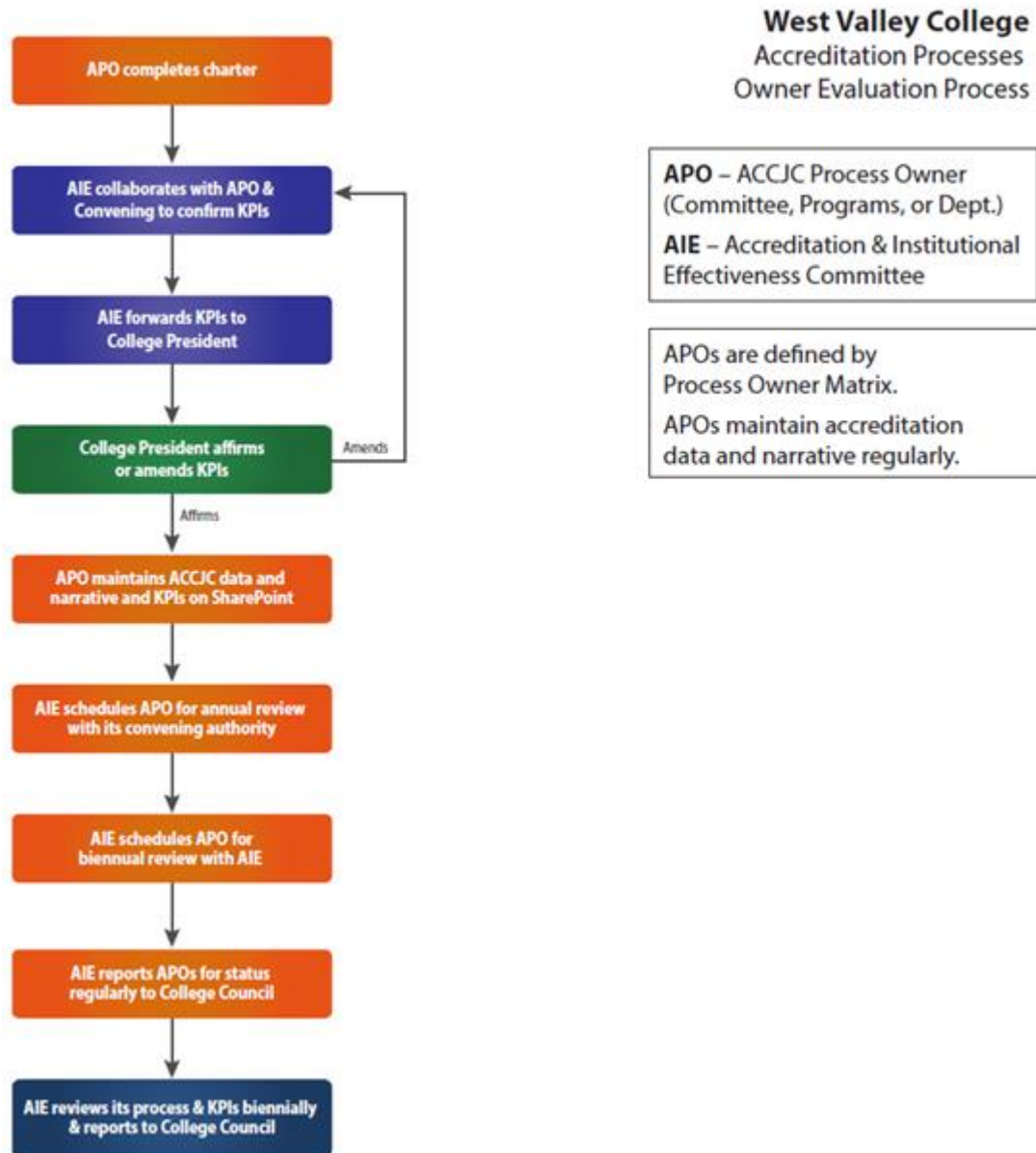
### Anti-Racist Processes

Committees will regularly review the nine [Anti-Racism Guiding Principles](#) against committee processes to ensure that policies are inclusive and that students are centered at the core of new policy developments. Past policies and procedures will be routinely evaluated in an effort to make the college environment student-centered, focused on inclusion, and welcoming for all.

### Accreditation Process Owners (APOs) Responsibilities

While all our work in some way engages with the ACCJC Accreditation Standards, there are many committees, programs, and departments whose work directly produces accreditation standard results (evidence). Again, the college does the work of accreditation daily in an “as we go” manner. This work is done in the SLO meetings, student services, curriculum, budgeting, etc. These committees, programs, and departments regularly maintain **accreditation evidence, standard compliance narrative, effectiveness of KPIs, and report these regularly** (scheduled by the AIE). Both committee and non-committee APOs will maintain accreditation evidence and narrative on SharePoint websites.





These committees are identified on the Accreditation Process Owner Matrix ([hyperlink AIE matrix - TBD](#)). APO committees, processes, and departments regularly maintain the following:

Accreditation Standard Evidence

Committees and departments that have specific responsibility for providing evidence related to any accreditation standard(s) will regularly maintain that evidence within SharePoint folders labeled by standard number and name.

### Accreditation Compliance Narrative

Because accreditation is “as we go,” those who are closest to the work know best the quality and effectiveness of that work. The Accreditation Compliance Narrative is simply the story about how the work fulfills the requirements of the standard by linking the narrative with the evidence. The story not only explains the how, but also the magnitude, so that the narrative includes commendation worthy language which demonstrates the excellence, uniqueness, or benchmarking the process and work is. The narrative is typed into the accreditation standard template [[Accreditation Resources](#)] with hyperlinked evidence uploaded to SharePoint. Within the template, there is a section for improvement opportunities that may have been revealed through the self-review. Improvement opportunities are identified and worked on and then updated in the following review cycle. Each APO is responsible for writing and regularly maintaining the compliance and improvement narrative for the appropriate standard(s). APOs will start with recent accreditation narratives and data and then maintain going forward.

### Reporting “As We Go”

APOs will conduct a self-review and update to the narrative and evidence annually and provide a summary to its authorizing authority (i.e., SLAPEC will provide a summary to the Academic Senate). Further, APOs will report and present biannually to the AIE committee as scheduled. Review reports and presentations are maintained on the APOs SharePoint website.

The AIE members are responsible for training and working with APO committees, programs, and departments to work toward, and prepare for its biannual review.