WEST VALLEY COLLEGE
14000 FRUITVALE AVENUE
SARATOGA, CA  95070

INSTITUTIONAL SELF STUDY
FOR REAFFIRMATION OF
ACCREDITATION

NOVEMBER 2007

SUBMITTED TO

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
OF THE WESTERN ASSOCIATION
OF SCHOOLS AND COLLEGES
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CERTIFICATION OF INSTITUTIONAL SELF-STUDY 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: November, 2007

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the West Valley College community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

West Valley—Mission Community College District

Mr. Chris Constantin, President
Board of Trustees

Mr. Stanley Arterberry, Chancellor
WVMCCD

West Valley College

Dr. Philip Hartley, President
Dr. Angelica Bangle, President
West Valley College
Academic Senate

Mr. Thomas LoCurto, WVC Student Trustee
Board of Trustees
Mr. David Fishbaugh, Vice-President
Accreditation Liaison Officer
INTRODUCTION

History and Organization of the Institution

Location

West Valley College (WVC) is located in northern California, fifty miles south of San Francisco. The College is strategically positioned in the heart of the Santa Clara Valley. Once known for its agriculture, this region is now called Silicon Valley because it is the international hub of the high-tech industry. As one of the most dynamic economic regions in the world, Silicon Valley has an unparalleled need for a work force that possesses higher than average skills. West Valley's park-like campus provides a unique backdrop for a cutting-edge institution that continually strives to meet the rapidly evolving educational needs of the diverse communities it serves.

Background

West Valley College has grown significantly since it was first conceived and built in the mid-1960s. The College originally embraced a traditional curriculum with a primary focus on the transfer of students to state-wide and local four-year colleges and universities. Today, the College is a leader in the delivery of education in a variety of modes to a broad range of students in Silicon Valley and beyond.

In 1985, the headcount in credit courses at West Valley College was approximately 12,960 students per semester. Of these students, 72% were white; a little over 8% were Asian; and 6% were Hispanic. African American students made up one-half percent of the enrollment. Fifty-five percent of the enrolled students were female while 45% were male.

More than 20 years later, in fall 2007, West Valley College’s headcount at census date in credit courses was 10,185 students, an increase of 355 students from fall 2006. The diversity of the student population has increased over time. White students comprised 57.5% of the total enrollment; Asian/Pacific Islanders 19.7%; Hispanics 16.7%; and African Americans, 3.2%. Males comprised 41.4% of student population and females, 58.6%. In addition, 68.2% of the students at the college were part-time students. These percentages have remained relatively stable since spring 2005.

Transportation Factors

Historically, West Valley College served the geographic areas surrounding Los Gatos, Saratoga, and Campbell. Students drawn from these traditional feeder communities comprised the vast majority of the college’s enrollment. In fall 2007, more than 55.1% of the total student population resided in areas outside the district’s boundaries. With the Highway 85 corridor well-established, large numbers of students come to West Valley from Blossom Valley, Almaden Valley, eastern and southern San Jose areas, and from as far away as Salinas and Marin County. Clearly, the campus has outgrown the traditional K-14 boundaries that were set up in the 1950s and 1960s. See following table.
<table>
<thead>
<tr>
<th>Area Designation</th>
<th>% of Student Headcount</th>
</tr>
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<tbody>
<tr>
<td>Outside WVC Service Area</td>
<td>55.1</td>
</tr>
<tr>
<td>Inside WVC Service Area</td>
<td>44.9</td>
</tr>
<tr>
<td>Campbell</td>
<td>7.7</td>
</tr>
<tr>
<td>Los Gatos</td>
<td>7.9</td>
</tr>
<tr>
<td>San Jose</td>
<td>23.1</td>
</tr>
<tr>
<td>Saratoga</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Population Factors

Santa Clara County's changing demographics are reflected in the increasing number of immigrants who enter the work force. Many immigrant students come to the college with special needs for English as a Second Language (ESL) courses as well as for other basic skills preparation. In 1999, the Association of Bay Area Governments predicted that in Santa Clara County, 14 of every 15 workers would soon be a minority or a woman. In 2007, this prediction became reality. Many of these individuals are older workers that may need basic skills preparation.

The second largest segment of the college’s enrollment continues to be students under 21 years of age. In fall 2007, 68% of the students were enrolled part-time. This high percentage of part-time students has been a trend for more than 20 years. These students generally take one or two classes while working 30 or more hours per week. Many take classes to enhance their job skills, prepare for career advancement, or acquire new skills to change careers and/or jobs.

Another significant population group continues to be career-change students. The majority of these students are women over the age of 25 and many of them are single-parent wage earners. Some already possess a college degree and are seeking an additional certificate or associate degree to enhance their skills or to change their careers. Fields of interest include paralegal studies, health care technologies, court reporting, and computer applications areas such as multi-media, Web page design, or Web site construction.

West Valley College continues to review the delivery of its basic skills programs and services to determine how to best serve this increasingly significant portion of the population. In addition, the College continues to explore methods to attract and enroll students who come to the community college as their first experience in post-secondary education. The College continues to focus support services on the academic and personal needs of its students to ensure that students’ first college experiences are positive and supportive ones.

Organization

As part of the West Valley-Mission Community College District, West Valley College operates under a participatory governance structure which involves broad participation from all segments of the college. Institutional leaders from the faculty, staff and administration work in a diligent manner with their respective constituencies through a system of institutional councils to ensure systematic participation in discussion, planning, and implementation of college initiatives. These working councils in turn
provide representatives to the College Council, the college’s highest participatory governance body. The councils include the Student Services Council, the Division Chair Council, the Academic Senate, the Classified Senate, the Student Senate, and the Executive Staff Council. See Appendix A: West Valley College Organizational Chart

Because West Valley College is part of a multi-college district, responsibilities for some or part of specific functions reside with either the district or the college. See Appendix. D: WVMCCD and WVC Mapping Document.

**Demographic Information**

Demographic information in this section was generated from the West Valley-Mission Community College District’s Planning and Research Intranet System (P.A.R.I.S.). This system, along with the Datatel administrative software system, provides data and information for planning and decision making for the district and its two colleges.

**Student Demographics**

West Valley College (WVC) draws from the diverse Santa Clara County as well as from counties both north and south of its traditional service area. The following table presents the college’s ethnic breakdown as of fall 2007 compared to Santa Clara County and California.

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>WVC Fall 2007</th>
<th>Santa Clara County 2005</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3.2%</td>
<td>2.4%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.7%</td>
<td>0.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>All Asian</td>
<td>19.7%</td>
<td>30.2%</td>
<td>12.2%</td>
</tr>
<tr>
<td>All Hispanic</td>
<td>16.7%</td>
<td>25.0%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>2.0%</td>
<td>0.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>White</td>
<td>57.5%</td>
<td>52.8%</td>
<td>43.8%</td>
</tr>
</tbody>
</table>

**Headcount**

Headcount enrollment in fall 2006 was 9,830 compared 10,505 in fall 2003. This represented a decrease of 6.4%. The College continued to experience a decrease in headcount enrollment through spring 2006. A similar decline was experienced by many other community colleges in urban areas, especially in the San Francisco Bay Area. The downward trend for headcount began to reverse in fall 2006. Headcount continued to climb to a six-semester high of 10,980 in fall 2007.

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<tbody>
<tr>
<td>Enrollment</td>
<td>34,693</td>
<td>33,114</td>
<td>34,010</td>
<td>32,783</td>
<td>33,029</td>
<td>30,823</td>
<td>32,813</td>
<td>31,787</td>
<td>30,131</td>
</tr>
<tr>
<td>Headcount</td>
<td>10,505</td>
<td>10,439</td>
<td>10,282</td>
<td>9,983</td>
<td>9,691</td>
<td>9,587</td>
<td>9,830</td>
<td>9,851</td>
<td>10,185</td>
</tr>
</tbody>
</table>
Units Enrolled (Full-Time vs. Part-Time Enrollment)

Full-time students (taking 12 units or more) made up 31.8% of the student population in fall 2007. This represented an increase of almost 4% from spring 2003. The percentage of part-time students taking three units or less decreased to 27.4% in the same time period. Of the part-time students, 40.8% were taking between 3.5 and 11.5 units.

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</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>3 or less</td>
<td>28.2%</td>
<td>26.1%</td>
<td>27.9%</td>
<td>26.0%</td>
<td>28.3%</td>
<td>28.4%</td>
<td>29.1%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>3.5-6.0</td>
<td>19.8%</td>
<td>18.3%</td>
<td>19.2%</td>
<td>17.8%</td>
<td>18.8%</td>
<td>18.3%</td>
<td>19.4%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>6.5-11.5</td>
<td>24.1%</td>
<td>22.9%</td>
<td>22.0%</td>
<td>22.5%</td>
<td>22.6%</td>
<td>20.9%</td>
<td>21.8%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>12 or more</td>
<td>27.9%</td>
<td>32.6%</td>
<td>30.9%</td>
<td>33.7%</td>
<td>30.3%</td>
<td>32.3%</td>
<td>29.7%</td>
<td>31.8%</td>
</tr>
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</table>

FTES

An estimated total of 3,982 Full-Time Equivalent Students (FTES) enrolled at WVC in fall 2007, the highest number since fall 2005. WSCH reached a similar estimated high.

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<tbody>
<tr>
<td>WSCH</td>
<td>138,284</td>
<td>137,338</td>
<td>137,032</td>
<td>130,124</td>
<td>133,130</td>
<td>127,671</td>
<td>126,480</td>
<td>129,837</td>
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<tr>
<td>FTES</td>
<td>4,241</td>
<td>4,212</td>
<td>4,202</td>
<td>3,990</td>
<td>4,083</td>
<td>3,801</td>
<td>3,879</td>
<td>3,982</td>
<td></td>
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</table>

WSCH/FTEF

West Valley College measures its productivity in terms of Weekly Student Contact Hour per Full-Time Equivalent Faculty (WSCH/FTEF) ratio. For many years, an efficiency ratio of 525 WSCH/FTEF was the negotiated goal. The actual WSCH/FTEF ratio has ranged from a high of 689.2 in fall 2003 to a low of 525.1 in spring 2007.

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</thead>
<tbody>
<tr>
<td>WSCH/FTEF</td>
<td>689.2</td>
<td>621.2</td>
<td>611.1</td>
<td>535.1</td>
<td>573.5</td>
<td>534.0</td>
<td>548.7</td>
<td>525.1</td>
<td>554</td>
</tr>
<tr>
<td>FTES/FTEF</td>
<td>21.1</td>
<td>19.0</td>
<td>18.7</td>
<td>16.4</td>
<td>17.6</td>
<td>16.4</td>
<td>16.8</td>
<td>16.1</td>
<td>----</td>
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</table>

Gender

The percentages of females and males at West Valley College has remained essentially unchanged over the last four years.

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</thead>
<tbody>
<tr>
<td>Female</td>
<td>10,505</td>
<td>10,439</td>
<td>10,282</td>
<td>9,983</td>
<td>9,691</td>
<td>9,587</td>
<td>9,830</td>
<td>9,851</td>
<td>10,185</td>
</tr>
<tr>
<td>Male</td>
<td>59.6%</td>
<td>59.1%</td>
<td>59.9%</td>
<td>59.4%</td>
<td>59.3%</td>
<td>59.1%</td>
<td>59.5%</td>
<td>59.3%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Female</td>
<td>59.6%</td>
<td>59.1%</td>
<td>59.9%</td>
<td>59.4%</td>
<td>59.3%</td>
<td>59.1%</td>
<td>59.5%</td>
<td>59.3%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Male</td>
<td>40.4%</td>
<td>40.9%</td>
<td>40.1%</td>
<td>40.6%</td>
<td>40.7%</td>
<td>40.9%</td>
<td>40.5%</td>
<td>40.7%</td>
<td>41.4%</td>
</tr>
</tbody>
</table>
Age

In fall 2007, the largest segment of the college’s enrollment continued to be students under 21 years of age. The second largest segment was students 21-25. Students over 50 years old accounted for 9.5% of the total enrollment.

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</thead>
<tbody>
<tr>
<td>&lt;21</td>
<td>38.4%</td>
<td>34.7%</td>
<td>39.0%</td>
<td>36.6%</td>
<td>40.2%</td>
<td>36.9%</td>
<td>39.0%</td>
<td>35.9%</td>
<td>38.4%</td>
</tr>
<tr>
<td>21-25</td>
<td>22.2%</td>
<td>24.0%</td>
<td>22.5%</td>
<td>23.0%</td>
<td>21.6%</td>
<td>23.1%</td>
<td>21.3%</td>
<td>22.7%</td>
<td>22.2%</td>
</tr>
<tr>
<td>26-30</td>
<td>7.9%</td>
<td>8.5%</td>
<td>8.2%</td>
<td>8.6%</td>
<td>7.5%</td>
<td>8.0%</td>
<td>7.8%</td>
<td>8.6%</td>
<td>6.4%</td>
</tr>
<tr>
<td>31-40</td>
<td>12.2%</td>
<td>12.3%</td>
<td>11.8%</td>
<td>11.8%</td>
<td>10.5%</td>
<td>10.6%</td>
<td>10.5%</td>
<td>11.1%</td>
<td>10.5%</td>
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<tr>
<td>41-50</td>
<td>11.0%</td>
<td>11.6%</td>
<td>11.0%</td>
<td>11.6%</td>
<td>11.5%</td>
<td>12.2%</td>
<td>11.9%</td>
<td>11.7%</td>
<td>11.1%</td>
</tr>
<tr>
<td>51-60</td>
<td>5.3%</td>
<td>5.5%</td>
<td>4.7%</td>
<td>5.3%</td>
<td>5.3%</td>
<td>5.7%</td>
<td>6.1%</td>
<td>6.6%</td>
<td>6.2%</td>
</tr>
<tr>
<td>&gt;60</td>
<td>2.9%</td>
<td>3.3%</td>
<td>2.9%</td>
<td>3.0%</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.5%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Ethnicity

The percentage of Hispanic students increased the most of any ethnic group in the last four years. Hispanic students were 16.7% of the total enrollment in fall 2007. In fall 2003, they constituted 14.6% of the college’s enrollment. The percent of all Asian students varied only slightly across nine semesters with 19.7% in fall 2003 and fall 2007. Similarly, the percentage of white students declined slightly from 60% in fall 2003 to 57.5% in fall 2007. African American students comprised 3.2% of the fall 2007 enrollment with Native Americans/Alaska Natives, 0.7%. The percentage for Native Americans and African-Americans has remained relatively unchanged from fall 2005.

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<tbody>
<tr>
<td></td>
<td>10,505</td>
<td>10,439</td>
<td>10,282</td>
<td>9,983</td>
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<td>9,830</td>
<td>9,851</td>
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<tbody>
<tr>
<td>African American</td>
<td>2.9</td>
<td>2.7</td>
<td>3.0</td>
<td>3.0</td>
<td>3.3</td>
<td>3.2</td>
<td>3.1</td>
<td>3.3</td>
<td>3.2</td>
</tr>
<tr>
<td>Am Indian/ Alaskan</td>
<td>0.8</td>
<td>0.8</td>
<td>0.7</td>
<td>0.7</td>
<td>0.8</td>
<td>0.9</td>
<td>0.9</td>
<td>0.8</td>
<td>0.7</td>
</tr>
<tr>
<td>All Asian</td>
<td>19.7</td>
<td>20.2</td>
<td>19.3</td>
<td>19.8</td>
<td>18.9</td>
<td>19.3</td>
<td>18.7</td>
<td>19.7</td>
<td>19.7</td>
</tr>
<tr>
<td>All Hispanic</td>
<td>14.6</td>
<td>14.0</td>
<td>15.3</td>
<td>14.8</td>
<td>15.9</td>
<td>15.3</td>
<td>17.1</td>
<td>16.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>2.0</td>
<td>2.2</td>
<td>2.2</td>
<td>2.2</td>
<td>2.1</td>
<td>2.3</td>
<td>2.1</td>
<td>2.2</td>
<td>2.0</td>
</tr>
<tr>
<td>White</td>
<td>60.0</td>
<td>60.0</td>
<td>59.5</td>
<td>59.5</td>
<td>59.0</td>
<td>59.0</td>
<td>58.1</td>
<td>57.9</td>
<td>57.5</td>
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</tbody>
</table>

Degrees and Certificates

In 2006-2007, a total of 335 certificates were awarded. Female students received 75% of the certificates while male students received 25%. In contrast, of the 331 certificates awarded in 2002-2003, 82% were awarded to female students and 18% to male students. A total of 695 associate degrees were awarded in 2006-2007; 61% were awarded to females and 39% to males. In comparison, in 2002-2003, 703 degrees were awarded, with 68% to females and 32% to males. The total number of certificates awarded in 2006-2007 increased from 2004-2005 despite the drop in headcount.
enrollment. The number of degrees awarded also increased from 2005-2006 to 2006-2007.

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<tbody>
<tr>
<td>Total</td>
<td>246</td>
<td>331</td>
<td>356</td>
<td>321</td>
<td>315</td>
<td>335</td>
</tr>
<tr>
<td>Female</td>
<td>187</td>
<td>274</td>
<td>292</td>
<td>257</td>
<td>223</td>
<td>252</td>
</tr>
<tr>
<td>Male</td>
<td>59</td>
<td>54</td>
<td>60</td>
<td>61</td>
<td>89</td>
<td>79</td>
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<tbody>
<tr>
<td>Total</td>
<td>731</td>
<td>703</td>
<td>712</td>
<td>714</td>
<td>684</td>
<td>695</td>
</tr>
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<td>475</td>
<td>468</td>
<td>458</td>
<td>411</td>
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<td>222</td>
<td>239</td>
<td>247</td>
<td>261</td>
<td>264</td>
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</table>
Success Rates

In spring 2007, the West Valley College success rate, or the number of A, B, C, or Credit grades given as a percentage of all grades, was 64.9%. This is consistent with the average success rate over the last three years.

In spring 2007, Asian students had the highest success rate (69.3%), followed by white students (66.0%), and Filipino students (62.7%). Female students had a higher success rate (67.2%) than males (62.0%). Pacific Islander students had the lowest (53.3%) rate. Students 41 years of age or older had a success rate of 77.7%; students aged 31 – 40, 72.6%. These percentages were higher than those for students in other age categories, other ethnic groups, or the overall college average. The percentages are typical for West Valley College students.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>66.6%</td>
<td>66.9%</td>
<td>64.9%</td>
<td>64.7%</td>
<td>64.0%</td>
<td>64.9%</td>
</tr>
<tr>
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<td>50.1%</td>
<td>56.3%</td>
<td>50.5%</td>
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</tr>
<tr>
<td>American Indian/Alaskan Native</td>
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<td>59.0%</td>
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<td>62.1%</td>
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</tr>
<tr>
<td>Asian</td>
<td>71.1%</td>
<td>71.7%</td>
<td>71.2%</td>
<td>68.4%</td>
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</tr>
<tr>
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<td>62.7%</td>
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<td>60.4%</td>
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<td>62.7%</td>
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<tr>
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<td>55.4%</td>
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</tr>
<tr>
<td>Other Non-White</td>
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<td>66.5%</td>
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<tr>
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<tr>
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<td>66.4%</td>
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<td>65.9%</td>
<td>66.0%</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Female</td>
<td>68.3%</td>
<td>69.0%</td>
<td>68.3%</td>
<td>68.0%</td>
<td>66.7%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Male</td>
<td>64.2%</td>
<td>63.9%</td>
<td>60.7%</td>
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<td>60.3%</td>
<td>62.0%</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>&lt;21</th>
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<tbody>
<tr>
<td>&lt;21</td>
<td>63.9%</td>
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<td>62.1%</td>
<td>61.7%</td>
<td>60.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>21 to 25</td>
<td>61.1%</td>
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<td>59.2%</td>
<td>59.0%</td>
</tr>
<tr>
<td>26 to 30</td>
<td>72.4%</td>
<td>67.3%</td>
<td>66.9%</td>
<td>64.5%</td>
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<tr>
<td>31 to 40</td>
<td>73.9%</td>
<td>74.4%</td>
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<tr>
<td>41+</td>
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<td>78.4%</td>
<td>77.0%</td>
<td>77.7%</td>
</tr>
</tbody>
</table>

Persistence

The table on the next page represents the cohort of new, first-time freshman enrolled in a fall semester that returned and re-enrolled the subsequent spring semester (whether or not they completed any coursework in either semester). For 2005-2006, the highest persistence was for American Indian/Alaskan Native students (76.5%), followed by white students (68.1%). Lowest persistence was for Pacific Islander students (56.3%). There was a slight difference between females and males. Highest persistence by age was for students under 21.
### FALL TO SPRING PERSISTENCE

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<td></td>
<td># initial</td>
<td>% achieving</td>
<td># initial</td>
</tr>
<tr>
<td>Overall</td>
<td>4759</td>
<td>66.0</td>
<td>5202</td>
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<td>145</td>
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<tr>
<td>American Indian/Alaskan</td>
<td>35</td>
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<tr>
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<td>722</td>
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<td>802</td>
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<tr>
<td>Filipino</td>
<td>72</td>
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<tr>
<td>Hispanic</td>
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<tr>
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<tr>
<td>White</td>
<td>2562</td>
<td>69.3</td>
<td>2681</td>
</tr>
<tr>
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<td>31 to 40</td>
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<tr>
<td>41+</td>
<td>476</td>
<td>57.6</td>
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### Transfer

A major goal of many West Valley College students is to transfer to a four-year college or university. Over one hundred West Valley students transfer to a University of California (UC) campus each year. The most frequently chosen campus is UC Santa Cruz, the closest UC to West Valley College. Other popular campuses chosen by WVC students are UC Berkeley, UC Santa Barbara, UC Davis, and UCLA.

### W V C TO CAMPUSES OF THE UNIVERSITY OF CALIFORNIA SYSTEM

<table>
<thead>
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<td>27</td>
<td>28</td>
<td>26</td>
<td>28</td>
<td>29</td>
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<tr>
<td>UC Totals</td>
<td>123</td>
<td>107</td>
<td>95</td>
<td>106</td>
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</table>
Within the California State University system, most WVC students transfer to San Jose State University (SJSU). The College has transferred more than 300 students to San Jose State University each year for many years. SJSU is one of the most popular transfer choices of all community college students in the Bay Area. Other popular transfer destinations for WVC students include San Francisco State University, Chico State University, Cal Poly San Luis Obispo, Cal State East Bay, and Sacramento State University.

<table>
<thead>
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<td><strong>581</strong></td>
<td><strong>513</strong></td>
<td><strong>537</strong></td>
<td><strong>553</strong></td>
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</tbody>
</table>
Faculty and Staff

In 2007, West Valley College had 146 tenured faculty and another 51 faculty on tenure track. There were also 229 part-time faculty. In addition, 116 people were classified as support and technical staff and 15 administrators. Total employees were 326 full-time and 229 part-time.

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<th>Employee Classification</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tbody>
<tr>
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<td>229</td>
</tr>
<tr>
<td>Administrative</td>
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<td>0</td>
</tr>
<tr>
<td>Classified/Technical</td>
<td>116</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>326</td>
<td>229</td>
</tr>
</tbody>
</table>

While the overall number of full-time instructors has not changed significantly since 2001, the number of new faculty has increased. In 2004, 30 new faculty were hired; in 2005, 9; ten in 2006; and two in 2007. The 51 new faculty represent 26% of the current faculty.

In 2007, 109 (57%) West Valley full-time faculty were female and 84 (43%) were male. Four positions were classified as unfilled. College-wide, approximately 62% of the employees are female. Five years ago about 35% of all employees were ethnic minorities. In 2007, 31% of all employees were ethnic minorities. In 2007, 30% of the full-time faculty designated themselves as an ethnic minority with the largest numbers for African-American (11) and Mexican/Mexican American (15). Thirty-five percent of the classified staff identified as ethnic minorities, with the largest numbers for Mexican/Mexican America (11) and Vietnamese (8). Seventy-three percent of the administrators self-identified as white.

Sixty-five percent of the full-time faculty were between the ages of 31-55 and 32% between 56-70. Percentages for classified staff were similar with 63% and 28%, respectively. Administrators are almost equally split between the noted age groups.
ABSTRACT

This is a summative assessment of how well the college meets the accreditation standards as a whole. It is based on the themes that are integrated throughout the standards: Institutional Commitments; Evaluation, Planning, and Improvement; Student Learning Outcomes; Organization; Dialogue; and Institutional Responsibility.

Institutional Commitments

West Valley College’s commitment to providing high quality education is specifically stated in the mission, vision and core values statements which are listed in the catalog and on the college’s Web site. Compliance with the district’s core values demonstrates the college’s commitment to address student needs in its planning and actions.

As part of the college’s ongoing evaluation and planning process, the mission statement was revised in 2007 to emphasize personal and academic development and the importance of global education and lifelong learning. The mission statement is used as the foundation for institutional planning and assessment and the request for funds. The results of the spring 2007 accreditation survey indicated that 80% of the respondents are familiar with the mission statement and recognize that it defines the educational purpose, student population and commitment to achieving student learning.

The college’s commitment to student learning is reinforced through the following processes:
• The strategic planning process forms the foundation of the college’s strategic goals pyramid.
• The tenure and non-tenure faculty evaluation process includes classroom visitations and student evaluations focused on quality of instruction.
• The new program review process a) includes elements such as data analysis, curriculum development, student learning outcomes assessment, goal-setting and resources requests; b) serves as the foundation for planning and budgetary processes; and c) is transparent, with reviews compiled and distributed to participatory governance groups.
• The budget process is considered an instrument to achieve college goals and the allocation of funds is directly tied to the college’s educational purposes, student population, and student learning.
• The curriculum process facilitates consistency in the quality of instruction and compliance with stated student learning outcomes.
• The staff development program provides faculty and staff opportunities to expand their teaching skills, effectiveness, and service to students. Of special note is the institution’s commitment to the development of the leadership potential of classified staff and administrators as demonstrated by the district’s commitment to the two-year Leadership Development Academy pilot program.
• Student learning outcomes initiatives are developed by the Student Learning Outcomes Committee under the auspices of the Academic Senate and are implemented with the support of the Curriculum Committee.

Institutional commitment to student success is a dynamic process that reflects student needs. The following are examples of the college’s commitment to effectively serve students.
• The main frontline services of Admissions, Records, Outreach, and Financial Aid have extended and Saturday hours to better support campus and community needs.
• Many services have evening hours at least one night per week.
• An on-line function (AskWVC@westvalley.edu) gives students an opportunity to ask questions outside of operational hours.
• Counseling offers an on-line consultation.
• Students can also access the e-mail system and leave messages for instructors, departments, and staff on a 24/7 basis.
• The outreach program highlights academic and support programs for prospective students by invitation and through its own initiatives and creates a positive learning environment for incoming students.
• All high school partnership programs provide information that supports and encourages educational success through a structured approach including counseling support and follow-up.
• Various technology-oriented communication tools, including e-mails, are used to inform students about registration, outstanding balances, academic standing, financial aid follow-up, and special student service events.
• The SARS system, mainly used for tracking student counseling appointments, also provides data on student use of counseling services and features a call system to facilitate contacting unique student cohorts.

Evaluation, Planning, and Improvement

Formal planning and evaluation processes are well-established at West Valley College through the organization of the various participatory governance groups. Though well-established, these processes are consistently reviewed and modified as necessary to reflect the college’s commitment to student learning. These processes vary by area, but they are consistent in that all employees and students are represented and free to participate.

The highest participatory governance group at West Valley College is the College Council, consisting of representatives from all other participatory governance groups and chaired by the president. In spring 2007, after discussion and review through College Council, the council determined that the Administrative Services Council no longer served its purpose, as its charges had gradually been subsumed by other councils. The subsequent re-organization streamlined the efficiency of the institution.

The planning and evaluation processes are driven by a number of influential factors:
• accreditation recommendations,
• data provided by the research office and district information systems,
• data provided by academic/vocational areas,
• curriculum changes,
• budget trends,
• labor market trends,
• district goals,
• state guidelines, statutes, and initiatives.

Goal setting and planning is coordinated by the primary planning body on campus, the College Council. The council is composed of the president and campus representatives from each participatory governance constituent body. Goals are developed annually and
both goal setting and planning are consistent with the college’s mission statement and college and district strategic goals.

Program review is a major component of the planning process and budget allocation process. The program review process underwent complete revision during the 2006-2007 academic years. Under the guidance of the Academic Senate, the Program Review Task Force developed a process that can be used for annual planning. Instructional programs and student services units analyze factors including student characteristics, curriculum, labor market, success and enrollment data, and student learning outcomes and develop action plans that include resource needs. The Research Office provided demographic detail to support data-driven decisions by instructional programs. For vocational programs, the state chancellor’s office database and list of core indicators support a comprehensive planning process. However, non-instructional areas must provide their own data as it is not accumulated, nor accessible, through the Research Office or district means.

The completed program reviews are submitted to the vice president of instruction. All reviews are compiled and distributed to the participatory governance groups. The reviews are subsequently used college-wide as a basis for evaluation and planning.

The college-wide accreditation survey conducted in spring 2007 indicated that 54% of the respondents noted that program review was effective in evaluating the strengths and weaknesses of individual programs and services. Twenty-one percent of the respondents reserved judgment on program review and 25% indicated that the process was not effective. However, the survey was completed just after the completion of the first program review cycle under the new process. It is likely that the perceived level of effectiveness will improve as the process is fully integrated into the planning and budget process and as programs have an opportunity to revise their program reviews on a regular basis.

The planning phase of the budget process is integrated with strategic planning. It incorporates a simultaneous process that involves both participatory governance and administrative procedures. The participatory governance process is facilitated by the college’s committee structure. The administrative process is mainly facilitated by departments, department chairs, deans, vice presidents, the college president, and the Executive Staff Council. In addition to the above structures, there is a similar structure at the district level, distinguished from that of the college, to establish and facilitate planning and budget.

West Valley College evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. The director of facilities, construction, and maintenance, along with his staff, has developed a maintenance program for equipment at each of the colleges.

Every year the district updates its Five-Year Construction Plan. The plan is developed with the Executive Staff Council 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 requests and new construction projects based on the master plan.

The college’s Educational and Facilities Master Plan (E&FMP) serves as a master plan for facilities improvement. Developed in 2001, the E&FMP was the basis for the college’s current building and renovation plans. The E&FMP is closely linked to projected growth in programs as described in the plan.

Facilities funding requests are derived from the E&FMP. Projects listed on the college’s Five-Year Construction Plan required annually by the state chancellor’s office, are first identified in the comprehensive plan. Those projects eligible for state funding remain on the five-year construction plan until they are funded or rejected by the state, or until the facilities priorities change because of other factors.

The Educational and Facilities Master Plan is updated regularly. Working in collaboration with faculty, staff, and students, college administrators are responsible for reviewing and updating these plans. A Facility Condition Assessment Report was completed in May 2003. The 2001 E&FMP was updated in April 2005. Review and revision of the E&FMP is on the agenda in fall 2007.

In fall 2005, the College formed the Student Learning Outcomes Committee to increase dialogue regarding student learning outcomes. The committee developed a three-year plan for phase-in of student learning outcomes (SLOs) at the course level. The plan included formal training and continued departmental participation. Several student services programs were also included in the first cycle of SLO development and assessment. The integration of SLOs was expanded in spring 2007 to include a review and revision of program-level SLOs for selected programs.

The curriculum process now utilizes a Web-based curriculum development and tracking system. As new or revised courses or programs are proposed to the Curriculum Committee, they must include new and/or revised and measurable student learning outcomes.

Awareness and application of student learning outcomes has spread across campus. At the institutional level, assessment of learning outcomes is integrated into the information competency graduation proficiency requirement within the infused courses. The college-wide 2007 accreditation survey indicated that nearly three-quarters of the respondents were aware that student learning outcomes were developed for programs, courses, certificates, and degrees.

**Evaluation**

In order to institute continuous evaluation and improvement, the Accreditation Steering Committee (ASC) operates regularly throughout the six-year accreditation cycle to plan and assess activities in support of the accreditation standards. The committee is co-chaired by the vice president of instruction and a faculty accreditation liaison and reports to the Academic Senate. Steering committee members actively participate in the
SLO committee and Program Review Task Force to provide an integrated approach to institutional planning and assessment.

During the creation of the accreditation self study, the ASC coordinated the collection and analysis of data, including the college-wide accreditation survey. It assisted the participatory governance committees as they collected evidence and evaluated the college against the accreditation standards. It also established a process for institutionalizing measures of institutional effectiveness and a plan for the periodic review of college planning documents.

The ASC conducted an all-college forum at the 2004 Professional Development Day. Activities focused on an overview of the new accreditation standards and themes and the application of the new standards to institutional assessment and planning.

To support the need for data for institutional planning and evaluation, the College and District, with the support and participation of the ASC, began the development of a district-wide institutional database for institutional planning and assessment. This database will complement and expand data currently available through the college’s Research Office.

During 2002-2003, the Academic Senate collaborated with the district human resources department to create the Faculty Recruitment and Selection Procedures manual. The recruitment and selection procedures clarify the role of the college hiring committee and the district office in the hiring process and outline the specific steps necessary for a successful hiring process. This manual is provided during the training of the hiring committee and is posted to the human resources Web site.

A survey of hiring committee members was conducted by the Accreditation Steering Committee in 2004 and again in 2007. Responses across the three questions related to the clarity of hiring procedures indicated that nearly all participants felt the hiring process had improved.

Each year the catalog is reviewed for accuracy, legal requirements, and changes to policies and procedures. The catalog is a primary document containing comprehensive and current information that serves as a contract regarding policies for students. In the college-wide survey, 91% of the respondents indicated that the college’s publications were current and accurate.

Specific student services programs complete effectiveness assessments and evaluations throughout the year. The results of these assessments drive improvements in processes and procedures to better serve students. For example, counseling regularly conducts student evaluations at the end of each orientation class to get feedback specifically on what students had learned and whether they would be able to apply it to subsequent educational planning and registration activities.

**Documentation**

Documentation for participatory governance committees and operational committees is usually in the form of minutes and policy changes. The Academic Senate and Classified
Senate also prepare and distribute adopted resolutions. Contractual changes are also published in the faculty or classified union agreements. All are distributed college-wide and available on the district institutional assessment database, Academic Senate Web page, and the district intranet, P.A.R.I.S.

The college’s dedication to continuous planning and evaluation is reflected in the 2004 Academic Senate approved three-year plan for campus-wide implementation of student learning outcomes. However, implementation of the plan, as well as other committee participation, was suspended by Academic Senate and Classified Senate resolutions during the union work-to-contract period of 2006-2007. With settlement of the contract and other college and district responses to concerns noted in the resolutions, the SLO process and other committee participation were reinstituted in late spring 2007.

The college participated in the formation of the institutional assessment database. The database ensures the documentation of participatory governance committee actions in an archived, searchable format.

While there is broad participation in the planning process on campus, the College needs to better communicate the ways in which the strategic planning and budget process are interrelated. This was evident by the almost even split in responses to the 2007 accreditation survey item: “The college defines and disseminates its planning process adequately.” Forty-two percent of the respondents agreed or strongly agreed, while 40% disagreed or strongly disagreed. Eighteen percent were neutral or did not know.

**Student Learning Outcomes**

The Academic Senate has taken the lead in the development of student learning outcomes by developing the Student Learning Outcomes Committee, a campus-wide committee formed in 2003 with the express purpose of instituting student learning outcomes (SLOs) at course, program, and institution levels. West Valley College has dedicated resources for a full-time assessment coordinator whose primary responsibility is the implementation of SLO initiatives. The college’s assessment coordinator was instrumental in the initial development of the SLO committee and is responsible for continuing to train new department faculty, supporting departments in the creation of SLOs at all levels, and assisting departments in implementing assessment plans. Under the purview of the Academic Senate, the SLO committee provides leadership and supports shared knowledge and responsibility for student learning outcomes across campus.

Student learning outcomes efforts have been successful in numerous programs and departments. The college continues to address institutional effectiveness through student learning outcomes. The SLO committee developed and implemented a three-year phase in plan in which all departments across campus would receive training, assistance, and follow-up in the development and assessment of student learning outcomes. The SLO development process was put on hold in 2006-2007 as a result of an Academic Senate resolution and the union work-to-contract. With the resolution of the union contract in spring 2007, SLO efforts were re-energized. With the required review of SLOs for new or revised courses and programs beginning in spring 2007, 162 additional courses and 20 certificate or degree programs developed SLOs. In addition,
several departments re-opened and completed their SLO plans. New trainings and follow-up activities for program-level SLO development were held in May and June 2007 with the participation of nine departments.

West Valley College strives to assure quality student learning outcomes in its support services and to demonstrate the effectiveness of those services. More specifically, the College supports student learning and enhances the achievement of the college’s mission by offering a variety of comprehensive student services and activities. These include assessment, admissions and records, athletics, career programs, child development center, counseling, Disability and Educational Support Program, Educational Transition for Women and Men, Extended Opportunity Programs and Services, Tutorial Services, International Students Program, Puente, Success, financial aid, orientation, and student activities, Transfer Center, and counseling courses focused on personal and career development. Results of the spring 2007 accreditation survey indicated that 76% of respondents believed that the college’s student support services significantly contributed to student success. An equal percentage believed the college is committed to a high standard of providing services to students.

In response to enrollment growth, student services areas have made significant changes in the ways student access services. Changes include online registration, improved telephone registration, online counseling, online orientation, and expanded hours including evening hours Monday through Thursday. Many services also include Saturday hours and/or later evening hours or special activities during the first weeks of each semester.

In order to assess the effectiveness of services, matriculation contracted in 2006 with an outside consulting service, Collegiate In-Site, to evaluate the front door services—the first contacts students have with the college. The evaluation process involved on-campus focus groups as well as direct access of the services by the consultants as if they were students, prospective students, or community members. The results indicated that the greatest asset was that “the people of West Valley already possess a great sense of what it means to be student centered and they care passionately about living that practice.”

The consultant identified five areas for focus: 1) address significant questions such as who and what does it want to be, what will it be known for, and what is its message to the community; 2) implement training opportunities for management team and staff; 3) assess and develop innovative new student orientation process; 4) clearly communicate critical student services information; and 5) improve college and department communication. Follow-up within student services units occurred based on the report’s recommendations for each service unit. When Collegiate In-Site returned in spring 2007 to evaluate progress, significant improvements were noted in the follow-up report.

The College has been working to improve student access and success through various program activities. Many of these directly relate to the implementation of state required matriculation standards or other programs including financial aid outreach, early admissions, summer institute, Early Progress Alert system, and the new Back to Success workshops for students on probation.
The 2005 Student Equity Plan was completed in compliance with state student equity regulations to address access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The collaborative effort between student services and instruction utilized and analyzed data related to the above issues. The equity plan identified the following target groups: males, under-represented ethnic minorities (especially African Americans and Hispanics), students between 21-25 years of age, and students between the ages of 35-39. A series of goals and activities were subsequently developed to 1) create greater access opportunities through assertive outreach; 2) increase completion rates for students identified as at risk; 3) improve success rates for underperforming population groups; and 4) accurately assess and improve degree and certificate completion rates.

During the fall of 2005 and spring of 2006, under the auspices of California Tomorrow, faculty, staff, and administrators participated in workshops conducted through the Coalition for Student Success—Campus Change Network (CCN). Participation in the California Tomorrow initiative prepares community colleges to meet the challenges created by the rapidly changing demographic shifts within California. Seminar participants developed a better understanding of how shifts in demographics will impact community colleges now and in the future. Break-out sessions were conducted which included dialogues and planning for a vision of what the college will be doing to address these shifts. The goal is to increase access, diversity, and equity on campus in order to meet the changing needs of the community.

The College understands the critical connection between successful learning and a positive, reinforcing learning environment. This understanding is demonstrated throughout the campus by staff’s genuine support of student learning. The continuing changes in student demographics have moved the college to add an off-site center, increase its on-line educational offerings, and expand its focus on global education.

**Evidence of SLOs to Date**

The college’s existing program review and curriculum review processes reflect its commitment to improvement and are effective methods for assuring quality programs and service. For the most part, WVC faculty members have assessed student achievement through the traditional avenues of completion of course objectives as evidenced in grades, student retention and success rates, and transfer and certificate/degree completion rates. The college recognizes that these methods do not completely address all the components of a rigorous SLO assessment plan. Further plans include more extensively articulated SLOs, defined measurement activities tied to specific assignments, accumulation of data across all sections of a course, and improvement activities based on the data analysis.

Beginning in 2002, the college provided ongoing opportunities for faculty and staff to learn about classroom assessment, SLO development and implementation, and completing assessment plans. In 2003-2004, several departments conducted pilot SLO implementation at the course level. Building on the success of the early implementers, the SLO task force developed a three-year plan for the phase-in of student learning outcome assessment in all college instructional departments.
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In spring 2006, SLO and program effectiveness workshops were conducted for student services areas. In addition to formal workshops, the assessment coordinator has worked individually with motivated faculty. From 2004 to 2007, a grant from the Land Corporation provided funds for faculty stipends for participation in SLO development and assessment activities.

As noted in the spring 2007 Annual Report Update on Student Learning Outcomes, at that time the College had 135 courses with SLOs. Of those, 28 had completed assessment methodologies and 13 had completed an assessment activity. Ten had analyzed assessment results, and of those, nine had incorporated instructional changes. Two student services programs also had developed SLOs and one had incorporated changes into its program delivery.

The culture of evidence and improvement is applied more rigorously and consistently in the college’s vocational areas. Many vocational programs are accredited by external agencies and all career programs must meet professional standards. Programs that receive Vocational and Technical Education Act (VTEA) funding must also track student success through core indicator data established by the state chancellor’s office. These outside forces have prompted programs to create outcomes and analyze student achievement and program performance using data from accrediting exams and professional licensing requirements, certificate and degree completion rates, employment and graduate surveys, and industry advisory board recommendations more routinely than their academic counterparts.

The College recognizes the importance of institutionalizing SLO efforts as a way to strengthen the college’s commitment to quality. The combination of leadership of the Academic Senate, an assigned full-time assessment coordinator, a formal plan for implementing SLOs across courses and programs, and the mentoring efforts of the early implementers has set the college on a strong path for continued success.

**Organization**

At West Valley, a participatory governance approach is the most effective method for involving all constituencies in decision making. The college communication and decision-making structures and processes are based on and driven by the mission statement. See Appendix A: College Organizational Chart.

The primary participatory governance committee is College Council, chaired by the college president. College Council is composed of representatives of each participatory governance constituency:
• Academic Senate
• Classified Senate
• Division Chair Council
• Student Services Council
• Vice President of Instruction
• Vice President of Student Services
• Vice President of Administrative Services
• Student Senate

Ad-hoc members of College Council include the faculty accreditation liaison, the staff development coordinator, a representative of the college’s Diversity and Inclusion Committee, and the college’s research analyst. All College Council meetings are open to any college staff. Meeting agendas are sent to all college members via e-mail. After approval, meeting minutes are posted to the college intranet and are archived in the institutional assessment database.

The Executive Staff Council is comprised of the vice presidents and deans. This administrative body meets weekly to discuss operational and strategic issues.

Additionally, various campus leaders discuss issues and solicit input from their team members:
• President—Executive Staff Council
• Vice Presidents and Deans—managers and directors, division chairs
• Unions—representatives and executive council
• Academic Senate—senators and faculty
• Classified Senate—senators and classified
• Division Chairs—department chairs
• Department Mangers and Directors—area employees
• Committees and Councils—representative members.

Formal communication within and among the groups include:
• participation in the program review process,
• campus-wide e-mail announcements,
• distribution of minutes from participatory governance committees,
• participatory governance meetings and division and department meetings.

Regular meetings of participatory governance groups, faculty and staff unions, divisions, and departments are the dominant venues for including individuals in discussion of campus-wide issues and in decision-making. Participatory governance and operational committees and the faculty union deal with suggestions for improvement of processes and procedures which may originate campus-wide. These committees communicate formally through publication of minutes and updates on the campus Web site.

Input from students in the decision-making process occurs through participation on Student Senate, governance and operational committees, and the Board of Trustees.
Staffing needs are determined by established participatory governance processes. The need for full-time faculty is determined by curricular offerings. Departments follow a prescribed process for requesting full-time faculty positions. The requests are prioritized by the individual divisions and then by the Division Chair Council. The prioritized list is then approved by College Council and position recruitments are determined by available funds and state requirements to maintain faculty obligation numbers (FON). Departments and divisions determine the need for associate faculty based on course offerings, the availability of full-time faculty, and budget allocations.

The need for classified and administrative personnel is determined by requests based on identified needs for specific support. Requests are reviewed and prioritized by College Council with position recommendations forwarded to the president. Due to budget constraints over the past several years, the number of classified staff has diminished and some services have been curtailed. Classified staff support is of concern to the college at large and is reflected in the results of the spring 2007 accreditation survey. Only 24% of the respondents agreed that staffing levels are sufficient to support college programs. The college administration is committed to ensuring adequate staff support and it should be noted that College Council approved six new full-time equivalent positions over the past three years.

The College determines the sufficiency of its classrooms, laboratories, and other facilities based on requests from individual departments and divisions, including plans set forth in program reviews and the 2001 Educational and Facilities Master Plan (E&FMP). The majority of West Valley College facilities are old. Facility modernization has been a priority for the college since the E&FMP identified the need to modernize classrooms and laboratories and well as to incorporate current technology for instruction. A full review of the E&FMP is scheduled for fall 2007.

The College utilizes the 2001 Educational and Facilities Master Plan (E&FMP) as a foundation for addressing instructional and support service facility needs. The E&FMP led to the successful acquisition of state funding for significant building renovations. State funding, coupled with the Measure H Bond funds acquired in 2005, will bring to completion many of the plans in the E&FMP. As funding was acquired, ad hoc design teams were formed to work with the professional architectural contractors to address the specific instructional needs of the divisions most affected by the remodeling. A cross-disciplinary team with an understanding of the technology needs of the campus was formed to design the new multi-disciplinary Fox Center.

The safety and maintenance of the physical facilities is overseen by the Facilities and Safety Advisory Committee. Additionally, the campus safety officer has developed a comprehensive safety plan and regularly conducts safety training and safety drills. The vice president of administrative services meets regularly with the Facilities and Safety Advisory Committee to ensure that the campus meets state regulations regarding health and safety. The committee meets twice each month and has annual revenues at its disposal for facility repairs and improvements. The committee is composed of representatives from each building on campus plus representatives from health services, security, and student services.
On a day-to-day basis, the College maintains a safe environment through the use of campus police professionals. Campus police are sworn police officers. Additionally, security of technology in classrooms and other facilities is controlled by electronic security codes. The spring 2007 accreditation survey revealed that 98% of respondents felt safe on campus during the day. The percentage who felt safe on campus at night was only slightly less.

The Technology Advisory Committee (TAC) supports the use of technology to improve student learning outcomes and create a more efficient operational environment. The committee is comprised of faculty and lab faculty specialists, classified personnel and is chaired by the Dean of Technology. The Technology Advisory Committee prioritizes technology requests generated through program review and by one-time funding. It makes recommendations to College Council for final expenditure of funds. The Technology Advisory Committee also assesses the need for, and development of, technology-enhanced classrooms. Additionally, TAC develops a Technology Plan for the college.

The College has consistently established full-time equivalent student (FTES) funding goals which reflect state allocations. The Performance Goals Committee (PGC) is charged with monitoring class scheduling and room utilization to ensure compliance with both state allocations and faculty work load.

The administration has access to the annual district budget as well as the ability to run additional reports to get an accurate picture of year-to-date expenditures and remaining budget. The college’s budgeting practices are sound. The budget calendar, budget augmentation process, and tentative and final budgets are intended to reflect the linkage between budget planning and educational master planning. However, many college staff have an historic distrust of district budgetary practices. Only 24% of the respondents to the spring 2007 accreditation survey indicated that district budget priorities are determined by systematic planning. Additionally, only 18% indicated that appropriate and timely budgetary information is provided regularly throughout the district.

Over the past year, the District has made concerted efforts to increase the transparency of budgeting practices and has expressed the intent to continue to improve communication with the college regarding budget decisions and procedures. Upon the recommendation of the District Budget Advisory Committee (DBAC), the West Valley-Mission Community College District invited the Fiscal Crisis Management Assistance Team (FCMAT) to conduct an in-depth fiscal review of the district. This self-initiated district review has significant relevance because of the centralized support the district provides each of its two colleges and related budgetary processes at West Valley College.

During years when funding is increasing, primarily through one-time funds, the College has practiced a budget augmentation process. Each department meets to establish its funding priorities for positions, supplies, contracts, and equipment. Department priorities are submitted to the appropriate participatory governance council. Faculty requests and requests for supplies go to Division Chair Council, technology requests go to the Technology Advisory Committee, and college-wide priorities go to the
president’s Executive Staff Council where they are prioritized. The priority lists are combined by the Executive Staff Council into a master list that is submitted to College Council. College Council discusses the lists and makes a final prioritization up to the level of available funding. The final priority list is distributed campus-wide through the participatory governance process.

Dialogue

The participatory governance structure of West Valley College reinforces the value of communication and functions both formally and informally in discussions at department meetings, division meetings, and individual conversations between faculty, classified staff, and administrators. Members of the participatory governance committees often attend other committee meetings that further facilitate dialogue.

Numerous campus-wide committees consisting of managers, faculty, classified staff, and students exist as part of the participatory governance structure. Many such as Basic Skills Advisory Committee, Division Chair Council, Matriculation Steering and Advisory Committees, and Student Learning Outcomes focus on improving student achievement and learning. Other Academic Senate committees such Curriculum Committee, Accreditation Steering Committee, and Program Review Task Force are devoted to discussing and assessing the effectiveness of processes, policies, and organization.

West Valley College provides opportunities to discuss student success issues. Staff development has offered workshops and information about student success topics. There are campus-wide groups for basic skills and student equity and work groups focused on access, retention, and success. These groups are reforming to better integrate the commitments of the Academic Senate and other groups regarding these issues.

The program review process requires that departments engage in dialogue about improving student learning. The results are discussed in department meetings, division meetings, and at the Division Chair Council. Program reviews are available to all committees concerned with student learning and achievement.

Each semester the president hosts Fifth-Day Forums as a means of sharing campus-wide information and facilitating discussion of issues of concern to the campus community. The president also meets weekly with the presidents and vice presidents of the academic and classified senates.

The annual Professional Development Day activities for faculty and staff provide other opportunities for communicating about campus issues and facilitating dialogue about student learning. In recent years, Professional Development Day activities have focused on student learning outcomes, appreciation of diversity, assisting the emotionally distressed student, disaster preparedness, and other issues of college-wide concern. Each topic was addressed with numerous presentations by campus faculty, staff, and administrators, as well as outside professionals.

Student Services Council holds bi-monthly meetings to discuss any issues or areas related to student services that may need more in-depth discussion, evaluation, or
Dialogue is often most productive when it occurs outside the usual parameters. This was seen in a recent informal meeting of faculty and staff, organized by two faculty members, to discuss tips and techniques for creating productive first weeks for students. A group of dedicated faculty primarily from the reading and English departments have participated in the Regional Learning Communities project since 2001 and have offered linked courses with common themes. Professional development activities of the learning communities consortium addressed issues of student access, retention, and success. The faculty teaching the linked courses engaged in ongoing planning and discussion about the learning activities and progress of their joint students.

During fall of 2005 and spring of 2006, under the direction of the California Tomorrow coalition, faculty, staff, and administrators participated in Coalition for Student Success—Campus Change Network (CCN) workshops. The coalition prepares community colleges to meet the challenges created by the rapidly changing demographic shifts within California. Seminar participants developed a better understanding of how shifts in demographics will impact community colleges now and in the future. Break-out sessions were conducted which included dialogues and planning for a vision of what the college will be doing to address these shifts. The goal is to increase access, diversity, and equity on campus in order to meet the changing needs of our community.

The governance structure of the college was originally designed to ensure that communication would proceed efficiently and effectively through all relevant areas of campus. The change from an 18-week semester to a 16-week semester limited faculty and staff time for participation on committees. The compressed calendar leaves less time for dialogue among colleagues.

Further, in 2006-2007, after months of failed negotiations, the faculty and classified unions recommended a work-to-contract action. In addition, the Academic Senate and Classified Senate passed resolutions in support of the union action that also addressed other areas of concern. As a result, faculty and staff participation in participatory governance declined dramatically, as did the opportunity to engage in useful dialogue regarding campus issues. With the settling of the union contracts and progress toward resolving the other issues noted in the resolutions, the senates’ resolutions were lifted in spring 2007.

**Institutional Integrity**

There are numerous policies in place to support West Valley College’s emphasis on integrity. District policies stipulate codes of conduct for the entire college. The non-discrimination policies and sexual harassment policies are specific examples of policies created to meet those standards. The College fosters appreciation of diversity through workshops and training presentations coordinated by district staff development. For example, a special 2004 Professional Development Day activity, True Colors, focused on personal differences. The spring 2007 accreditation survey indicated that 74% of the
respondents agreed that the college provides programs and services that enhance understanding of diversity on campus.

Ethical and professional standards are a part of the Leadership Development Academy training for classified staff and administrators. Ethical standards also are addressed in the Student Code of Conduct outlined in the college catalog. District policies and the collective bargaining agreements also address ethical and professional standards for faculty and staff. District policies and the bargaining agreements are available to all employees on the district Web site. The Faculty Handbook also sets professional standards. Policies pertaining to management personnel are included in the management handbook distributed to all managers.

The college’s ethical standards are also reflected in:
- the college’s hiring processes;
- the faculty contract’s delineation of faculty duties and responsibilities;
- the evaluation processes for part-time, tenure-track and tenured faculty, classified staff, and managers;
- the formal grievance process for addressing student concerns about faculty assignment of grades or harassment/discrimination;
- the academic honesty policy.

The College encourages open discussions of issues regarding integrity. Formal processes include:
- the president’s annual letter to faculty and staff,
- college news releases published by the district,
- publication of minutes from all participatory governance committees distributed to college via the college intranet site,
- the president’s Fifth-Day Forum discussions.

Informally, open discussions of issues regarding integrity are regularly conducted via all-college e-mail, between colleagues, and in department and division meetings.

The college’s record on equity and diversity is the focus of on-going attention. The composition of college faculty, staff, and administration does not mirror the ethnic distribution of the changing student body. Special efforts are undertaken to ensure that the hiring processes are free of bias and that recruitment efforts are sufficiently broad so as to ensure a diverse pool of applicants. The revitalized District Faculty and Staff Diversity Council is charged with assisting the district in the development and implementation of the district’s diversity plan.

Board members ensure that the college meets its legal and fiscal obligations. The College further guarantees the integrity of its finances through internal control processes, audits and the thorough participation in the District Budget Advisory Committee (DBAC).

New building plans conform to state building code standards as determined by the California Department of State Architect (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. A Citizen’s Bond Oversight Committee has been established to oversee the appropriate use of bond funds.

Summary
The self-study process that culminated in this report provided the College with an opportunity to evaluate the quality of the institution in its service to students and the community. This self-examination resulted in numerous specific action plans indicated throughout the four standards. These plans will be the centerpiece of much of the planning the College will undertake during the next few years. For a summary of the major planning agenda items, see the Planning Agenda Summary.
ORGANIZATION OF THE SELF STUDY

Preparation for the self study commenced in 2003 with the formation of the West Valley College Accreditation Steering Committee. This committee was co-chaired by the accreditation liaison officer, the vice president of instruction and the faculty accreditation liaison officer, a faculty member appointed by the Academic Senate. Other members represented the classified staff, faculty, and administration and included the college research analyst, assessment coordinator, Academic Senate president, and others with expertise and interests related to accreditation.

The Steering Committee met regularly throughout the academic years of 2003, 2004, 2005, 2006, and 2007 to ensure the planning and coordination of the self study. The Steering Committee was responsible for producing the Midterm Report in 2004 and Progress Reports in 2005 and 2006. In addition, the Steering Committee educated the college community regarding the new accreditation standards, the need for evidence-based decision-making, and the importance of implementing student learning outcomes. Members of the Steering Committee participated in the development of the college’s student learning outcomes project. Members also served on the Program Review Task Force that developed and implemented a new program review process that integrates student learning outcomes as evidence of institutional effectiveness.

The Steering Committee kicked off the self-study process at Professional Development Day in fall 2005. A call for volunteers was issued through the Classified and Academic Senates and individuals were selected for the four standard teams. Each of the four teams was co-chaired by an administrator and a faculty member. Care was taken to assemble a diverse group that reflected a variety of experiences and viewpoints. This effort was hampered by the fact that faculty and staff were under the direction of their unions to work to contract. Subsequent resolutions by the Academic Senate and the Classified Senate further inhibited participation from faculty and classified staff. Thus, the pool of available individuals remained small throughout 2005 and into the fall of 2006. Team members and the Steering Committee participated in the ACCJC Self Study training in fall 2005. Throughout 2006, the Steering Committee continued to coordinate the activities of the standard teams as they gathered evidence and drafted the self study.

In spring 2006, the Steering Committee, in conjunction with the West Valley-Mission Community College District’s Information Systems, established a district-wide institutional assessment database to support current and future measurement of institutional effectiveness. This project included the development of district-wide naming conventions and the creation of a searchable data base. Additionally, the college webmaster developed an interactive accreditation Web site where team members could collaborate on drafts and the college community could access general accreditation information and stay abreast of the progress on the self study.

The Steering Committee designed an Institutional Assessment Plan, approved by College Council in spring 2006 and assigned participatory governance groups to each of the four standards. These participatory governance groups acted as important resources
to the Standard Teams as they drafted the self study. More importantly, this partnership ensured the institutionalization of measures of institutional effectiveness and the periodic review of the mission statement and other planning documents.

Throughout spring 2006, standard drafts were reviewed and refined for consistency and accuracy by the teams and the Steering committee. The first draft of the self study was presented to the college community for input in spring 2007. Comments and suggestions were referred to the Steering Committee for incorporation in the draft. Printed copies of the draft were circulated through participatory governance groups and a digital copy was made available on the accreditation Web site.

**DISTRICT COORDINATION**

Because both West Valley College and its sister college, Mission College, were developing their self studies and hosting site visits at the same time, the District Joint Accreditation Steering Committee (DISJOINT), formed during the previous self study, was reconstituted in 2003. The team consisted of the college presidents, vice presidents of instruction, Academic Senate presidents, the district vice chancellor of administrative services, the special assistant to the chancellor, and the faculty accreditation liaison from each college. The research analysts from the two colleges and the district director of information services also provided support to the committee. DISJOINT coordinated the two self studies to ensure consistency on issues related to district services and the production of the reports while still maintaining the autonomy of each institution.

DISJOINT met regularly throughout the 2004, 2005, 2006, and 2007 academic years. The committee developed a style sheet to use for the self study and determined an editorial process for review of the final self studies of both colleges. The committee also elected to create a survey instrument to gather feedback from faculty, staff, and administrators. Surveys were completed in March 2007. The results were compiled under the direction of DISJOINT and distributed to both colleges.

**COMMUNICATION**

The accreditation co-chairs kept the college community fully informed regarding progress of the self study through a variety of methods: consistent updates at college-wide faculty/staff meetings, Board of Trustees meetings, College Council meetings, Academic and Classified Senate meetings, and management meetings. Additionally, the accreditation Web page (http://wvc.westvalley.edu/accreditation/), the accreditation “TidBits” e-mails, and discussions during team meetings served to ensure wide distribution of information.
ACCREDITATION STEERING COMMITTEE

Co-Chairs
Dave Fishbaugh  
Vice President of Instruction and  
College Accreditation Liaison Officer
Sally Aitken  
Faculty, Fashion Design and  
Faculty Accreditation Liaison

Members
Philip Hartley  
West Valley College President
Albert Moore  
Special Assistant to the WVMCCD Chancellor
Angelica Bangle  
Academic Senate President
LeAnn McGinley  
Assessment Coordinator
David Tom  
College Research Analyst (2001-2007)
David Duncan  
College Webmaster
Carl Jones  
Graphic Designer, Instructional Development
Fred Prochaska  
Dean of Career Programs and Workforce Development
Roberta Berlani  
Faculty, Biology

STANDARD COMMITTEES

Standard 1: Institution Mission and Effectiveness

Co-Chairs
Ernie Smith  
Vice President of Student Services
Wanda Wong  
Counselor

Members
Donna Brosamer  
Counseling Office Supervisor
Scott Ludwig  
TV/Audio Visual Operations Coordinator and  
Classified Senate President (2004-2007)
Danny Yoshikawa  
Faculty, Physical Education
Paul Starks  
Faculty, Physical Education
Pablo Ortega  
Division Chair, Student Services
Standard 2: Student Learning Programs and Services

Co-Chairs

Dave Fishbaugh  
Vice President of Instruction  
College Accreditation Liaison Officer

Kris Gaiero  
Faculty, Health Care Technology and  
Division Chair, Applied Arts and Sciences

Members

Geri Peterson  
Executive Assistant to the Vice President of Instruction

Ginny Aragon  
Dean of Student Support Services

Becky Perelli  
Health Services Coordinator

Linda Gibson  
Dean of Matriculation and Counseling

Susan Horton  
Educational Transitions for Women and Men Coordinator

Rebecca Wong  
Faculty, Mathematics

Stan Benkoski  
Faculty, Mathematics

Chris Cryer  
Faculty, Art

Denny Burzynski  
Faculty, Mathematics

Fred Prochaska  
Dean of Career Education and Workforce Development

Betsy Sandford  
Faculty, Library

Peggy Mathieson  
Faculty, Paralegal Studies

Celine Pinet  
Dean of Instruction

Heidi Diamond  
Faculty, Business

Standard 3: Resources

Co-Chairs

Fred Prochaska  
Dean of Career Education and Workforce Development

Michael John Renzi  
Vice President of Administrative Services

Members

Fred Chow  
Dean of Information Technology and Services

Rick Lee  
Finance Specialist

Julie Chou  
Finance Technician

Rebecca McConnell  
Senior Administrative Assistant

Cathy Aimonetti  
Senior Administrative Assistant, Career Education and Workforce Development

Kelly Murphy  
West Valley College Administrative Specialist, Personnel

Tom Green  
Faculty, Biology

Jim Henderson  
Faculty, Business

Randy Castello  
Faculty, Accounting
**Standard 4: Leadership and Governance**

**Co-Chairs**

Philip Hartley  West Valley College President  
Roberta Berlani  Faculty, Biology

**Members**

Angelica Bangle  Counselor and Academic Senate President  
Brenda Rogers  Senior Executive Assistant to the President  
Lance Shoemaker  Faculty, Business  
Diane Rudy  Faculty and Division Chair, Physical Education  
Ken Schock  Faculty, Business  
Albert Moore  Special Assistant to the WVMCCD Chancellor  
Chris Stampolis  WVMCCD Trustee

**SELF STUDY TIMELINE**

**Fall 2004**

**September—November**

- Steering Committee widened circle of knowledge through informational presentations to participatory governance groups: Student Services Council (SSC), Division Chair Council (DCC), Executive Staff Council, Academic Senate, Classified Senate, and College Council (CC).
- Steering Committee began process of creating the ACCJC Progress Report.
- District reconstituted the District Joint Accreditation Steering Committee (DISJOINT).
- Steering Committee researched parameters for Web page.
- Steering Committee researched other college’s approaches to the organization of the self study.
- DISJOINT determined process for coordination of the two college’s self studies.

**Spring 2005**

**January**

- College initiated student learning outcomes project.
- Cohort 1 developed course-level student learning outcomes (SLOs) and assessment plans.

**February**

- Steering Committee developed outreach plan.
- Steering Committee planned evidence gathering process.
May
- DISJOINT approved three-year budget for accreditation self study for both colleges.

Fall 2005

August
- Steering Committee presented accreditation self study kick off event at Professional Development Day

October
- Steering Committee posted results of evidence game from kick off on accreditation Web site.
- College Council, Student Services Council, Academic Senate, and Division Chair Council place accreditation as an on-going item on meeting agendas.
- College submitted Progress Report to ACCJC.
- Steering Committee established accreditation Web page.
- Steering Committee members and other faculty and staff attended ACCJC training.

November
- Steering committee began regular e-mail updates to college community through “Tid-Bits.”
- Steering Committee identified evidence sources.
- Steering Committee determined survey mechanism for college-wide survey.
- Steering Committee formed Standard Teams.

December
- Cohort 1 implemented SLO plans.
- Cohort 2 developed SLOs and assessment plans.
- College developed Information Competency assessment review process.

Spring 2006

February
- Steering Committee established accreditation Web page.
- Steering Committee were trained in use of the Web page.
- Steering Committee established self study process.
- Steering Committee re-established Standard Teams and co-chairs.
- Steering Committee sponsored self-study orientation.

April
- DISJOINT established district accreditation budget.
- DISJOINT determined organizational mapping mechanism.
- DISJOINT refined budget and timeline.
- DISJOINT approved accreditation survey instrument.
May
- Steering Committee established college-wide method of cataloging evidence.
- College completed program review pilot.
- Steering Committee collaborated with district IS to create a document collection and storage system that formed the basis for an institutional assessment database.
- Steering Committee developed district-wide naming conventions and uploaded identified participatory governance committee data.
- Cohort 3 SLO development and assessment plans delayed due to work-to-contract.
- Cohort 2 SLO implementation delayed due to work to contract.
- Information Competency implementation delayed due to work-to-contract.

Fall 2006
September
- Steering Committee completed Progress Report for Recommendation 3.
- Standard Teams began draft reports for self study.
- Steering Committee drafted Introduction, Response to College Goals, and Response to Recommendations.
- College continued uploading of participatory governance documents.

October
- Standard Teams met to outline responses section of the self study.
- Steering Committee continued coordination of responses.
- College submitted Progress Report for Recommendation 3.

December
- All programs completed Program Reviews.
- DISJOINT continued development of college-wide survey instrument.

Spring 2007
February
- Work-to-contract ended.
- Standard Teams composed responses to the standards, created evaluation and action plan portions of the responses, and collected evidence sources to support the responses.
- SLO Committee reconvened.
- Steering Committee reviewed drafts as submitted; created, compiled, and edited responses to previous recommendations and college identified goals; and created introduction to the self study.
- Steering Committee surveyed hiring committee chairs from 2004-2007.
- Faculty Accreditation Liaison met with standard teams to assess progress and edit drafts.

March
- District Council approved district Mission Statement.
- College reviewed and updated the WVC Mission Statement.
• College reviewed its strategic plan.
• College administered 2007 Accreditation Survey to college community.
• DISJOINT completed college and district mapping document.
• Steering Committee continued to coordinate document collection and storage.
• Steering Committee identified self-study editor.
• Steering Committee reviewed self study and addressed missing information.
• Steering Committee prepared first edit of draft document.

April
• Participatory governance groups reviewed self study draft for factual errors and additional data or information:
  o Executive Staff Council
  o College Council and constituent groups
  o Division Chair Council
  o Academic Senate
  o Student Services Council
  o Administrative Services Council
  o Classified Senate
  o Other participatory governance groups

May
• College Council reviewed changes to self study.
• Steering Committee and Standard Teams made changes to the self study.

June-August
• Steering Committee prepared final edit of self study.

Fall 2007
September
• Steering Committee made final changes to the self study.

October
• College Council approved the self study.
• Academic Senate approved the self study.
• Final self study posted to the accreditation Web site.

November
• Board of Trustees approved self study.
• Steering Committee published self study and supporting documentation.
• College submitted self study to ACCJC.
CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority
West Valley College is reviewed and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This accreditation authorizes the college to offer courses that parallel the first two years of the state universities’ curricula (West Valley College Catalog 2007-2008, p.2).

2. Mission
West Valley College’s educational mission is clearly defined and published in the annual college catalog (West Valley College Catalog 2007-2008, p.2.) The mission statement was reviewed, revised, and adopted by College Council in spring 2007 and the West Valley-Mission Community College Board of Trustees. The mission is consistent with its legal authorization and appropriate to a degree-granting institution of higher education and the constituency it serves.

3. Governing Board
West Valley College “has a functioning governing board responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out (District Policy 1.6.5). Its membership is sufficient in size and composition to fulfill all board responsibilities (District Policy 1.6.2). The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions (District Policy 1.5 and 1.6). A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution (District Policy 1.6.6 ).

4. Chief Executive Officer
West Valley College has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution (District Policy 2.1).

5. Administrative Capacity
The 15 administrative staff members at West Valley College support the services necessary to carry out the institution’s mission and purpose. Their preparation and experience is scrutinized through rigorous management employee selection and evaluation procedures (District Policy 2.17).

6. Operational Status
West Valley College is operational with 10,980 students in fall 2007 actively pursuing transfer to four-year institutions, degree and certificate programs, and lifelong learning (Introduction to the Self Study).
7. Degrees
West Valley College offers a wide range of educational programs including 59 associate degrees and 92 certificate programs (West Valley College 2007-2008 Catalog, pp. 14-15).

8. Educational Programs
West Valley College’s degree programs are congruent with its mission, based on recognized higher education fields of study, and sufficient in content and length. Instructors meet minimum qualifications established by the California Community Colleges Statewide Academic Senate and are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record. These requirements ensure that courses are conducted at levels of quality and with rigor appropriate to the degrees offered.

9. Academic Credit
West Valley College awards academic credits based on generally-accepted practices in degree-granting institutions of higher education (per regulation, Title 5, West Valley College Catalog 2007-2008, Academic Regulation 5.6 Academic Standards).

10. Educational Objectives
West Valley College defines and publishes each educational program’s objectives for students in the West Valley College 2007-2008 Catalog. See individual degree and certificate programs.

11. General Education
The College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry (West Valley College Catalog 2007-2008, General Education Requirements, p.10). Mathematics, reading, writing, and speaking competency requirements are also stipulated in the catalog. The institution’s General Education program is scrutinized for rigor and quality by the Curriculum Committee.

12. Faculty
In spring 2007, WVC employed 197 full-time faculty members who are qualified to conduct the institution’s programs as they have met state-mandated minimum qualification. Faculty duties and responsibilities are clearly outlined in the collective bargaining agreement (Agreement between Association of College Educators and West Valley-Mission Community College District, Faculty Handbook).

13. Student Services
West Valley College provides appropriate student services and programs consistent with student characteristics and the institutional mission (West Valley College Catalog
14. Admissions

West Valley College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs (District Policy: Eligibility and Admission Requirements 5.2, in *West Valley College Catalog 2007-2008*, p.175).

15. Information and Learning Resources

West Valley College provides specific long-term access to sufficient information and learning resources and student services to support its mission and all of its education programs (*District Policies* Chapter 5, *West Valley College Catalog 2007-2008*, pp. 188-191, *Summer and Fall 2007 Schedule of Classes* pp.84-85).

16. Financial Resources

The General Fund Plan and Budget is considered an instrument to achieve the College’s Mission, Strategic Goals and Priorities, and supports the existing programs services and College (District Policy 6.5 and 6.6).

17. Financial Accountability

Each year the district contracts with an independent certified public auditor. An audit is conducted in accordance with standards applicable to a financial audit, as contained in Governmental Accounting Standards Board Statements Number 34 and 35, using the business type activity model recommended by the state chancellor’s office Committee on Fiscal and Accountability Standards.

18. Institutional Planning and Evaluation

West Valley College provides evidence of basic planning for the development of the institution—planning that identifies and integrates plans for academic personnel, learning resources, facilities and financial development, as well as procedures for program review and institutional improvement (2001 Educational and Facilitates Master Plan, Instructional and Non-Instructional Program Reviews, WVC Budget Development Process, Five-Year Construction Plan).

West Valley College systematically evaluates and makes public how well, and in what ways, it is accomplishing its purposes, including documentation of institutional effectiveness through reports to the California Community Colleges Chancellor’s Office, annual State of the College Reports, reports for the League for Innovation in the Community College membership, accreditation self-study reports, college catalogs, reports to College Council, and other community and governance documents. The College has a plan, sanctioned by the Academic Senate, for campus-wide assessment of student learning outcomes (SLO reports to the Academic Senate).
19. Public Information

West Valley College publishes in its catalog and schedule of classes and on its Web site precise and up-to-date information including on the following:

- Purpose and Objectives (*West Valley College Catalog 2007-2008*, p. 2).
- Items relevant to attendance and withdrawal (*West Valley College Catalog 2007-2008*, p. 182 and *Summer and Fall 2007 Schedule of Classes*).
- Complaint and Grievance Procedures (*West Valley College Catalog 2007-2008*, p. 181, 186; *District Policies* 5.19-5.21; and Student Complaint and Grievance Procedures).

- Program and Course/Degrees Offered and Degree Requirements (*West Valley College Catalog 2007-2008* and www.westvalley.edu).
RESPONSE TO RECOMMENDATIONS

The 2001 Accreditation of West Valley College resulted in four recommendations for improvement. Progress on each of these goals was provided to the accrediting commission in the Midterm Report submitted in 2004. Of particular concern to the commission was Recommendation 4 which required a special Midterm Report response. A follow up Progress Report for Recommendation 3 was submitted in 2006.

Significant progress continues to be made in response to these recommendations. Much of the detail of the accomplishments in each area, as well as the evidence to support that detail, can be found within the body of the responses to the four standards. Provided here is a summary of the progress to date on each of the five previous accreditation recommendations.

RESPONSE TO RECOMMENDATION 1

“The team recommends that the college use its mission statement and its strategic goals as a basis for addressing issues of equal access, diversity, and equity, in particular by regularly reviewing the effectiveness of its outreach to underrepresented students, the success of these students once they are enrolled, and the ability of the college to attract and retain underrepresented faculty and staff (Standards 2.6, 5.3, 5.7, 7D.2)”

West Valley College has expanded its outreach efforts in recent years to include areas of the county that are ethnically diverse and economically disadvantaged. Specifically targeted is the East Side Union High School District. College recruiters conduct outreach at 29 high school campuses where they provide assessment, academic counseling, and financial aid workshops. The College also brings high school students to the campus for campus tours and orientation to academic programs and majors, organizations, and services which will help them succeed at the college level (REF: II.B.4.).

In addition, the College has modified its marketing materials to attract new populations. The schedule of classes was redesigned to reflect and support the goal of increasing the diversity of West Valley’s student population. New marketing materials also were designed to attract adult students such as New Year’s Resolutions postcards featuring personal enrichment courses. Professional and skill development courses target those who are re-starting a previous degree program or seeking a new one (REF: II.B.4.).

The College completed its Student Equity Plan in 2005. The plan identified the following four target groups: males, under-represented ethnic minorities, students between the ages of 21-25, and students between 35-39. The goals and activities of the plan focus on access, ESL and basic skills course completion, degree and certificate completion, and transfer rates (REF: II.B.24.).

During the fall of 2005 and spring of 2006, under the auspices of the California Tomorrow coalition, faculty, staff, and administrators participated in workshops conducted through the Coalition for Student Success—Campus Change Network.
Participation in the *California Tomorrow* initiative prepares community colleges to meet the challenges created by the rapidly changing demographic shifts within California. Seminar participants developed a better understanding of how shifts in demographics will impact community colleges now and in the future. Break-out sessions were conducted which included dialogues and planning for a vision of what the college will be doing to address these shifts. The goal is to increase access, diversity, and equity on campus in order to meet the changing needs of the community (REF: II.B.16.).

Student support services activities are reviewed and evaluated regularly through surveys conducted by counseling, financial aid, health services, CalWORKS, DESP, Tutorial Services and other student services groups that have direct access to and impact on students. (REF: II.B.2., II.B.19., II.B.8.).

West Valley is committed to the success of all its students. The College recently implemented an electronic mid-semester Early Progress Alert system which operates similarly to the electronic grading already in place. The mid-semester progress report allows faculty to indicate electronically which students are experiencing difficulty in any of three areas: tests, attendance, and assignments. Students are then contacted through the counseling department and/or special programs, provided a list of resources, and encouraged to speak to their instructors or a counselor for additional assistance (REF: II.B.15.).

The College also has implemented a new program, Back to Success. All students on probation or dismissal receive an e-mail or letter encouraging them to participate in a workshop to help get back on track. Many students are also contacted by telephone. The Back to Success workshops include small group discussions, a review of academic policies, a refresher on campus resources, strategies to succeed in college, an individualized review of transcripts, and the development of individual educational plans (REF: II.B.15.).

**Diversity and Retention of Under-represented Faculty**

The College believes that a diverse faculty and staff support a dynamic environment for learning and working. The West Valley-Mission Community College District Council re-affirmed on November 29, 2006 the importance of the district-wide Faculty and Staff Diversity Advisory Council (FSDAC). As a district-wide participatory governance committee, FSDAC is comprised of representatives of college-level and district-level participatory governance groups and serves as an advisory group to the associate vice chancellor of human resources. To ensure appreciation of diversity, college representatives participate on FSDAC. Participation also supports the college’s commitment to hire a diverse faculty and staff that will create a dynamic learning environment for its students.

The Faculty and Staff Diversity Advisory Council meets monthly to address diversity concerns and legal requirements. One of the major objectives of the council for 2007 was to complete a new Equal Employment Opportunity Plan (EEOP) for the district. The council met to determine a preliminary work plan and timetable for drafting a new EEOP. It also identified and prioritized one-to-three year committee goals. The council
is analyzing data from the last three years regarding race/ethnicity/disability status and gender. The council will make future recommendations including those related to the retention of faculty from traditionally underrepresented groups (REF: III.A.12., III.A.13.).

Both the College and the District have instituted formal recruitment practices for attracting and hiring a diverse faculty, staff, and administration. Employment applications have been modified to track demographics and verify the diversity of applicant pools. Job announcements are advertised and posted in a number of ethnically-targeted publications and Web sites to increase outreach to minority applicants. In the event that an applicant pool does not meet diversity goals, a second recruitment takes place. The hiring committee members must also meet diversity requirements (REF: III.A.2., III.A.15., III.A.3.).

The district Human Resources both requires and provides training for hiring committee members to ensure that committees adhere to interviewing and hiring guidelines as required by the state of California. Diversity requirements include comparative balances and targeted goals in the areas of gender, ethnicity, disabilities, and sexual orientation. Statistics are kept for the different job categories and an annual report is filed with the state. The College is currently in compliance with state goals for diversity.

In order to provide programs, practices, and services that support its diverse personnel, the institution has three staff development programs, one for each college and the district. This structure enables the institution to respond to the particular needs of each entity. The three programs also make an effort to coordinate and collaborate when there are similar needs (REF: II.A.14.).

Additionally, staff development provides activities for staff to develop their understanding and appreciation of diversity. Each year, staff development offers a variety of training programs in diversity, cultural competency, cultural awareness, and discriminatory harassment in face-to-face and online formats (REF: III.A.14.).

The West Valley-Mission Community College District regularly assesses its employment equity and diversity record in consideration of its mission. Data regarding the institution’s record on employment equity and diversity is currently under review as part of the development of a new Equal Employment Opportunity Plan (EEOP). To determine the institution’s employment equity record, data is collected from all recruitments. Applicant data is tracked and an annual report is provided to the state chancellor’s office. Faculty and staff demographic data is also reported annually. A new model EEOP has been released by the state chancellor’s office and the Faculty and Staff Diversity Advisory Council (FSDAC) will be analyzing this data as part of its work to develop a new EEOP for the District (REF: III.A.12., III.A.13., III.A.15.).
RESPONSE TO RECOMMENDATION 2

“The team recommends that the college address the problems and loss of operational effectiveness that have resulted from the conversion to the new computer information system. (Standards 3A.2, 4A.4, 5.3, 8.2, 9B.1, 10C.4)”

The 2001 accreditation visit occurred during the first semester that the district was implementing its new Datatel information management system. Many of the problems experienced at that time have been rectified. Since 2001, fuller implementation of Datatel has occurred, primarily with student registration and enrollment. The newly-integrated Web-based registration system, My Web Services (formerly Web Advisor), has resulted in a more accurate flow of information between departments and has provided more efficient application and registration services for students. The integration of the student registration and finance systems allows a single source of information to be shared by many departments, thereby reducing data entry time and errors. Procedures for tracking student receivables have been introduced and students can now make Web-based credit card payments at the time of registration (REF: III.B.15.).

Other faculty elements include My Web Services for Early Progress Alert and grades online and My Budget for budget information. A new communication module has also been implemented for automatic e-mail to students. To address the previous problems of extracting reports from Datatel, MVQuery has been instituted (REF: II.A.4., II.A.8., II.A.9.).

Addition software enhancements include:

- ClassTracks—an academic analysis software package that provides users with timely information about enrollment, facility utilization, class scheduling, and information about program, discipline, and faculty productivity.
- CurricUNET—an online system that automates the college’s curriculum development process from beginning to end.
- Scheduling and Reporting System (SARS)—a student services database that interfaces with Datatel. Currently this system is used primarily to schedule appointments with counselors. A new upgrade to SAR provides automatic calling to large volumes of users.

Of particular assistance to instructors was the college’s migration from WebCT to A New Global Environment for Learning (ANGEL) course management system for online course development and management. Instructors teaching both online courses and traditional classroom courses benefit from the ANGEL system which allows for online grade tracking, instructor/student e-mail, online testing, and access to learning materials. Integration with Datatel makes this a powerful tool for data collection and management (REF: III.C.18.).

Additional tools and increased capabilities in Datatel have helped WVC become more data-driven. While Datatel has been fully implemented in the finance and student registration and enrollment areas, the human resources modifications remain in development. Another remaining deficiency is the reduced ability of users to retrieve
information from the system to meet new accreditation standards, track students over time, and assess the effectiveness of student learning outcomes initiatives.

The district Information System (IS) department began planning a data warehouse system to support institutional assessment in the fall 2005. A central data warehouse was created and uniform naming conventions were developed and adopted in the spring 2006. During the pilot program, in summer 2006, participatory governance groups submitted official documents for uploading to the system. This formed the foundation of a fully searchable, district-wide institutional assessment database for use in institutional planning and evaluation. This database forms one basis for the college’s institutional assessment plan (secure-www.wvmccd.cc.ca.us/fol/index.php).

RESPONSE TO RECOMMENDATION 3

“The team recommends that the College develop and implement an evaluation and feedback process in order to provide evidence that its program evaluations lead to the improvement of programs and services and assess the achievement of its planning goals. The evaluation of student success, as determined by various student outcomes measures (e.g. course retention, persistence, rates of achieving degrees and certificates, transfer rates, etc.) should be incorporated into program review and planning process. (Standards 3.A.1, 3.A.3, 3.A.4, 3.B.2, 3.B.3, 3.C.1, 3.C.3)”

West Valley College has implemented this recommendation in collaboration with the Academic Senate. The Academic Senate and administration have worked closely to evaluate and revise earlier program review processes that were not fulfilling the needs of the college or the expectations of the accreditation commission. As a result, the Academic Senate convened a task force that met for over a year and formulated a new program review process to satisfactorily address program evaluation.

The new program review process complies with ACCJC standards and provides the direction and means for programs to plan appropriately, strategize effectively, carry out their missions, and make qualitative and quantitative improvements. Program review has now been implemented as envisioned and forms the basis for program improvement, strategic planning, resource allocation, and input into the Educational and Facilities Master Plan. Additionally, it serves as the basis for the implementation and assessment of student learning outcomes and the evaluation of the achievement of planning goals (REF: II.A.12.).

RESPONSE TO RECOMMENDATION 4

“The team recommends that the College and District jointly address human resources issues that continue to be of concern, as they were to the 1995 visiting team, which recommended that “The District develop, revise, and document effective and efficient policies, procedures and structures for the human resources function that do not rely heavily on administrative continuity.”

Since the midterm report was completed, three major changes have occurred to ensure consistency and communication between West Valley College, Mission College, and
the district regarding development and implementation of policies, procedures, and structures related to the human resources function.

- The senior executive assistant in human resources (HR) was reclassified as executive coordinator having responsibility for the day-to-day operations of the department, including recruitment and selection, employee processing and compensation programs, and the supervision of staff. The position reclassification ensures that policies and procedures are developed and consistently enforced between the colleges and the district.

- The two administrative specialists for personnel, one at each college, report partly to the associate vice chancellor of human resources to ensure consistency in implementing HR policies and procedures. Although the specialists are college employees, they attend district HR staff meetings on a regular basis. At these meetings, staff members collaborate on many HR issues including new policies and procedures. Respondents to the 2007 survey of hiring committee chairs consistently agreed that the college administrative specialist for personnel served a vital and helpful function in interpreting policy and facilitating procedures.

- As of February 2006, the associate vice chancellor of human resources position was filled on a permanent basis.

- The recommendation as stated above is a district responsibility and is not restricted to West Valley College interests only. The HR department has been responsive to ensure that both colleges are served in all HR functions.

Clarification of District and College responsibilities in the recruitment and hiring of staff:

Significant improvement has been made in the clarification of district and college responsibilities in the recruitment and hiring of staff. Specifically, the district implemented changes listed below (REF: III.A.2., III.A.3.,III.A.9.).

- A new personnel requisition form was developed to be completed by the requesting party in order to obtain approval. The requesting party must justify the need for the position by responding to eight questions.

- In 2004, the associate vice chancellor of human resources worked closely with the academic senate presidents of both colleges to develop detailed recruitment and selection procedures for faculty. The procedures include the specific responsibilities and tasks to be performed throughout the process, revised forms with directions, the Title 5 requirements pertaining to equal employment opportunity programs, and the Uniform Guidelines on Employee Selection Procedures developed by the federal government. The Academic Senate tracks faculty compliance regarding required participation in the recruitment procedure training to ensure all parties understand their responsibilities. However, the degree to which tracking is accomplished and the accuracy of the records is unclear.

- Human resources posted all recruitment and selection procedures to the intranet Web page (P.A.R.I.S) for access by all employees. Search committees are given the procedures at each break point in the process: opening, recruitment, paper screening, interviewing, and reference checking.

- Human resources developed the recruitment and selection procedures for classified and administrative recruitments. These procedures also are posted to the HR web page.

- Hiring committee chairs were surveyed in spring 2007 to determine the degree to which the new hiring policies, procedures, and training had improved the recruitment processes. A majority of the surveyed hiring committee chairs found the procedures clear and readily available on the HR Web page. Team chairs reported that the training provided by HR clarified their responsibilities as chair and those of HR. Nearly all respondents indicated that the HR staff were responsive and helpful when questions arose in the hiring process. Generally, respondents indicated that the new policies and procedures were a significant improvement over past practice;
however, they indicated that there was little opportunity to have input or make suggestions about improvement in the process. Additionally, a small number of respondents expressed concern about the lack of flexibility of the hiring procedures for special circumstances.

College staff accessibility to regularly updated written district policies and procedures that address end-user needs at the College as well as internal Human Resources Office needs:
The following have been instituted to assure updated policies and procedures address end-user needs.

- District policies and procedures are posted on the district Web page. Policies and procedures have been revised to align with recommendations from the Community College League of California and are posted on the district’s Web page.
- HR has organized a working group to address issues with Datatel use. The group is headed by one of the HR specialists and includes the administrative specialists for personnel from Mission and West Valley and representatives of the senior office coordinators of academic departments. Human resources is actively working with Information Systems (IS) to determine the appropriate approach for more complete HR integration within the Datatel system.
- New forms have been developed that contain written instructions printed directly on the forms rather than being in separate documents. Forms are annually e-mailed to managers, supervisors, and other staff members. All HR forms have been posted to the intranet so that all employees may have quick access. Any updates or revisions are communicated through e-mail and are posted to the intranet. HR is also in the process of creating an external page that will allow for easier access from off campus.
- Written internal HR operating procedures have been developed to correlate with recent changes and are also posted on the intranet. HR has been working closely with the IS to improve the HR intranet site to include more accessible information such as updated job descriptions, salary schedules, and forms and instructions. An HR specialist has been trained to post all information to the intranet, thus providing ongoing access to timely and accurate information.

Increased and regular communication between the leadership of the Human Resources Office and College management and constituencies and/or additions to Human Resources functions, policies, and processes:
The following have been instituted to ensure communication between the leadership of HR and the college management and constituencies (REF: III.A.2., III.A.4., III.A.6.).

- The associate vice chancellor of human resources reports directly to the chancellor and is part of the district’s Executive Management Team that discusses human resources functions, policies, procedures, and processes.
- The associate vice chancellor of human resources regularly has agenda items at the district-wide all managers meetings that address changes in HR functions, policies, and processes. Feedback is solicited before implementation of any changes. Written procedures are distributed to all managers, supervisors, HR staff, and the administrative specialists for personnel at each college.
- New procedures and forms have been developed for temporary hiring. Human resources has conducted workshops to train supervisors and managers using the new forms and procedures. All of the forms and procedures have been posted to the intranet.
• District Council, the district-wide participatory governance council, includes an ongoing agenda item, Human Resources Update, for matters of HR importance. Feedback is solicited before implementation of any HR procedural changes.
• Managers receive weekly notification of the status of all pending recruitments.
• Weekly employment updates are sent to all college employees via e-mail.

Implementation of regular and timely evaluation processes for all staff:
The following processes are in place (REF: III: A.17., III.A.3., III.A.8., III.A.9).
• Each month, HR staff notifies the managers of employees whose performance evaluations are due. HR staff, in conjunction with IS, provides all managers and supervisors with a bi-annual report, July 1 and January 1, regarding all staff to be evaluated so supervisors can plan appropriately. HR sends monthly reminders to managers and supervisors if HR does not receive an evaluation for the employees listed as due for evaluation.
• All evaluation forms are posted to the HR intranet web page for accessibility.
• For faculty evaluations, the district has a complex peer review process that is part of the collective bargaining agreement. The article pertaining to faculty appraisals was in negotiations through fall 2007. Both parties are seeking to improve timeliness and compliance.
• The administrator evaluation form has been revised to include a section to evaluate the administrator on the timely completion of performance evaluations of subordinates.

RESPONSE TO RECOMMENDATION 5
“The team recommends that the board establish a regular review of board policies and processes for assessing its performance in order to ensure that it is providing effective and appropriate leadership for the college. (Standards 10A.2, A.3, A.5)”

Following completion of a comprehensive review and revision of district policies in 2002, all management employees were provided hard copies of the entire policy manual (District Policies) in uniform binders for easy identification. The entire manual was also placed on the district Web site so that all employees and members of the public have access to the policies at any time. A district Web administrator has been hired and is responsible for the timely uploading of all revisions to the policy manual (REF: III.A.10.).

The District subscribes to the Community College League of California (CCLC) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and the semi-annual updates to revise existing policies and procedures and to create new ones as required by the passage of new laws and regulations. The Board routinely reviews district policies. The Board ensures that implementation procedures are available for each chapter before considering revisions. To date, the Board has reviewed the complete policy manual and made revisions each year. Changes are proposed by staff and Board members and annual reviews always include the latest recommendations of the CCLC service (REF: IV.4.).

Since 2003, the Board has used a standardized process and instrument for its annual self evaluation. Although the instrument itself was altered in the 2005-06 academic year, the process remained the same and the Board added a feedback component. As of the 2005-
06 cycle, the Board solicited input and feedback from district staff in the evaluation process. This feedback is reviewed and discussed by the trustees in a meeting devoted to completing the evaluation (REF: IV. 23.).
RESPONSE TO COLLEGE IDENTIFIED GOALS

In 2001 accreditation self study, the College identified a number of areas in which improvements were needed. These self-identified goals were grouped into five major themes: 1) Students, 2) Recruitment, 3) Technology, 4) Systems, and 4) Professional Development and Training.

In the six years since the last accreditation, substantial progress has been made in addressing these college goals. Much of the detail of the accomplishments in each area, as well as the evidence to support that detail, can be found within the body of the responses to the four standards. Provided here is a summary of the progress to date on each of the self-identified thematic areas.

THEME 1: STUDENTS

Two of the recommendations are concerned with instruction and support services. Several times in the self study, a concern was expressed about the current configuration of skill labs and it was recommended that the college take a close look at whether these instructional support services are organized effectively and efficiently. A second recommendation concerns the expansion of alternative modes of instruction and the availability of support services for off-site students. Finally, there is a recommendation to evaluate the advising function. Survey results indicated that this service needs review.

1. The College will seek ways to improve student participation in college activities and participatory governance.

The Student Senate made a commitment to having student participation on the major college committees. In the past, only officers of senate took on this responsibility. However, the Student Senate is investigating ways to open up committee participation to non-senate officers.

The College hired a new program assistant in Student Activities to organize cultural and diversity activities to engage more students in campus-wide events. This position brought new cultural activities to WVC and broadened outreach efforts through graphics-enhanced e-mail. The Student Activities Office reformatted the student handbook into a pocket organizer format to encourage student use. The leadership class for student senate officers was reinstated with an enhanced focus on participatory governance.

2. The College should evaluate its system of skills labs to ensure that 1) students can readily access services; 2) lab curricula meet students’ needs; 3) student use and outcomes are monitored and evaluated; and 4) space, equipment, and staff are used effectively and efficiently.

In December 2002, the College Council established the Lab Reconfiguration Task Force. Membership was broad-based across disciplines and support services. The task force was charged with recommending a new configuration that could provide effective
learning opportunities for students and support the college’s goals, educational initiatives, and the budget priorities (REF: I.9.).

Between February and April 2003, the task force developed a comprehensive matrix of college-wide instructional support services and reviewed Title 5 regulations related to supervision. Early in its deliberations, members recognized that not all labs had the same mission, served the same students, delivered instructional support the same way, or were technology-based.

During the period the task force met, the College experienced severe budget-cutting measures, including reduction of the summer schedule by 25%, reduction of the fall schedule by 25%, proposed faculty lay-offs, and imminent reductions in classified support staff. It was challenging for the task force to consider specific reconfiguration options given the level of uncertainty and the fact some lab services had already been modified as a result of early budget reductions. Nevertheless, the task force presented recommendations to the College Council regarding 1) combining resources, 2) reconfiguring existing labs, 3) reducing lab services and 4) modifying facilities.

3. The College should expand alternative instructional delivery and evaluation methods, especially online, and develop appropriate support services for all off-site students.

The College has expanded its online course offerings from 134 sections serving 3,789 students in 11 departments in 2001-2002 to 213 sections serving 6,928 students in 20 departments in 2004-2005. It is possible for a student to earn an AA in Liberal Studies with online courses. In 2006-2007, there were 8,000 duplicated enrollments (REF: I.4., II.A.5.).

The counseling department also offers an online orientation. The number of students taking advantage of this option has increased from 70 in late October 2005 to April 2006 to 142 from May 2007 to September 2007. Approximately three-quarters of the recent respondents to the online orientation survey indicated that the orientation was very helpful. In addition, the counseling department has an e-mail address for students to ask questions that will be answered by a counselor (REF: II.B.26.).

A joint task force is developing the means and procedures for the appraisal of faculty teaching online courses. The task force is comprised of administration and faculty from the district’s two colleges and was formed by the district and the faculty bargaining unit. The process will includes student surveys and appraisal team observations. It will be consistent with the appraisal process for all other forms of instruction.

A New Global Environment for Learning (ANGEL) was adopted fall 2006 as the online course management platform. It is a more intuitive system that requires less training and interfaces with Datatel. Because there are no individual course financial implications, ANGEL is being adopted not only by faculty teaching online courses but also by faculty that want to increase communication and improve student learning within their traditional courses. The number of such hybridized courses using ANGEL as part of instructional methodology increased from 200 to 800 (II.A.21.).
4. The College should evaluate the academic advising function in order to improve the accuracy and consistency of information.

The counseling department has worked to improve the interaction between counselors and academic departments to better ensure that students receive consistent and current academic advisement. Counselors and the counseling staff receive training and in-service to ensure that students receive consistent and accurate information (REF; II.B.19.).

THEME 2: RECRUITMENT

Recommendations in this area fell into two categories: (1) recruitment of faculty and staff and (2) recruitment of students.

1. The College, in concert with the district, will improve its ability to attract and retain faculty, staff, and administrators.

A recently-negotiated salary increase enhanced the district’s ability to offer competitive salaries and benefits. A substantial number of full-time faculty have been recruited and hired over the past three years. This resulted in increasing the ratio of full-time to part-time faculty from 67% in fall 2002 to 82% in fall 2006-2007.

Both the College and the District have instituted formal practices for recruiting a diverse faculty, staff, and administration. Employment applications have been modified to track demographics and to verify the diversity of applicant pools. Job announcements are advertised and posted in a number of ethnically-targeted publications and Web sites to increase outreach to minority applicants. In the event that an applicant pool does not meet diversity goals, a second recruitment will take place. The hiring committee members must also meet diversity requirements.

Human resources provides training for hiring committee members to ensure that committees adhere to interviewing and hiring guidelines as required by the state of California. Diversity requirements include comparative balances and targeted goals in the areas of gender, ethnicity, disabilities, and sexual orientation. Statistics are kept for the different categories of jobs and a report is filed annually with the state. The College is currently in compliance with state goals for diversity.

Human resources has a written procedures manual that supports the faculty recruitment and selection policy recruitment. It is available on the intranet. At the beginning of each recruitment, a copy is sent to each hiring committee via the committee chair (REF: III.A.2.).

New faculty orientation sessions have been held for the past nine years. These sessions have generated very positive results. The program has undergone a number of evaluations and continues to be modified to meet faculty needs. The new faculty orientation sessions serve to retain, mentor, and inform new faculty about areas of instruction, access to services, and other components of college operations. Each faculty is also given a copy of the New Employee Handbook. Each faculty has a conference
allowance which provides funding for further specialized training in areas of each faculty member's choosing (REF: III.A.11.).

The College has undergone significant administrative turnover in the past five years. To attract and retain administrators, the District offers all administrators a two-year contract instead of the customary year-to-year contract common at other institutions. Periodic salary studies of comparable community colleges are routinely undertaken. These studies often result in re-classification of positions and ensure that administrative salaries and benefits are competitive.

To build a cohesive management team, the college’s management group meets regularly. Management retreats are conducted annually to address issues of administrative concern and to set administrative goals.

A variety of professional development opportunities are offered to administrators. During the fall of 2005 and spring of 2006, under the direction of the California Tomorrow coalition, faculty, staff, and administrators participated in Coalition for Student Success—Campus Change Network (CCN) workshops. The coalition prepares community colleges to meet the challenges created by the rapidly changing demographic shifts within California. Seminar participants developed a better understanding of how shifts in demographics will impact community colleges now and in the future. Break-out sessions were conducted which included dialogues and planning for a vision of what the college will be doing to address these shifts. The goal is to increase access, diversity, and equity on campus in order to meet the changing needs of our community (REF: II.B.16.).

The district-wide Leadership Development Academy, piloted in 2006-2007, provided administrators, supervisors, and managers the opportunity to participate in the development of leadership skills and abilities. The academy pilot project will be evaluated for learning outcomes and its impact on the organization with the long-term goal of implementing the training throughout the institution (REF: III.A. 19.).

2. The College will expand its outreach and recruitment of students, especially ethnic minorities and older adults.

West Valley College has expanded its outreach efforts in recent years to include areas of the county that are ethnically diverse and economically disadvantaged. Special outreach is targeted to the East Side Union High School District.

College recruiters conduct outreach at 29 high school campuses where they provide assessment, academic counseling and financial aid workshops. The College also brings high school students to the campus for campus tours and orientation to academic programs and majors, organizations, and services which will help them succeed at the college level (REF: II. B.4.).

In addition, the College has modified its marketing materials to attract new populations. The schedule of classes was redesigned to reflect and support the goal of increasing the diversity of our student population. New marketing materials were designed to attract adult students. New Year’s Resolutions postcards were developed featuring personal
enrichment courses. Professional and skill development courses targeted those who were re-starting or completing a degree program (REF: II.B.4.).

**THEME 3: TECHNOLOGY**

The College will aggressively encourage the use of instructional and administrative technology by providing equipment, facilities, and training to faculty and staff.

The College has aggressively developed and implemented procedures for faculty and staff to use instructional and administrative technology. The dean of instructional technology has provided effective leadership in streamlining processes and coordinating with district IS. Through the Academic Senate, the College has formed an active Distance Learning (DL) Committee. The DL committee formulated a strategic plan that was approved by College Council in 2002 and is currently being implemented. Additionally, the dean of instructional technologies collaborates closely with the Division Chair Council and the Technology Advisory Committee to insure that institutional needs are identified and addressed. The committee specifically addresses the updating and purchasing of computer equipment that provide faculty and staff with the tools needed to more efficiently fulfill their respective roles. New software and management program such as ANGEL, CurricUNET, ClassTracks, and My Budget have been provided for faculty and staff. Training for new software and management systems is ongoing (REF: IV.8.).

Current infrastructure enhanced through instructional technology includes the development of a district-wide institutional assessment data warehouse. Other technology components include enhanced server capability and library and campus center wireless networks.

**THEME 4: SYSTEMS**

With the emphasis on evaluation, the college rightfully recognizes the need for data and information. It also recognizes the need for a strong research function to analyze and disseminate data and information as well as educated faculty and staff about how to make the most effective use of them. Thus, there are many recommendations to strengthen both the college’s and the district’s research function and to ensure that data remain accessible during and after the conversion to Datatel.

Since the last accreditation in 2001, the College has made progress developing the institutional assessment process and strengthening the research function. At the time of the last accreditation, the recently-installed Datatel system was problematic, in part because it was new and users were not yet comfortable with the new system.

Since 2001, fuller implementation of Datatel has occurred, primarily impacting student registration and enrollment. New features include an enhanced Web Advisor function, now called My Web Services, that facilitates early alert and grades online; budget tracking with My Budget; MVQuery, used to extract reports from Datatel; and a new communication module (REF: II.A.4., II.A.8., II.A.9.).
Additional software enhancements include:

- **ClassTracks**—an academic analysis software package that provides users with timely information about enrollment, facility utilization, class scheduling, and information about program, discipline, and faculty productivity;
- **CurricUNET**—an online system that automates the college’s curriculum development process from beginning to end;
- **Scheduling and Reporting System (SARS)**—a student services database that interfaces with Datatel. Currently this system is used primarily to schedule appointments with counselors. A new upgrade to SAR will provide automatic calling to large volumes of users.

These implementation tools have helped the college become more data-driven. Datatel has been fully implemented in the finance and student registration and enrollment areas, but the human resources area remains in development.

Instructors benefited from the college’s migration from WebCT to the ANGEL system for online course development and management. Faculty teaching both online courses and traditional classroom courses benefit from the ANGEL system which allows for online grade tracking, instructor/student e-mail, online testing and access to learning materials. District-wide implementation and integration with Datatel make this a powerful tool for data collection and management (III.C.18.).

The district information systems (IS) department began planning a data warehouse to support institutional assessment in the fall 2005. A central data warehouse was created and uniform naming conventions were developed and adopted in the spring 2006. During the pilot program, in summer 2006, participatory governance groups submitted official documents for upload to the system. This formed the foundation of a searchable, district-wide institutional assessment database for use in institutional planning and evaluation. This database forms one basis for the college’s institutional assessment plan (secure-www.wvmccd.cc.ca.us/fol/index.php)

To respond to the need for education of faculty and staff regarding the effective use of data, regular and on-going training is available for a variety of functions including, Datatel, WebAdvisor, CurricUNET, and ANGEL. Training in ClassTracks software for facilities management was offered initially but needs further implementation (III.A.21.).

1. The College will formally integrate an evaluation component and feedback mechanism into the activities it undertakes to improve institutional effectiveness.

   The primary means of addressing this need is program review. The newly-revised model of program review was piloted in spring 2006 and fully implemented in the latter part of the 2006-2007 academic year. The program review process is designed to integrate an evaluation component and feedback mechanism into other college planning and resource allocation activities (REF: II.A.12., III.D.4.).

   The Performance Goals Committee uses a process for the allocation of full-time faculty (FTE) that employs an evaluation and feedback mechanism. Performance goals plans are compared to actual enrollment and use of faculty FTE. Based on that feedback,
departments are able to carefully analyze enrollments down to the section level and make changes in scheduling patterns to maximize efficiency.

In 2004-2005 the human resource department updated the hiring guidelines for faculty and staff. To assess the degree of improvement in the written policies and procedures regarding the hiring of faculty, staff, and administrators and to assess the success of HR training for hiring committees, a survey of chairs of hiring committees was conducted. The results and recommendations were shared with the surveyed individuals and with HR. They were also disseminated to the through College Council and the Academic Senate.

Through the College Council, the College developed a method to identify the need for new classified staff positions. Through the Division Chair Council, the College continues to employ its successful system for identifying and filling faculty positions. The process is evaluated informally through discussions by the Division Chair Council and minor modifications to the process are made when warranted. In spring 2007, College Council developed a process for the development of department budgets and for the allocation of resources, including one-time funds (REF: III.A.4).

2. The College will expand its research function and work collaboratively with the district to improve district research.

To underscore the importance of the research function, the college’s researcher analyst now reports directly to the president. The recent vacancy of the research analyst position provided the opportunity to clarify and focus the scope and functions of the position. The annual program review process incorporates and analyzes student and fiscal data and the College is moving to make greater use of regular data reports in decision-making processes.

Working together with the district, the College has established an institutional assessment database of key participatory governance documents and evidence to inform decisions that involve institutional assessment data. Recognizing the need for consistent, correct, and useable data to inform institutional decisions, the District is investigating software programs for the expansion of this initial institutional assessment data warehouse. The District also continues to investigate the possibility of funding a district institutional research position (REF: III: C.19.).

3. The College will review its performance appraisal process for classified, supervisory, and administrative staff to ensure that the processes provide sufficient opportunities for input and are administered in a timely manner.

The performance appraisal process for classified personnel is a matter of collective bargaining. Each semester, evaluators are reminded of those for whom evaluations are due. If an evaluation is not received, the evaluator receives a follow-up notice. This process is done based on reports issued by IS. Supervisors and managers are evaluated annually.
4. The College will develop a process for the systematic review of its policies, processes, and procedures that will result in written guidelines and documentation and will assist the college in improving institutional effectiveness. Where appropriate and necessary, the College will work collaboratively with the district to coordinate this process.

The review of policies and procedures is undertaken through the participatory governance process. Ultimately, new processes and procedures require College Council review and approval. Approved processes and procedures are then forwarded to District Council for review before submission to the Board of Trustees for final approval. Before submission to the board, all new policies must be accompanied by approved processes.

In 2005, College Council developed and approved new hiring guidelines for faculty and staff. Each year, requests for new faculty and staff are prioritized according to these guidelines. The Office of Instruction, through the Division Chair Council, prioritizes requests for new faculty. The hiring process for classified vacancies is determined by managers, division chairs, etc. New classified positions, 2.0 for each of the last two fiscal years, were prioritized using a participatory governance committee comprised of a Classified Senate representative, an SEIU representative, the college administrative specialist for personnel, and a supervisor/administrator (REF: III.A.4.).

The Office of Instruction developed a process, including a reminder system, for tracking faculty evaluations. For classified positions, human resources developed a reminder system to alert supervisors when staff evaluations are due.

College Council sets college goals at their annual retreat. Periodically, College Council reviews the college mission statement and the Educational and Facilities Master Plan (E&FMP). A College Council calendar to review participatory governance documents was developed and approved in spring 2007. District Council annually reviews their mission statement and operating guidelines (REF: III.A.4.).

The Program Review Task Force, under direction from the Academic Senate, developed a process and written procedures for the completion of program reviews. The task force continues to review the program review process and recommend changes to the structural elements and content sections (REF: III.A.12.).

Library policies and procedures are updated regularly. In the 2004-2005 academic year, the library staff systematically reviewed library policies and procedures by chapter. The final documents were made uniform in format and submitted to the Board of Trustees for approval in March 2005 (REF: II.C.4.).

5. The College will seek ways in which it can make more effective use of existing space and will pursue funding for the new construction and modifications proposed in the E&FMP.

Based on the Educational and Facilities Master Plan and documentation created for two bond measures, the second of which was successful, the College has initiated construction of new facilities such as the Fox Center and remodeling of existing
facilities including the Math and Science and Applied Arts and Sciences buildings. This process was accelerated due to increased state support for the building projects (REF: II.D.12.).

Beginning in fall 2006, the College opened its Campbell/San Jose Center, a satellite location offering a variety of career programs and other academic courses. The College also continues to offer courses at Leigh High School.

THEME 5: PROFESSIONAL DEVELOPMENT AND TRAINING

Given the emphasis on the evaluation and modification of so many of the college’s systems, the recommendations in this area stressed the need for training and professional development for faculty, staff, and administrators.

Since the last accreditation, both the District and the College have focused efforts on the development of all personnel. Coordination of district and college staff development activities has improved. The WVC professional development coordinator is a member of the district staff development committee. Together, they coordinate the Annual Retirement and Recognition Celebration. There are plans to further enhance the cooperation between WVC and Mission professional development and the district staff development committees. For example, the two colleges collaborated for Professional Development Day in fall 2007 (REF: III.A.21., III.A.14.).

To address personnel training needs related to the modification of so many of the college systems, ongoing workshops are offered in Datatel, e-mail, and district and college Internet and intranets. Training also is provided on a regular basis for all faculty, staff, and administrators serving on hiring committees. Orientations to college systems are conducted regularly to accommodate the increased number of new employees.

Since 2001, the College has focused efforts on establishing on-going training programs in technology, teaching and learning, and personal and professional development. Professional development workshops focus on classroom management, recordkeeping, and communication systems. Retirement planning workshops are offered regularly to both faculty and classified staff. Both the College and the District conduct workshops designed to enhance employee health and wellness (REF: III.A.21.).

The College is especially aware of changes in technology and develops training to address the needs created by these changes. Professional development offered numerous training sessions in the areas of technology and distance learning including ANGEL, My Web Services, and others. Additionally, faculty were encouraged to sharpen their technology skills by enrollment in workshops sponsored by the educational organization, @ONE, and funded by professional development. In the spring 2007, the college’s professional development also collaborated with Apple to offer a seminar on how to use technology in the classroom to better support student success (REF: III.A.21.).

To promote teaching and learning, professional development sponsors a speaker series called Good Ideas for Teachers and Students (GIFTS) that gives faculty the opportunity to volunteer as a speaker and/or to request specific topics related to teaching and
learning needs. Additionally, professional development continues to support faculty attending conferences related to their discipline or to teaching technology through the mini-grant application (REF: III.A.21.).

1. How does the institution identify teaching and learning needs of its faculty and other personnel? What processes ensure that professional development opportunities address those needs?

To identify the professional development needs of faculty and other personnel, district staff development surveyed faculty and staff regarding their training needs and developed a comprehensive staff development plan. In 2006, a district training plan was developed to provide training in areas of legal compliance, cultural competency and tolerance of diversity, teaching and learning, employee job and life skills, and leadership skills of all employees. Some of these workshops are offered online. Training sessions designed to enhance customer service skills also are offered on a regular basis (REF: III.A.14.).

In the spring 2007, the District launched its District Leadership Development Academy. Because the College recognized the contribution of classified staff to the success of the college, front line classified staff were chosen to pilot this two-year program along with supervisors and managers. If the pilot is successful, the program will be expanded to include faculty as well. In 2006-2007, 106 staff participated in monthly training sessions in topics such as principles and qualities of leadership, listening and speaking, building connections through listening and speaking, and diversity (REF: III.A.19.).

2. How does the college ensure meaningful evaluation of professional development activities? What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?

The College has no established process for evaluating the need for, or success of, professional development activities; nor does it have a means of evaluating the impact of those activities on the improvement of teaching and learning. To assess the impact of the District Leadership Academy on employee skill development, pre-and post-training comparison are performed. At the beginning of the District Leadership Academy, participants were surveyed about their leadership readiness. This data serves as a benchmark for assessing the impact this professional development activity will have on personnel behavior. Post-evaluations are conducted after each training session to assess learning progress and periodic evaluations will be conducted to assess progress of the program as a whole (REF: III.A.14.).

3. The College, in collaboration with the district will expand professional development activities and opportunities for participation for classified staff.

Since 2001, a variety of staff development activities have been provided for classified staff including a wide range of workshops developed through the district staff development plan as noted above (REF: III.A.14.).
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes and its student population.

Descriptive Summary

The West Valley College vision and mission statements define and guide the purpose of the institution. The vision statement acts as a preface to the mission statement of the college. The vision statement defines the college, its faculty, staff, administrators, and students, as “a community of learners open to those seeking advanced educational opportunities.” The statement appears in the West Valley College Catalog 2007-2008 and on the college’s Web site (REF: I.1 and I.2.p.2).

The college’s original mission statement of 2000 has been revised. The new mission statement was adopted by the participatory governance process in spring 2007 and is available on the college’s Web site and in the 2007-2008 catalog. The new mission statement is: “West Valley College is committed to the broad educational mission of the California Community College system, which is in part, to offer lower division academic instruction and career preparation and to promote lifelong learning, intellectual rigor, aesthetic appreciation, respect for individual and world views, and responsible citizenship both locally and globally. The College is also committed to fulfill its mission to advance California’s economic development by creating economic opportunities in the communities it serves” (REF: I.1 and I.2.p.2).

West Valley College “strives to attain excellence in transfer preparation, vocational technical education, general education, pre-collegiate basic skills, economic development, student success, and community education courses and programs.” The College offers 59 associate degrees and 92 certificates in a wide-range of academic and vocational areas of the college catalog (REF: I.2.p.2, pp.14-15). New certificate programs such as global information science and digital media design and production meet the needs of a changing local, regional, and global environment. Partnerships are developed with local, national, and global organizations. The College maintains a commitment to a strong transfer program for students seeking four-year degrees and attends to the needs of students who need to develop basic skills or who seek opportunities for personal or professional enrichment.
The College provides various services to support student access and success. Student services are listed in the *West Valley College Catalog 2007-2008* and on the college’s Web site. Services include Career Programs services; Cooperative Agencies Resources for Education (CARE) for single parents, EOP&S eligible; California Work Opportunity & Responsibility to Kids Program (CalWORKs), Counseling (academic, career, and personal), Disability and Educational Support Program (DESP) for disabled students; Educational Transition for Women and Men (ET) for re-entry students; Extended Opportunities Program and Services (EOP&S) for low income, educationally under-prepared students; Financial Aid; Health Services; Honors Program; International Students Program; Library Services; Middle College; Outreach; Puente Project targeting Hispanic students; Student Activities and Leadership Development; Students Utilizing Cross Cultural Educational Support and Services (SUCCESS) targeting African American students; Transfer and Counseling Career Center; and Tutorial Services. In addition, many students participate in the orientation process offered by the Counseling department (REF: I.1. and I.2. pp.188-90).

West Valley College provides a broad range of learning programs to meet the needs of its varied student populations. In response to the needs of the service area that provides the greatest number of students to WVC, the College started offering courses in spring 2007 in a leased center in the Campbell community and increased the number and variety of courses through fall 2007. The goal for the center is to increase the community’s educational access. To meet the needs of its larger diverse community, WVC offers English as a Second Language (ESL) courses as well as pre-collegiate courses in English and mathematics (REF: I.2.) In addition, the College continues to offer evening classes at a local feeder high school, Leigh High School, in San Jose.

To improve accessibility for students with transportation issues, personal or work demands, or schedule conflicts, the College began offering online courses in 1996. In line with the 2004 Distance Learning Strategic Plan, online course delivery has burgeoned and continues to grow. In 2005-2006 the College offered 315 sections of distance learning courses with almost 8000 duplicated students taking online courses. A common distance learning delivery platform has been adopted for West Valley College and Mission College to provide students with uniform accessibility to online and hybrid course materials. The College invested resources to train faculty and staff in the new platform. The result was that many faculty who teach traditional face-to-face classes use the platform to supplement their traditional teaching activities (REF: I.3 and I.4.).

In recognition of the global perspective represented in the Silicon Valley, the College has initiated some economic development activities through the Center for International Trade and Development (CITD). CITD recently received a Fund for the Improvement of Postsecondary Education (FIPSE) grant to enable West Valley College (WVC) students to study in Brazil and for Brazilian students to study at WVC. This student exchange will begin in fall 2007 with Brazilian students studying at WVC. In spring 2008, WVC students will study in Brazil (REF: I.5.). In addition, exploration with China has resulted in memorandums of understanding (MOUs) with two colleges in China to encourage student exchanges (REF I.6.).
Initiatives related to diversity and increased cultural sensitivity also support the college’s mission. West Valley College has a student equity plan in place to ensure that all students, regardless of their varied backgrounds and skill levels, have the opportunity to achieve their educational goals. The Student Equity Plan was developed in spring 2005 by the Student Equity Committee which included faculty, administrators, classified staff, and students (REF: I.7.).

**Self Evaluation**

The College meets this standard.

The mission statement guides the development of the college’s strategic goals and plans. The statement defines the institution’s broad educational purposes, its intended student population, and its commitment to student learning. In spring 2007, 80% of the respondents to the college-wide survey agreed that the mission statement defines the college (REF: I.8.).

West Valley College has demonstrated success in meeting its mission in terms of student services and assisting students in reaching their goals. The principles that underlie the mission statement are central to most discussions among participatory governance constituents although explicit reference to the revised mission statement is not yet readily apparent. The breadth of academic and vocational courses and programs, as well as the depth of special services, reflects the college’s mission to serve the varied needs of the students it is committed to serve. Local and international partnership initiatives demonstrate the college’s commitment to developing a global perspective.

The college’s commitment to access, retention, and success for all its prospective and current students is reflected in the data analysis and recommendations for improvement in its Student Equity Plan.

**Action Plan**

None.

**I.A.2. The mission statement is approved by the governing board and published.**

**Descriptive Summary**

The mission statement was approved in spring 2007 by College Council and the Board of Trustees. It is published in the *West Valley College Catalog 2007-2008* and on the West Valley College Web site (REF: I.1. and I.2.p.2).

**Self Evaluation**

The College meets this standard. The College will continue to seek approval of the College Council and the Board of Trustees for any future revisions of the mission statement.
**Action Plan**

None.

**I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

**Descriptive Summary**

The College revised its mission statement in spring 2007. The previous mission statement had been adopted in 2000. The revised mission statement was collaboratively reviewed and revised by the participatory governance and decision-making bodies of the college (REF: I.8.).

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

**I.A.4. The institution’s mission is central to institutional planning and decision making.**

**Description**

The college’s mission is the foundation for planning and decision-making. Plans that guide the college include the Student Equity Plan, Matriculation Plan, Distance Learning Strategic Plan, Educational and Facilities Master Plan, and program reviews (REF: I.7., I.10., I.11., I.12.).

**Self Evaluation**

The College meets this standard.

Institutional planning and decision-making revolve around the collaborative participatory governance model. Systems and processes for planning are developed that reflect the college’s mission statement. These systems and processes are reviewed by the respective participatory governance councils and committees. College Council is conducting a review of the 2001 Educational and Facilities Master Plan (REF: I.11) with the intent of completing its review no later than spring 2008 (REF: I.9.). Additionally, the Program Review Task Force continues its work to make recommendations to Academic Senate to improve the program review process (REF: I.13.). These activities are examples of the college’s approach to making the college mission core to its planning and decision-making.

**Action Plan**

None.
I.B. The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

West Valley College student, faculty, staff, and administrators work towards the continuous improvement of student learning and institutional processes through an array of campus-wide programs, services, and activities. College dialogue occurs in both formal and informal settings at every level including departments and divisions.

Formal settings for college dialogue include College Council, Academic Senate, Curriculum Committee, Student Learning Outcomes Committee, Program Review Task Force, Student Services Council, and Division Chair Council. College Council is the highest participatory governance body on campus where major issues are discussed and reviewed. Representatives from administration, faculty, staff, and students share common information through this body (REF: I.14.).

The Curriculum Committee, whose members are appointed by the Academic Senate, is responsible for reviewing and acting upon all proposals to change existing courses and programs, to establish new programs, and to add new courses. The Curriculum Committee is composed of faculty representatives from the eight divisions, other faculty, classified staff, and students. The committee’s broad membership provides diverse perspectives and opportunities for dialogue concerning student learning.

The Student Learning Outcomes (SLO) Committee, a standing committee of the Academic Senate, includes the vice president of instruction, two faculty members, the Academic Senate president, the faculty accreditation liaison, and the assessment coordinator. The SLO Committee provides a formal setting for dialogue and strategic planning concerning the integration of student learning outcomes across the college. The assessment coordinator provides information and training sessions for individual faculty, departments, and programs which continue to support the integration of student learning outcomes throughout the institution (REF: I.15.).

Informal discussions regularly support dialogue about the improvement of student learning and institutional processes. There is ongoing opportunity for facilitated dialogue in staff development gatherings, town hall meetings, strategic conversations, and department/division meetings and retreats, as well as in one-on-one interactions.

To ensure optimum services to students, the student services directors, coordinators, and counselors hold regular meetings to improve the delivery of their services. Academic
departments and divisions meet regularly to evaluate the effectiveness of current delivery systems and to seek solutions to improve or create opportunities for the incorporation of student learning outcomes at all levels. (REF: I.16., I.17., I.18.).

For both instructional and non-instructional areas, the program review process includes a section for describing and analyzing SLO initiatives at the course and program levels. This provides another opportunity for academic departments and support services to discuss and document student learning outcomes.

**Self Evaluation**

Opportunities for dialogue exist across formal and informal college venues. In addition, the college president instituted a series of Fifth-Day Forums to promote collegial dialogue across all the college’s constituencies. See Standard IV.

However, opportunities for dialogue were limited by the 2006-2007 work-to-contract mandates from the faculty and classified unions and resolutions from the Academic Senate and Classified Senate to suspend faculty participation on college-wide committees (REF: I.19., I.20., I.21.). With the lifting of the restrictions in spring 2007, participation in many college activities resumed but lingering morale issues continue to hamper full participation.

**Action Plan**

The College is committed to seeking additional ways to promote dialogue. It will continue the Fifth-Day Forums. In conjunction with participatory governance bodies, campus leaders will develop additional methods to promote consistent, effective dialogue about student learning and institutional effectiveness.

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

**Descriptive Summary**

College Council, after collegial input, develops the annual goals for West Valley College (REF: I.9.). The 2006-2007 West Valley College Administration Statement of Commitment (REF: I.22.) aligns with the West Valley College strategic goals. The well-established strategic goals describe the college as being a learning community, fostering diversity and inclusion, working collaboratively in leadership, valuing its physical resources, and being fiscally innovative (REF: I.2., p.2). Key committees develop documents that guide institutional outcomes. Program reviews, the Matriculation Plan, the Student Equity Plan, Technology Advisory Committee reports, the Educational and Facilities Master Plan, the Distance Learning Strategic Plan, and most recently, and the WVMCCD Enrollment Management Plan: “A Shared Vision,” used data to develop specific goals and activities with measurable outcomes. The plans are presented and discussed in various venues. The president’s town hall meetings

**Self Evaluation**

The College meets this standard.

The College continues to provide venues for the academic and non-academic areas to participate in strategic plans and engages in college-wide dialogue through the participatory governance process, College Council, and town hall meetings.

**Action Plan**

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Descriptive Summary**

West Valley College engages in systematic and integrated educational, financial, physical, and human resource planning and implements changes as appropriate to improve its programs and services. The College Council is charged with overseeing the development and integration of the Educational and Facilities Master Plan which is undergoing review (REF: I.9., I.11.).

The Academic Senate oversees the program process. Under its leadership, a new program review process was developed by the Program Review Task Force and approved in fall 2006 (REF: I.27.). All academic and most non-instructional programs completed new reviews in spring 2007 and updates in fall 2007. Program reviews were distributed to members of the participatory governance and decision-making bodies of the college to form the basis for future planning and resource allocation (REF: I.12.).

Performance Goals Committee (PGC), under the guidance of the vice president of instruction, systematically evaluates efficiency measures related to instruction. The reports from PGC form the basis of decisions regarding scheduling of classes and efficient use of resources (REF: I.26.).

West Valley College has identified five strategic goals which guide its planning (REF: I.2. p.2). Analysis of quantitative and qualitative data from a variety of sources such as program reviews and the E&FMP drives the allocation of funds and the creation of any new programs or services. Data is used to determine what programs are offered, what new or vacant positions are hired, what new initiatives are investigated and implemented, and how potential resources can be maximized. (REF: I.9., I.11., I.12.).
Self Evaluation

The College needs to continue to integrate data and improve its accessibility to those who need the data. According to the spring 2007 accreditation survey, there were mixed responses to items related to the college’s use of information for decision-making and for integrating research into planning and evaluation (REF: 1.8.). The hiring of a new research analyst in fall 2007 is expected to improve the college’s access to, and use of, qualitative and quantitative data. With improved data gathering and analysis, the College can be more responsive to its community and better prepared to identify and respond systematically and strategically to ever-changing needs and emerging new trends.

There also were mixed survey responses to items related to the effectiveness of program review (REF: 1.8.). However, the survey occurred just after the first series of program reviews had been completed under the new process and before the process had been incorporated fully into institutional planning. The new program review process is expected to provide a strong foundation for more effective strategic planning and resource allocation.

Understanding the need for data to inform institutional decision making, the District, with support from the Accreditation Steering Committee and direction from the faculty accreditation liaison, instituted a district-wide institutional assessment data base. Initial efforts focused on archiving, in a searchable format, official participatory governance documents. The goal is to create a searchable data base of documents that can serve as evidence of institutional improvement and that can be used to inform decisions regarding institutional effectiveness.

Also, the College gained considerable data-gathering functions through an improved Datatel system, Scheduling and Reporting System (SARS), and ClassTracks since the last accreditation. However, Datatel is not utilized to its fullest capabilities to evaluate institutional effectiveness throughout the College.

Action Plan

The College will increase the utility and efficiency of Datatel as a source of qualitative and quantitative data. It also will develop a stronger research function within the responsibilities of the research analyst.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

West Valley College provides for broad-based participation from all constituencies by soliciting input from students, staff, faculty, and community in the planning process. This is accomplished through collaborative participatory governance practices. These include but are not limited to the participatory governance bodies: Academic Senate, Student Senate, Classified Senate, Division Chair Council, Student Services Council,
and College Council (REF: I.16., I.27., I.28., I.29., I.30.). Forums, facilities design teams, and ad hoc college-wide task forces supplement the planning processes of the college. The budget development process has been revised to provide a needs-based resource allocation process. The College is committed to maximizing its resources to fulfill its mission and provide a quality education to its entire student population. See Standard III.D for additional information.

In order to move West Valley College to the educational forefront, the College created a position of dean of information technology and services. This position grew out of the needs that were identified from the college constituencies through the participatory governance process. In addition, the College restructured resources to create a new position, dean of matriculation and counseling.

In addition to the participatory governance process, there are other formal and informal means of communication. Some examples of the college’s innovative approaches for broad-based opportunities for communications are strategic conversations, town hall meetings during the fifth week of the month, and college and district surveys. The Coalition for Student Success—Campus Change Network (CCN) activities, program review process, and College Council meetings provide opportunities for constituent-group participation (REF: I.9., I.12., I.31.).

**Self Evaluation**

As part of its planning process, West Valley College is responsive to student, staff, and faculty input. One example is the shift to the 16-week compressed academic calendar in fall 2002. Another example is the availability of four, six, and eight-week summer sessions with varying start dates. Additionally, the College offers more online courses, other distance learning courses, and courses in strategic neighborhood campus centers such as Leigh High School and the new Campbell/San Jose Center (REF: I.32.). These key learning access points were created to address the educational needs and time constraints of a rapidly-changing global community of learners.

To further meet the identified student needs, the number of certificate programs has grown as has the number of sections of required courses in the natural sciences. In addition, the College revamped offerings in natural sciences and continued to expand online courses.

The college makes conscious effort to offer both formal and informal opportunities for input by appropriate constituencies and allocates resources as necessary to ensure continuous improvement of institutional effectiveness. However, time commitments often prevent participants from attending formal meetings.

The college’s efforts to support continuous improvement were limited by the vacated research analyst position in 2006-07. The filling of this position in fall 2007 created the opportunity for the college to reassess its research and data needs and to ensure that information is available to all constituencies who need data to inform decision making.
**Action Plan**

The College will provide the research analyst with a research agenda and outline for an annual data bank that will provide a transparent information base that is accessible to all. The College will develop an information dissemination process that will allow appropriate staff and faculty to utilize information for the betterment of the college and its students.

I.B.5. The Institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**Descriptive Summary**

West Valley College has a full-time research position that accesses and analyzes data to inform decision makers about student success and institutional effectiveness. Frequently requested data are posted on the district’s P.A.R.I.S. intranet site and the Vital Signs query-based Web portal (REF: I.33.).

In addition to the overall analysis of institutional data, the College participated in the district-wide enrollment management study that revealed the total number of student placements into key areas of basic skills and general education such as English, reading, and math that are known to be indicators of college success (REF: I.24.). This information is a valuable resource for decision makers as they assess the effectiveness of the curriculum, student services, special programs, and campus facilities.

West Valley College provides publications such as the West Valley-Mission Community College State of the District report (REF: I.34.) Program-specific external evaluations are conducted by the related agencies for programs such as paralegal, interior design, and health care technologies (REF: I.35.). Additional evaluation reports are generated such as the Student Equity Plan, Matriculation Plan, and transfer reports. Categorical programs such as EOP&S and DESP are also required by Title IV state guidelines to provide yearly reports to the state chancellor’s office (REF: I.36.).

Information from the state Accountability Reporting for Community Colleges will be used to monitor the progress the college makes in achieving higher levels of student success (REF: I.38.).

**Self Evaluation**

The college’s efforts to generate data were limited by the vacated research analyst position in 2006-2007. The College used the vacancy as an opportunity to redefine the responsibilities of the position when it was rehired in fall 2007.

**Action Plan**

The College will work with the new research analyst to develop a consistent and ongoing research plan that provides data support for continual institutional assessment and strategic planning.
I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**Descriptive Summary**

The College Council, comprised of representatives from administration and from confidential, classified, student, and academic senates, engages in planning efforts and in the identifying areas needing improvement. The various College Council committees participate in planning opportunities to guide the college in its efforts to assure effectiveness of its planning, evaluation, and resource allocation. Discussions also consider the connections between processes such as accreditation, program review, institutional goals, and other accountability mechanisms. In these discussions, areas of improvement are identified and addressed as appropriate.

Resource allocation processes occur at many levels. The major budget allocation decisions occur in College Council and in the Executive Staff Council. Recommendations regarding fund allocations to various programs are the responsibility of College Council. College Council evaluates the requests, identifies resources, and makes recommendations on which requests should be funded (REF: I.9.). For faculty and instructional equipment, the Division Chair Council makes recommendations to College Council (REF: I.29.). These recommendations can be accepted or revised. The Division Chair Council consists of division chairs, academic deans and directors, the vice president of instruction, and the vice president of student services.

The College completed the Collegiate In-Site process in 2006. This contributed an additional mechanism for evaluating the overall student experience (REF: I.37.). Collegiate In-Site returned to the college in spring 2007 to assess progress toward meeting the previous recommendations.

**Self Evaluation**

The College meets this standard.

Each committee of the college annually revisits its goals and provides a summary of the year. The College continues to utilize available resources to interpret student and institutional data. One example is the spring 2007 follow-up on recommendations made by Collegiate In-Site about students’ front door experience. Additionally, the College is moving towards improved processes for obtaining critical information such as enrollment trends and other pertinent data needed for institutional strategic planning and research.

**Action Plan**

None.
I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**Descriptive Summary**

A revised program review process, approved by the Academic Senate, was launched in fall 2006 and first completed in spring 2007. A second round of program reviews was completed in fall 2007. Program review is the evaluation mechanism that assesses the effectiveness of instructional programs, student services, learning services, and administrative services (REF: I.12.).

Based on the task force’s recommended processes, the reviews now include the following elements for instructional programs:

- introductory questions—background information,
- data element analysis—enrollment, student demographics, completion and success rate, staffing,
- curriculum analysis and response—curriculum review, Title 5 compliance, student learning outcomes at the course and program levels,
- external influences—program goals and purposes,
- summary and conclusions—strengths and challenges,
- actions and objectives—1-3 year timeline,
- resource requests—new or additional to accomplish actions and objectives.

The elements of program review are similar for non-instructional programs:

- introductory questions—background information,
- data element analysis—use of services, student demographics, program satisfaction, success measures, staffing,
- student learning outcomes—program level,
- external influences—program goals and purposes,
- student factors—recent initiatives,
- summary and conclusions—strengths and challenges,
- actions and objectives—1-3 year timeline,
- resource requests—new or additional to accomplish actions and objectives.

Based on feedback from instructional and non-instructional programs, the following are being considered for the next round of reviews: 1) deadline and compliance issues; 2) improvements to the electronic forms and production; 3) inclusion of program cost data; 4) addition of student equity questions; and 5) validation opportunities.

In spring 2006, West Valley College contracted with an independent educational consulting group, Collegiate In-Site, to assess the student services front door experience from a student’s perspective. The assessment involved interviewing students and conducting independent evaluations of the College’s Web site and of face-to-face interactions on campus. This evaluation mechanism resulted in action plans from various student support areas. A follow-up assessment occurred in spring 2007 (REF: I.37.).
Many academic programs such as Administration of Justice, Paralegal Studies, Interior Design, Child Studies, Court Reporting and Related Technologies, and Health Care Technologies evaluate their programs to maintain voluntary program accreditation or to comply with state mandates (REF: I.35.). These processes reflect a commitment to assuring the organization or agency that the program and courses remain relevant, appropriate, and current. Many other academic areas and special programs also have specific boards that evaluate the effectiveness of their programs.

**Self Evaluation**

The College meets this standard.

The College has reinstituted a revised program review process that addresses the effectiveness of instructional programs and student support services. The College continues to utilize information to evaluate off campus-based student programs. Examples of these efforts include the utilization of data from student athletics, international programs, online distance learning, and additional program-driven reports. The results are used to assess effectiveness and to improve instruction, student support, library services, and administrative support. In addition, the Enrollment Management Task Force is using enrollment data to make planning and budgetary recommendations and decisions related to instruction and student services programs (REF: I.24.).

**Action Plan**

None.
STANDARD I MISSION AND INSTITUTIONAL EFFECTIVENESS EVIDENCE

I.1. www.westvalley.edu
I.2. West Valley College Catalog 2007-2008
I.3. Distance Learning Strategic Plan
I.4. Distance Learning Statistics
I.5. FIPSE Grant for Brazilian Initiative
I.6. Memos of Understanding for China Initiative
I.7. 2005 Student Equity Plan
I.8. 2007 Accreditation Survey
I.10. Matriculation Plan
I.11. 2001 Educational and Facilities Master Plan
I.12. Instructional and Non-Instructional Program Reviews
I.13. Program Review Task Force File: Minutes and Reports to Academic Senate
I.14. Committee Membership Lists
I.15. Student Learning Outcomes Reports to Academic Senate
I.16. Student Services Council Minutes
I.17. Department Minutes
I.18. Division Minutes
I.19. ACE Work-to-Contract Statement
I.20. SEIU Work-to-Contract Statement
I.21. Academic Senate and Classified Senate Resolutions
I.22. Administrative Statement of Values and Commitment
I.23. Technology Advisory Committee Reports
I.25. Fifth-Day Forum Announcements
I.26. Performance Goals Committee Minutes
I.27. Academic Senate Minutes
I.28. Classified Senate Minutes
I.29. Division Chair Minutes
I.30. Student Senate Minutes
I.31. Coalition for Student Success—Campus Change Network Reports
I.32. Schedule of Classes
I.33. P.A.R.I.S. Login://0-paris.wvmccd.cc.ca.us/library.wvmccd.cc.ca.us/ and/or Vital Signs
I.34. State of the College Reports
I.35. Career Programs External Evaluation Reports
I.36. Categorical Programs Reports
I.37. Collegiate In-Site Reports
I.38. Accountability Reporting for California Community Colleges (ARCC)
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

West Valley College employs comprehensive and conscientious approaches to ensure that high-quality instructional programs meet the needs of the communities the college serves. As a medium-sized community college, West Valley College is able to maintain a balanced variety of programs with reasonable numbers of course and section offerings in the areas of general education, transfer, career education, basic skills, and lifelong learning.

The College schedules its course offerings during two 16-week semesters, in summer sessions ranging from four to eight weeks in length, and in a four-week winter session. Scheduled offerings allow students to complete degree and certificate programs in a timely manner. The College offers 59 AA and AS degree programs and 92 certificate programs (REF: II.A.1.).

To meet the varied needs of its students, the College offers courses on campus in the day, afternoon, evening, and on Saturdays. Off-campus classes are offered in the evening at Leigh High School, at the recently-opened Campbell/San Jose Center, and at other special sites when appropriate. In addition to traditional class schedules, courses are offered in short intensive modules, distance learning format and independent study formats, and through work experience/internship positions in business and industry (REF: II.A.1.).

A comprehensive multi-platform computer technology center is available for students to use Monday through Saturday, day and evening. The College provides a separate computer lab to support writing skills development. Other labs support other courses in English as a Second Language, Foreign Languages, Health Care Technologies, Fashion Design and others. The library is technologically equipped for students to conduct
research on the Internet. To support student learning, the College provides tutoring and a child care center to make access possible for student-parents.

Specialized areas of instructional support include, but are not limited to, English as a Second Language (ESL), Extended Opportunity Programs and Services (EOP&S), the Disability and Educational Support Program (DESP), the Honors Program, Women’s Studies, Educational Transition for Women and Men (ET), and a California Work Opportunity & Responsibility to Kids Program (CalWORKs) (REF: II.A.1.).

Career/occupational programs work with industry advisory committees to validate the curriculum standards and appropriateness of their course offerings. Programs that have special accreditation include interior design and health care technologies (through 2007). In addition, the paralegal program has received the approval of the American Bar Association. An expanded computer application and digital media program has been designed to meet the particular industry needs of Silicon Valley (REF: II. A.2).

The Career Programs center provides resource information on all career programs, as well as career advisement, job search assistance, job referrals, work experience, and counseling services. The center has partnered with feeder high schools to grant college credit for comparable vocational courses successfully completed in high school. Articulation agreements developed by departments are reviewed and approved by the college’s Curriculum Committee and the Academic Senate (REF: II.A.3.).

Concurrently-enrolled high school students can take classes at West Valley College, independently or through the Middle College program. The Middle College program includes students from two local high school districts. These concurrently enrolled students may receive college credit for classes taken at West Valley College (REF: II.A.3.).

West Valley College has expanded its distance learning methods of delivery through televised and online courses (REF: II.A.5.). Distance learning courses are reviewed individually by the Curriculum Committee to ensure that content, objectives and activities, and student-instructor contact are comparable to on-campus traditional instruction (REF: II.A.4.).

A varied community education program serves the local community’s life-long learning and recreational educational interests. Non-credit offerings are geared to meet the needs of special populations, especially older adults and some basic skills populations (REF: II.A.7.).

The College developed and implemented an information competency graduation requirement in fall 2005. An additional information competency infusion component was added for fall 2006. Further enhancement of the requirement will occur during 2008-2009 (REF: II.A.1.).

The systematic assessment of instruction begins at the departmental level and is influenced by many factors including labor market data, demand demonstrated by enrollment trends, and advisory committee recommendations. A newly-revised program
review process serves as the foundation for assessment and planning at the program and institutional levels (REF: II.A.12.). The Curriculum Committee is actively involved in the review of new and revised courses and instructional programs (REF: II.A.4.).

The institution-wide development of student learning outcomes (SLOs) was initiated in 2003 at the course level (REF: II.A.6.). All new or revised courses proposed to the Curriculum Committee must have approved SLOs. At the program level, SLOs are evident in many of the program descriptions in the college catalog and in individual program reviews (REF: II.A.1., II.A.12.). Proposed new and revised programs also must have approved SLOs (REF: II.A.4.). At the institutional level, SLOs are evident in many of the program descriptions in the college catalog and in individual program reviews (REF: II.A.1., II.A.12.). Proposed new and revised programs also must have approved SLOs (REF: II.A.4.). At the institutional level, SLOs are implemented in the graduation requirement for information competency. Each course seeking approval as information competency infused must indicate the standards and performance indicators that are assessed in it (REF: II.A.4.).

The statewide 2007 Accountability Reporting for the Community Colleges (ARCC) has produced indicators pertaining to many aspects of the College’s instructional program (REF: II.A.8.). The findings of the report are under review and being incorporated into the planning processes of the Office of Instruction.

The instructional program is supported with recently-implemented technology resources that include the CurricUNET automated curriculum development system, implemented during 2007; and ClassTracks course and classroom management software, under implementation in 2007 (REF: II.A.4., II.A.9.). These enterprise-level systems are shared with Mission College and operated by the West Valley-Mission Community College District (WVMCCD).

**Self Evaluation**

Prior to 2006-2007, West Valley College experienced a three-year decline in its enrollment. This decline was not unique in the community college system. Decreased feeder high school populations and increases in employment rates (traditionally inversely related to enrollment) may have contributed to the decline. To address enrollment, the College added financial aid workshops to its Early Admission efforts in 29 high schools, opened an off-campus center, and increased outreach to several of its neighboring communities. Marketing efforts are better focused on communicating with student audiences through focus groups. The College also developed a district-wide enrollment management plan with its sister college, Mission College (REF: II.A.10.).

The college’s demographics have remained stable. However, the College has sought to diversify its student body to represent the demographics and economics of its surrounding community, as indicated below for spring 2007.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Hispanic</th>
<th>African Amer.</th>
<th>Nat. Amer.</th>
<th>Asian Pac Isl.</th>
<th>White</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
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<td>59.3%</td>
<td>16.0%</td>
<td>3.3%</td>
<td>0.8%</td>
<td>19.7%</td>
<td>57.9%</td>
<td>5.0%</td>
</tr>
<tr>
<td>County</td>
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<td>4.0%</td>
<td>0.3%</td>
<td>22.0%</td>
<td>49.0%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>
To increase diversity, the College has expanded its recruitment of international students (REF: II.A.11). In addition, the Coalition for Student Success—Campus Change Network (CCN), initiated in spring 2005, is developing collaborative efforts to prepare the institution for expected changes in California’s demographics (REF: II.A.8.). Also, the recent revision of the program review process has provided the college with greatly-improved means to understand the workings of its myriad of departments and programs and to develop a more comprehensive approach to institutional planning, program development, and resource allocation (REF: II.A.12.).

**Action Plan**

The program review process will be refined based on the current model’s ability to provide comprehensive information for decision-making, resource allocation, and program development.

**II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

**Descriptive Summary**

West Valley College demonstrates an ongoing commitment to offer quality programs and course offerings, meet student needs, and facilitate successful learning as established in the mission statement. It does so by requiring careful scrutiny of all degrees, programs, and curriculum offered. Before a new degree, certificate program, or piece of curriculum is advanced to Board of Trustees for approval, it must be examined and validated for excellence by the Curriculum Committee, the Academic Senate, and the Office of Instruction. In the case of career education programs, the course must also meet the approval of the Bay Area Consortium of Occupational Deans. The new course and program proposal process, as detailed in the Curriculum Handbook, assures that all submissions address specific criteria regarding appropriateness, student preparation and outcomes, and judicious use of the institution’s learning resources. Additionally, all degree and certificate programs must meet all requirements and guidelines set forth by the California Community College Board of Governors, Title 5, and the district Board of Trustees. (REF: II.A.4.).

The main mission of West Valley College is to facilitate successful learning. This commitment is both well understood and routinely practiced throughout the instructional programs and the related student service components. The College offers a broad range of instructional programs that meet the varied educational needs of its student population. Programs provide basic skills preparation, career and vocational training, transfer preparation, and opportunities for lifelong learning. Departments and
divisions periodically review instructional programs for relevancy and currency. The program review process provides the formal method for evaluating existing programs and determining the need for new programs.

In 2007, the Accountability Reporting for the California Community Colleges (ARCC) provided a framework for the college to evaluate its performance against state-wide educational outcomes. The College reviews this data to identify areas of strength and areas for improvement particularly in the areas of student progress and achievement and student demographics. The College, through its student learning outcome initiatives, identifies student learning standards and assesses progress toward achieving them. (REF: II.A.6., II.A.8.).

Self Evaluation

In the 2007 ARCC self-assessment report, the College noted its strong history of serving students intending to transfer to four-year institutions and/or earn degrees and certificates. In these areas the College had slightly above average performance on the student progress and achievement indicator. Activities of the recently reorganized Transfer Center and of Career Programs focus on the needs of these students. The percentage of students who earned at least 30 units mirrored the percentage from the college’s peer group. The College improved its persistence rate to a rate that is near its peer group high. Recent matriculation mini-grants and increased counseling activities focus on continued student retention and success. These efforts include Early Progress Alerts, Back to Success workshops, student internships, tutoring services, and support labs.

The successful completion rate for credit-bearing vocational courses has remained high although somewhat below the peer group average. Vocational programs have increased their coordination with Tutorial Services and modified specific courses to include more practical experience, such as internships, to support student success in vocational courses.

The rate of successful completion of credit basic skills courses was also stable but near the peer group low. The rate of basics skills improvement showed a slight decline while reflecting the average of its peer group. Efforts to address basic skills completion and success rates include validation of placement testing for English and reading, implementation of a math placement test, and a renewed early alert process. A change in English as a Second Language course numbering and other coding problems are likely to have influenced the low ESL improvement rate. However, the ESL department recently added a lower-level course to address the needs of some of its prospective students and the department validated its placement processes in spring 2007.

The 2005 Student Equity Plan identified the following four target groups: males, under-represented ethnic minorities, students between the ages of 21-25, and students between 35-39 years of age. The goals and activities of the plan focus on access, ESL and basic skills course completion, degree and certificate completion, and transfer rates. These activities are expected to influence positively future performance on the ARCC indicators.
**Action Plan**

The College will develop a college-wide basic skills initiative in conjunction with the new state-wide Basic Skills Initiative.

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Descriptive Summary**

West Valley College continues to provide its students with a variety of instructional delivery systems that offer diverse ways for students to achieve positive learning outcomes. Regardless of delivery system or mode, the Curriculum Committee predetermines how any and all proposed systems of instructional delivery meet requisite learning objectives, substantial course content, and effectiveness criteria. Currently, over seventy courses have received distance learning certification by the Curriculum Committee. The varying needs of students are considered when decisions are made concerning delivery systems. Distance mode courses are rarely offered in isolation from a face-to-face course analog. Prospective students are advised by counselors and by information contained in the Web site (www.westvalley.edu/) as to the characteristics of student success vis-à-vis online instruction.

Faculty members using online instructional methods are assisted by the college’s distance learning coordinator and other staff assigned to this function. This ensures that the design of courses in distance learning delivery systems is fairly standardized and a level of quality control can be applied to the instructional process and outcomes. One hallmark of the distance learning program is the college’s selection of A New Global Environment for Learning (ANGEL) as its course management system. This enterprise-level system is operated by the district for both colleges in the district. Several hundred West Valley College courses are within the ANGEL system and offer students a variety of Web-based access points to their instructors and course content (REF: II.A.5.).

West Valley College utilizes a wide range of delivery systems and modes of instruction throughout its academic and career programs. To accommodate the diverse student schedules, a wide variety of class lengths and times are offered. These include Saturday, evening, summer, and winter session classes, as well as late-start classes that begin during three different months within in the academic semesters. The late-start classes are short term classes that vary in length from approximately two to six weeks. In summer 2007, there were two four-week sessions, two six-week sessions, and two eight-week sessions with two different start dates across those sessions (REF: II.A.1.).

West Valley College also offers off-campus classes at Leigh High School and the new Campbell/San Jose Center at a variety of times and days. Other off-campus programs and services include economic development, community education, and partnerships. The Career Programs office coordinates a work experience program wherein students receive on-the-job training in business, industry, or agencies related to their career fields (REF: II.A.1., II.A.2.).
West Valley College provides a wide range of continuing and community education programs. These include the Older Adults program that focuses on needs of senior citizens, the summer College-for-Kids program that serves the children in sixth through ninth grade, and a variety of short-term classes that address the needs of adult learners and business persons. The Older Adults program operates non-credit courses paid by state apportionment while most of the other programs operate with student fees and contracts from external entities (REF: II.A.7.).

Developing technologies continue to increase the range of delivery systems and modes of instruction at West Valley College. Some classrooms have undergone the conversion to technology-enhanced classrooms. The Technology Center and other campus computing facilities offer a wide variety of computers to both students and faculty for the purpose of improving computer skills and providing tools to complete and develop assignments.

**Self Evaluation**

The College meets this standard.

West Valley College has an exceptionally well-developed and sophisticated distance learning program. In addition, faculty members routinely use a variety of instructional deliveries that include self-paced, modular, and telecourses; online and hybrid courses; directed and independent studies; and contract education. These options allow students to select courses that meet their specific needs. In addition, the traditional methods of delivery such as lectures and labs continue to be upgraded through the use of technology. The commitment to develop instructional technology continues through the upgrading of computer laboratories, media-ready classrooms and the further growth and development of online and hybrid courses. Planning for the new campus technology center, the Fox Center, began in 2005 and will culminate with the construction of that building in 2009. This will be the first entirely new building on the West Valley College campus since the 1970s and will provide an opportunity for the college to pair traditional excellence in teaching with cutting edge educational technology. The center is designed to serve the entire campus and all of its disciplines.

**Action Plan**

None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

**Descriptive Summary**

Early in 2003, the West Valley College (WVC) Academic Senate approved a pilot student learning outcomes (SLO) project. The goal of the pilot project was to develop SLO tools and techniques at both the course and program levels that would later be incorporated into the program review process. In 2004, based on the success of the pilot project, the Academic Senate approved a college-wide initiative to develop and
implement course-level SLO assessment across all instructional departments. The Student Learning Outcomes Committee, composed of faculty members appointed by the Academic Senate, the college's assessment coordinator, the vice president of instruction, the faculty accreditation liaison, and the Academic Senate president, initiated a three-year implementation plan (REF II.A.6.). The goal was to have all departments develop assessment plans that included the creation of course-level SLOs, the initiation of SLO measurement activities, an analysis of the resultant SLO data, and implementation of course-level changes to improve student learning. Facilitated and informal dialogue occurred among faculty and program staff in response to the call for a college-wide response to the need to adopt student learning outcomes.

To date, 28 departments have written course SLO assessment plans and 12 departments completed their first course-level assessment cycle. Each of these departments has incorporated changes into their courses and will assess the effectiveness of those changes in subsequent assessment cycles (REF: II.A.6.).

In fall 2005, the SLO committee developed a preliminary plan for integrating SLOs at the program level. The new program review process, implemented in fall 2006, requires programs to include an analysis of SLO activities and a plan for improving learning based on that analysis (REF: II.A.6.). All departments granting degrees or certificates will be reviewing and/or developing their program-level SLOs and devising plans to assess them as part of their program review and the planned curriculum review process.

With the implementation of CurricUNET in 2007, all new or revised courses and programs seeking approval from the Curriculum Committee must include updated SLOs. Since spring 2007, this process resulted in an additional 162 courses and 20 AA/AS degrees and/or certificates having up-to-date and measurable SLOs posted on CurricUNET. (REF: II.A.4., II.A.6.).

At the institution level, SLOs are incorporated into the information competency graduation requirement process. Courses that are certified as meeting the information competency infusion requirement include a plan to assess the progress of the students in demonstrating the approved information competency standards and performance indicators (REF: II.A.4.). The assessment process will be implemented after fall 2007 when further infusion of information competency becomes part of the graduation proficiency requirement.

The West Valley College catalog states the requirements and learning outcomes for each degree and certificate program offered. For each course, the catalog also lists prerequisites and/or recommended preparation and provides a brief course description that includes content and expectations. The catalog also includes program descriptions for each respective field of study. The full sequence of classes and requirements for degree and certificates are defined for each academic program offered (REF: II.A.1.). The academic counselors assist students in preparing individual educational plans and understanding learning objectives. Many department chairs also provide this assistance to students. The matriculation processes of orientation and advising include degree and certificate requirements as part of the educational planning process. In addition, the Counseling department, Career Programs, Educational Transition for Women and Men
(ET), and Extended Opportunity Programs and Services (EOP&S) have major sheets available as resource materials for students. The schedule of classes, hard copy and online, provides the specific courses offered each semester (REF: II.A.1., II.A.13.).

West Valley College has on file the Title 5 outlines for all courses offered at the college. Each outline addresses the expected learning outcomes and objectives of the class. Course outlines were converted en masse to the automated CurricUNET system in 2006 and have continued to be refined and loaded into the system during 2007 (REF: II.A.4.).

The integrity of the courses included in the West Valley College's transfer degree programs is verified by the course articulation agreements with various four-year institutions. The College currently has qualified 77 courses in the California Articulation Number (CAN) system sequences and 209 courses in the Intersegmental General Education Transfer Curriculum (IGETC). The College also has transfer admission agreements with 11 University of California (UC) and California State University (CSU) campuses and 14 private colleges throughout California (REF: II.A.1., II.A.14.).

**Self Evaluation**

The College has made substantial progress in the process of incorporating and using SLOs as a cornerstone of its self assessment. The results of the completed SLO projects indicate that faculty and departments understand the value of the activities and plan to continue their efforts. Program reviews also indicate that many programs have an ongoing commitment to implementing SLOs at the course and program levels. In the spring 2007 campus-wide survey, 76% of the respondents gave a positive response to the item related to the identification of SLOs; 41% positively responded that the College uses research to analyze and assess SLOs and uses the results for improvement (REF: II.A.20).

The requirements and expected outcomes of all courses of study leading to the various degrees and certificates are clearly defined in several sources of information, including the college catalog, course outlines, and course syllabi. Department faculty revise courses with the assistance of division curriculum representatives. The Curriculum Committee scrutinizes expected learning outcomes and objectives as well as the methods and standards employed to assess student achievement in new and modified courses. Title 5 regulations form the basis of the committee’s decisions.

Trend data analyses covering outcomes of effectiveness for the college and individual departments are available on the district’s P.A.R.I.S Web site and from the institutional research office. The data includes success rates, average grades given, transfer data for students enrolling in the CSU and UC systems, new matriculants to West Valley College, and feeder high schools data. In addition, the Admissions and Records Office compiles annual data on specific program performance on certificate and AA/AS graduation rates (REF: II.A.8., II.A.13.).
**Action Plan**

The College will further address the integration of SLOs at the course, program, and institution level. The SLO activities of the college will be expanded to include the development of SLOs and assessment plans for general education areas.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

IIA.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

**Descriptive Summary**

Course development, review, and revision begin with the academic department in consultation with its respective division. The Curriculum Committee provides institutional oversight of the college's courses and programs. Through its review process, the Curriculum Committee approves the content, format and delivery modes, learning objectives and outcomes, assignments, and assessment processes for all new courses, revised courses, and courses requesting distance learning certification. The committee also reviews courses seeking information competency certification. Evaluation of programs and courses is accomplished through the program review process approved by the Academic Senate (REF: II.A.4., II.A.12.).

The new or modified courses or programs recommended by the Curriculum Committee, once approved by the Academic Senate and West Valley-Mission Community College District Board of Trustees, become the established curriculum of the college. During 2006-2007, the committee acted to approve one new certificate program and 14 minor program revisions, 123 new or revised courses, seven distance learning course certifications, and 17 information competency certifications; and it moved to deactivate 20 courses (REF: II.A.4.). In addition, the Curriculum Committee stays current of external regulations and educational trends and is a forum for faculty concerns and issues regarding instructional rigor and integrity. The college’s articulation officer is typically a member of the Curriculum Committee and verifies articulation for transfer courses and programs. The articulation officer is currently serving as the chair of the Curriculum Committee.

The Curriculum Committee also reviews for approval any changes in existing certificates or AA/AS degrees and all new certificates and degrees. Through the program review process, all programs complete a self analysis that focuses on using data to evaluate strengths and determine areas for improvement related to their courses and programs (REF: II.A.4.).
Self Evaluation

The curriculum review process currently provides appropriate oversight for new or revised courses and programs. However, although academic departments review their courses and curriculum, there is no formal ongoing process to review all existing courses on a set schedule. The lack of a formally-mandated process can lead to an inadvertent loss of understanding by new faculty of original course objectives and enforcement of related course standards. This was a problem in a recent inquiry by the state chancellor’s office into the use of hours by arrangement to provide supplemental instruction. The lack of a formal, ongoing course review process leads to a great amount of extra work by the college to retroactively document course standards and practices.

The college’s goal, when the CurricUNET system is fully operational, is to provide a timeline for reviewing all courses and programs on a regular basis. The program review process provides analysis and evaluation of programs to inform the college's decision-making processes and ongoing course review can be integrated into this process.

Faculty members play the central role in the establishment and evaluation of the educational program. The faculty are guided by many planning elements including student input, market analysis, scholarly research, advisory groups, program review, pedagogical trends, innovations in instructional technology, and governmental regulations. However, there were mixed responses (42% positive) to the spring 2007 accreditation survey item related to the college’s process of regular evaluation of courses and programs (REF: II.A.20.).

The degree of faculty involvement in the decision-making of the Curriculum Committee is deeply rooted as it receives its authority from the Academic Senate. The development of new and modified programs and courses within a framework of careful scrutiny is an active and dynamic process that serves to strengthen an institutional commitment to learning.

Action Plan

The Curriculum Committee will develop a methodology and timeline to review all courses for currency and relevancy.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

All departments that award vocational certificates have advisory committees that meet at least once a year. Committee members generally include employers, employment recruiters, graduates, current students, program instructors, college administrators, and other members of the community. Advisory committees have a variety of responsibilities that include:
• assessing the effectiveness of the program in terms of curriculum, objectives, and achievement of student learning outcomes; the needs of the community; and graduate performance;
• assisting the program in securing competent instructors;
• informing the program about changes and trends in the field;
• assisting the program in assessing the job market and in exploring and developing career opportunities for graduates;
• publicizing the program and securing community cooperation and interest;
• evaluating the adequacy of library and technology resources.

Changes recommended by advisory boards are documented in the meeting minutes of the various departments (REF: II.A.2.). A list of the members of each program's advisory board is published in the annual WVC college catalog (REF: II.A.1.).

The following are examples of advisory board recommendation and resultant changes.
• Health Care Technologies was advised by its board to provide more practice in patient charting skills. The department added more lecture content, emphasized charting, and increased the number of skills practicum to improve skills assessment in the applicable courses.
• Paralegal Studies was advised by its board that there was a growing need for paralegals trained in immigration and employment law. The program added courses in both specialties to the curriculum to meet this need.
• Fashion Design was advised by its board to provide additional information regarding textile testing and compliance issues in the apparel industry. The department added more lecture content emphasizing the importance of these issues in global manufacturing. The department also added guest speakers with expertise in textile testing, global manufacturing, and compliance issues. In addition, some advisory board members provide students with internship and mentorship opportunities.
• Park Management was advised by its board to support global information science (GIS) curriculum, develop a partnership with sister institutions in China, and support an exchange program with park management students from China. These efforts are underway.

Each semester during Professional Development Day divisions and departments conduct faculty meetings. Most programs and departments meet regularly throughout the semester (REF: II.A.15.). The purpose of these meetings is to discuss program goals, course content, overall curriculum planning, instructional methodology, and assessment. Some programs maintain meeting minutes.

West Valley's faculty must meet the minimum qualifications set by the state of California and the district. Most faculty members who teach in vocational areas exceed the minimum qualifications by holding a Master's degree, PhD, or JD. Several faculty members have professional certification in their areas of instruction and several years of experience working in their areas of expertise (REF: II.A.1.).

Instructors are committed to maintaining currency in their respective industries. Several maintain personal and institutional memberships in professional organizations. Faculty stay current in their fields by reading professional and government publications and by attending workshops and regional and national conferences. Many associate faculty members are working professionals. Their expertise in the classroom and input during faculty meetings help to keep their programs current. The College routinely provides a
variety of professional development workshops to faculty members. These include specific activities on professional development days, scheduled workshops, and the ongoing new faculty orientation program that is provided to all first-year contract faculty members (REF: II.A.15.).

The College tracks successful course completion, retention, and certificate and degree completion (REF: II.A.8.). The new Early Progress Alert system informs students about their mid-semester academic progress and assists them in accessing support to improve their possibilities for success. Support services include counseling, tutoring, special accommodations, assessment, and financial aid. In addition, students on probation or dismissal are invited to attend Back to Success workshops (REF: II.A.8.). Several departments also have course sequences with prerequisites to assure that students have the skills necessary to progress in the program and succeed in obtaining a degree or certificate (REF: II.A.1.).

In 2007 the Accountability Reporting for the California Community Colleges (ARCC) provided a framework for the college to evaluate its performance against state-wide educational outcomes. The College reviews this data to identify areas of strength and areas for improvement particularly in the areas of student progress and achievement.

Faculty representatives have attended workshops to help them develop or improve assessment strategies for evaluating student achievement (REF: II.A.6.). The Curriculum Committee assists all faculty members who wish to create new courses or update existing courses with the development or improvement of course and program SLOs (REF: II.A.4.)

The Curriculum Handbook provides the principal guidelines used by the college for the development, approval, administration, and evaluation of curricula. Nearly all of the college’s curricular changes are initiated and designed by individual faculty members and their departments. All new and modified courses and programs, regardless of credit or non-credit status, delivery mode, or the location of the instruction, proceed through systematic processes for evaluation and approval. The Curriculum Committee undertakes these responsibilities and plays the pivotal role in the evaluation and approval of proposed curriculum. Non-credit courses for apportionment must also meet approval standards set by the Curriculum Committee (REF: II.A.4.).

Periodic evaluation of departmental course offerings is carried out through a detailed and comprehensive program review process. All of the college’s programs and services are reviewed annually (REF: II.A.12.).

**Self-Evaluation**

The College meets this standard.

All departments are committed to keeping their programs up-to-date to assure that students are well-prepared to meet the needs of the business community. Programs take steps to implement the recommended changes and improvements suggested by their advisory committees and other faculty members. Courses have been dropped, revised,
and added based on the advice of advisory committee members. Course content has been updated to address changes in the professions, especially technological advances.

Programs have been successful in using advisory committee members to promote and market the programs to attract both new students and graduates in need of continuing education and to educate employers. Some programs do not maintain minutes of faculty or advisory committee meetings. This may have a negative impact on the ability to maintain continuity and assure that advised changes are implemented.

The Curriculum Committee meets regularly during the academic year and is diligent in applying established criteria for its evaluation and approval of newly-proposed and modified curricula and programs. Clearly-established deadline dates set by the Curriculum Committee are coordinated with the dates set by the district Board of Trustees for the final approval of curriculum.

Periodically, the Curriculum Committee reviews its procedures and forms in response to changing requirements but also to clarify and streamline the curriculum implementation and approval process. The program review process provides data and information to individual departments that assists them with strategic planning, program and curriculum development, and justification for resource allocation requests.

**Action Plan**

None.

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**Descriptive Summary**

All aspects of quality in the instructional program at West Valley College begin with the departmental faculty and thoroughly involve the Curriculum Committee. The Curriculum Committee, program coordinators, division chairs, department chairs, and faculty actively participate in, and are responsible for, ensuring the quality of instruction and academic rigor. The College monitors the educational effectiveness of the instructional offerings through systematic processes of regular program review and instructor evaluations which include class visitations and student evaluations in accordance with the faculty’s collective bargaining agreement (REF: II.A.4., II.A.12., II.A.16.).

**Self Evaluation**

All new courses, course revisions, program requirements, new programs, program revisions, and virtually anything else concerning curriculum, must pass a very meticulous and comprehensive approval process conducted by the Curriculum Committee. The committee is composed of representatives from all segments of the college community. The committee evaluates the proposals according to Title 5 guidelines and insists upon thorough descriptions of critical thinking, course content,
student evaluation criteria, and validated course prerequisites. Department chairs and the division chairs review all proposals submitted to the Curriculum Committee. Other segments of the college such as the Library and Technology Center also review the proposal if it impacts those areas (REF: II.A.4.). The Curriculum Committee is investigating how to systematically review and revise over 2000 existing course outlines.

The College has a very high placement rate for career program graduates and a very high transfer rate for students seeking four-year college degrees. Feedback is obtained by means of advisory committees for career program graduates and by success rate statistics obtained from four-year institutions (REF: II.A.2., II.A.29.).

Course and instructor evaluations are conducted at all face-to-face instructional locations. With the college’s investment in distance learning as an instructional option, a joint effort involving the faculty union, Associated College Educators (ACE), Academic Senate, and administration is underway to better evaluate the instructional effectiveness of all distance learning courses.

**Action Plan**

The appraisal of instruction in online courses, including student surveys, will be implemented and made consistent with the evaluation of conventional face-to-face courses.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**Descriptive Summary**

West Valley College addresses the diverse needs and learning styles of its students in many ways and at various levels. Faculty demonstrate awareness of different learning styles in their classroom practices. *True Colors*, an all-college professional development presentation, focused on learning style differences (REF: II.A.15.). Furthermore, the College provides ample services and support systems to first diagnose and then assist students whose needs range from the ordinary to the profound. The Disability and Educational Support Program (DESP) is particularly relevant in this area. In addition, the College supports numerous learning labs and a tutorial center that are geared to address the specific needs of students.

West Valley College has offered credit and non-credit courses in a variety of distance learning modes for over a decade. The fall 2007, credit course offerings included 16 telecourses and 65 online courses (REF: II.A.5.). Student retention in distance learning course sections is generally on par with that of on-campus courses. Distance learning courses cut across disciplines and are primarily initiated by individual faculty interest and student demand. Much of the curriculum development is aided by an active instructional development unit. The Curriculum Committee requires separate certification for distance learning courses to insure effective student/instructor interaction (REF: II.A.4.).
The College has a Distance Learning Committee that works to promote and improve distance learning instructional practices. This committee is chaired by a faculty member and assisted by the Instructional Technology/Distance Learning Coordinator, a classified administrator.

Existing online courses are developed and maintained within a standardized Web course management system, ANGEL (REF: II.A.5). New online course development routinely employs this system. Local and off-site training for faculty involved in distance learning and instructional technology development is standardized.

**Self Evaluation**

The College meets this standard.

For many years the College has recognized and supported the varied learning styles of its students. The College views distance learning as a component of a strategic initiative leading to enrollment growth and a way to extend the college to underserved populations.

**Action Plan**

None.

**II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

**Descriptive Summary**

In 2004 the Academic Senate charged a Program Review Task Force to develop a revised program review process. The task force commenced its work in spring of 2005. It based its recommendations on California State Academic Senate guidelines for program review. It formulated a program review philosophy, purposes, and assumptions that were then endorsed by the Academic Senate. The task force examined best practices, developed a draft program review process, and formulated an implementation timeline which the Academic Senate endorsed.(REF: II.A.12.).

By March 2007, all instructional programs and most non-instructional programs had completed new program reviews (REF II.A.12.). Updated reviews were completed in fall 2007, with nearly 100% compliance. As the primary planning tool for the college, the reviews are now being used for a number of intended purposes such as strategic planning, resource allocation, budget formulation, and input into the Educational and Facilities Master Plan. College Council and its subordinate councils routinely use program review information for resource allocation and strategic planning purposes.

All departments requesting curriculum changes in a course or program are required to incorporate SLOs into their modifications. Faculty members from many departments have participated in college-wide training to improve their skills in creating measurable outcomes for student learning. At the program level, training in developing SLOs
started in 2006 through the curriculum review process and in general departmental training sessions and follow-up activities (REF: II.A.6.).

Many career programs satisfy external accreditation requirements or initiate changes suggested by their respective advisory boards. Each of these departments routinely evaluates itself to assure that it is meeting the needs of its students and graduates. Various methods of evaluation are used to gather information from students, graduates, faculty members, internship sites, employers of graduates, and the community (REF: II.A.2.). In addition, each program's advisory committee contributes much needed information and advice regarding how to better prepare graduates for the workplace. This information is used to improve existing courses and to add new courses to the curriculum.

**Self Evaluation**

Most departments evaluate their courses and programs on an ongoing basis as part of their responsibility to their students, graduates, and community. Several departments including Administration of Justice, Paralegal Studies, Interior Design, Child Studies, Court Reporting and Related Technologies, and Health Care Technologies also must submit evaluations to private industry organizations or state agencies to maintain voluntary program accreditation or approval or to comply with state law. These processes reflect a commitment to assuring the organization or agency that the program and courses remain relevant, appropriate, and current.

The College is making progress toward implementing student learning outcomes for all courses and programs. There is renewed interest in fulfilling previously-devised assessment plans and in moving toward a more comprehensive plan for implementing and assessing program-level student learning outcomes. Support from the curriculum committee and the migration to CurricUNET have provided an infrastructure within which to review and/or develop appropriate student learning outcomes for courses and programs submitted to the curriculum committee. Support from the Academic Senate continues with the reforming of the Student Learning Outcomes Committee in spring 2007.

**Action Plan**

The College will further implement the practices and processes of SLO assessment at all levels of the institution.
II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The effectiveness of instructional courses and programs is assured through program review. The program review process includes responses to questions about student learning outcomes (SLO) assessment and any resultant changes initiated to improve student learning at the course and program levels (REF: II.A.12.).

Results of student learning outcomes assessment plans are available in the Office of Instruction and are also documented in the 2007 Annual Report to the ACCJC (REF: II.A.6.). Departments and programs engage in dialogue to evaluate their assessment data and to devise appropriate change processes.

The college’s vocational education programs are evaluated annually through the state’s core measures online system that assesses student outcomes in relation to several statewide adopted criteria (REF: II.A.2.).

Self Evaluation

The College meets this standard.

With the implementation of the revised program review process, the College provides a mechanism for the ongoing implementation of SLO assessment at the course and program levels. The addition of a validation process into program review is expected to provide a second level of analysis of, and support for, improving the integration of outcomes assessment across the college.

Action Plan

None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Faculty endeavor to develop departmental course and program examinations that are valid measures of student learning and that are unbiased. Course outlines identify assessment methods for student learning.

Self Evaluation

The College meets this standard.
Learning outcomes are being integrated at both the course and program level and assessment activities are being devised and implemented to assure that students accomplish those outcomes.

**Action Plan**

None.

**II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

**Descriptive Summary**

The different areas of the general education pattern for West Valley College were created so that students completing the required courses would develop the skills and competencies attendant to commission standards. The general education program consists of a minimum of 25 units that students must complete in order to earn an AA or AS degree. The general education pattern consists of seven areas: Language and Rationality, Natural Science, Arts and Humanities, Social and Behavioral Sciences, Lifelong Understanding and Development, Intercultural Studies, and Physical Education (REF: II.A.1.).

The West Valley College catalog comprehensively describes the processes for earning various associate degrees and program certificates, unit credits, and the evaluation procedures used to determine competency. Transfer courses, associate degrees, and program certificates are designed to prepare students for transfer to four-year colleges or universities and/or for employment in the workforce (REF: II.A.1.).

Evaluation of student performance and achievement is measured against specific course objectives and desired student outcomes as mandated by the State of California Title 5. All Title 5 compliant course outlines follow official guidelines established by the Curriculum Committee. The committee norms are those found to be reasonable when articulated with high schools, transfer institutions, and community-based advisory committees. Course outlines and syllabi describe the subject matter, skills to be learned, instructional methods, sequencing, and the basis for student evaluation. Seventy-nine percent of the respondents to the 2007 accreditation survey responded positively that course outlines specify subject matter and skills (REF: II.A.45.). Syllabi are given to students. Copies are kept in the division offices and are included in the instructor’s evaluation process.

The *West Valley College Catalog 2007-2008*, p.4, states under Academic Programs: Transfer Credit, that West Valley College "gives unit credit to students for courses they have completed at other accredited colleges and universities" and that "to be accepted for credit, the courses must be comparable to those offered at West Valley College, as determined by the admissions office.” The catalog also states, p.176, under Admission to the College: Transfer Students – Transcripts, that "official transcripts are required if credit toward graduation is desired" and that "such transcripts will be evaluated and
made part of the student's academic record if submitted for credit toward a degree" (REF: II.A.1.).

The West Valley-Mission Community College District also has a general education reciprocity agreement with several local community colleges to accept their respective general education courses. The colleges include Gavilan College (Gilroy), San Jose City College, Evergreen Valley College (San Jose), De Anza College (Cupertino), and Foothill College (Los Altos Hills). The agreements guarantee that students receive the same general education credit for comparable courses (REF: II.A.13.).

West Valley College has articulation agreements with many four-year colleges and universities. These agreements are coordinated through the articulation officer in the counseling department. These agreements include course-to-course articulation, major-to-major articulation, and general education course and pattern articulation (REF: II.A.14.).

West Valley College participates in the California Articulation Number (CAN) System. This system assures students that CAN courses from one participating campus will be accepted as comparable to the CAN courses of another participating campus. In the West Valley College catalog, the CAN list is located under California State University (CSU) information and the CAN designator is found at the end of each course description (REF: II.A.1.). West Valley College also participates in Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST). The ASSIST system is Web-based and provides articulation and transfer information between colleges (REF: II.A.14.).

**Self Evaluation**

The College meets this standard.

The general education and proficiency requirements for West Valley College provide students the opportunity to develop skills in critical thinking; quantitative reasoning; communications; broad areas of social, liberal, and natural sciences; lifelong learning; reading; English; mathematics; and information competency. The Curriculum Committee scrutinizes courses that meet institutional requirements to ensure that each course integrates the necessary rigor, content, and critical thinking skills for the proposed competency area. Once approved by the Curriculum Committee, courses are forwarded to the WVMCCD Board of Trustees for final approval before being placed in the catalog and offered to students.

Students pursuing an associate degree demonstrate competency in written communication by completing a baccalaureate level English composition course with a C grade or better. Competence in quantitative reasoning is achieved through completion of at least three units of mathematics (intermediate algebra, geometry or higher) with a grade of C or better. Competency can also be assessed through credit by examination or by past performance as demonstrated on a high school transcript. Students demonstrate proficiency in reading through placement testing or by taking a college-level reading course. Although not a degree requirement, students also have the opportunity to develop oral communication skills through completion of an oral communication
course. Finally, students demonstrate competence in scientific reasoning by completing a three-unit course in the natural sciences area (REF: II.A.1.). All degree applicable courses approved by the Curriculum Committee must integrate critical thinking into the course outline of record.

The College strongly encourages students who are planning for transfer to complete general education (GE) requirements for transfer as outlined in the catalog and schedule of classes. With careful planning and advisement, students can fulfill the West Valley College general education requirements while also meeting many of the certification requirements for both the California State University System General Education Breadth Pattern and the Intersegmental General Education Transfer Curriculum (IGETC).

The Curriculum Committee and the teaching faculty review course outlines for Title 5 compliance of criteria for the evaluation of student learning and the award of course credit. Counselors, program advisors, and student services personnel are informed when curriculum requirements change. They disseminate curricular information to students in oral and written form if those changes precede notation in the college catalog.

West Valley College has developed a new project called TransferNet. TransferNet is designed to assist new college students with the transfer process. It offers support with planning, major choices, career planning, financial aid, job search assistance, and other services as needed (REF: II.A.14.).

Articulation with other colleges is an ongoing process. A college counselor is always designated to serve as the articulation officer and constantly monitors the curricular processes.

**Action Plan**

None.

**II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.**

**Descriptive Summary**

All degree and certificate programs list the course requirements for the degree in the catalog. Most programs developed program level outcomes that are stated in the college catalog. Since 2006, programs have had the opportunity to participate in training to review and/or revise their learning outcomes to ensure that their outcomes are relevant and measurable.

Student competence is generally measured and documented through conventional grading. While course outlines state outcomes or objectives, not all courses are explicitly measuring student achievement against those outcomes. Many career and vocational programs require students to compile a portfolio in a final or capstone course. The portfolio is designed to be summative documentation of each student’s
accomplishments across learning experiences in the program. Panels of internal and external reviewers assess and critique student portfolios. Students may also use portfolios to demonstrate their abilities in pursuit of a career.

**Self Evaluation**

Most of the college’s programs have stated outcomes in the catalog. However, many outcomes do not have explicit connections to assessment practices. Degree and certificates are awarded based on student completion of the designated series of courses with passing grades. Programs have not consistently mapped student learning outcomes within and across the major courses. Beginning efforts to develop and measure student learning outcomes at the course level are being expanded to support ongoing assessment at the program level.

**Action Plan**

The College will further implement the practices and process of SLO assessment.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**Descriptive Summary**

To achieve West Valley’s mission, the College strives to attain excellence in providing general education courses and programs that contribute to the education of an individual. Course areas that contribute include cultural competency; critical thinking; written and oral communication; quantitative analysis; appreciation of the arts and humanities; and awareness of physical, social, and behavioral sciences as they affect the
individual and interaction with the community and the global society. These goals are clearly stated in the West Valley College catalog (REF: II.A.1.).

A formal process has been followed to determine the general education component of degree requirements. The Curriculum Committee Handbook includes the guidelines and criteria for a course to meet the general education criteria. The Curriculum Committee is responsible for recommending approval of all general education courses (REF: II.A.4.).

General education (GE) requirements for the associate degrees are comprised of a minimum of 25 units in the following areas: Area A (Language and Rationality, six units), Area B (Natural Sciences, three units), Area C (Humanities, three units), Area D (Social Science, six units), Area E (Lifelong Understanding and Development, three units), Area F (Cultural Diversity, three units), and Area G, (Physical Education Activity, one unit). The wide selection of classes available within each area accommodates diverse student needs (REF: II.A.1.). Over 80% of the general education classes are transferable to four-year universities and colleges.

West Valley College demonstrates an ongoing commitment to offer quality programs and course offerings, meet student needs, and facilitate successful learning as established in the mission statement. It does so by requiring careful scrutiny of all degrees, programs, and curricula offered. All degree and certificate programs must meet all requirements and guidelines set forth by the California Community College Board of Governors, Title 5, and the Board of Trustees. The Curriculum Committee uses its faculty expertise to determine the appropriateness of awarding general education designations for any course requesting GE credit.

Before a new degree, certificate program, or piece of curriculum is advanced to the Board of Trustees for approval, it must be examined and validated for excellence by the Curriculum Committee, the Academic Senate, and the Office of Instruction. Career programs must also meet the approval of the Bay Area Consortium of Occupational Deans. The curriculum proposal process as detailed in the Curriculum Handbook assures that all submissions address specific criteria regarding appropriateness, student preparation and outcomes, and judicious use of the institution’s learning resources (REF: II.A.4.).

Associate degrees may be sought as either a final educational goal in preparation to enter an occupation or as a major step toward a baccalaureate degree. West Valley College has an established series of requirements for both AA and AS degrees that address breadth of knowledge across required and elective curricula and specific depth of knowledge in at least one area. In fall 2005, the College also instituted a graduation requirement for information competency. Degree programs require students to complete units prescribed for the major and also to meet general education requirements. The graduation requirements for the AA and AS degrees are described in the college catalog (REF: II.A.1.).
The College offers a growing array of interdisciplinary courses. Three series, Computer Arts: Animation, Digital Media Design and Production, and Women’s Studies, are AA degree programs.

**Self Evaluation**

Comprehensive evaluation of each academic area occurs during the ongoing process of program review. Each program review is evaluated by the Office of Instruction, Office of Student Services, if applicable, and the President’s Office. If the faculty of the program discipline or the college administration recommends curriculum modifications, the Curriculum Committee reviews them for appropriateness and approval. All degree programs require a minimum of 60 units of credit with at least 18 units in the major discipline or interdisciplinary core area. Departments and faculty design degree programs and continually monitor them for relevancy. The Curriculum Committee approves new and modified curriculum within the degree programs.

The Curriculum Committee consistently follows established criteria to approve general education courses. Requirements and general education request forms are part of the Curriculum Handbook available to all faculty members. The request for general education designation is initiated at the department level. The review and approval process for general education designation is a regular part of the course approval process.

General education (GE) courses included in the Inter-segmental General Education Transfer Curriculum (IGETC), the California State University General Education Breadth Pattern, and West Valley College graduation requirements for the associate degree are articulated and monitored by the college’s articulation officer, an ex-officio member of the Curriculum Committee. GE information is included in the college catalog and is disseminated through academic departments and counseling.

The College has not defined measurable learning outcomes for the general education areas. However, by design, West Valley College students who successfully complete degree program requirements possess a sufficient breadth of knowledge and sufficient depth in a specific field. All general education courses have been reviewed by the West Valley College Curriculum Committee to ensure they are academically sound and contribute sufficiently to one or more of the following goals: “the development of critical thinking, written and oral communication skills; understanding of, and the ability to use, quantitative analysis; appreciation of the arts and humanities; and awareness of physical, social and behavioral sciences as they affect the individual and interaction with the community and the global society” (REF: II.A.1. p.2). The Curriculum Committee also ensures that courses are appropriate in scope and employ appropriate methodologies.

In response to the Academic Senate for California Community Colleges Resolution 16.2.0, the Curriculum Committee fully addressed the issue of information competency as a critical skill necessary for student success in a technological environment. Information competency skills are incorporated into the college curriculum according to a phase-in plan initiated in fall 2005 and continued in 2007 with a final infusion requirement scheduled for 2008.
**Action Plan**
The College will develop and assess measurable learning outcomes for each general education area. These outcomes will be used in the future in the Curriculum Committee review process for granting GE certification for new and existing courses.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

**Descriptive Summary**
All Associate of Arts and Associate of Science degrees have a disciplinary core of at least 18 units. Each core is developed by the department to reflect a focused study of inquiry. Several degrees represent an established interdisciplinary core such as Liberal Arts and Women’s Studies (REF: II.A.1.).

**Self Evaluation**
The College meets this standard.

**Action Plan**
None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

**Descriptive Summary**
The vocational and occupational certificate and degree programs are listed in the *West Valley College Catalog 2007-2008* (REF: II.A.1. pp. 14-15). New certificate or degree programs must complete a rigorous review process that may include labor market research and input from advisory boards and requires approval from the Curriculum Committee.

The College develops its career programs in close cooperation with advisory committees composed of representatives from business, industry, and the college. These advisory committees review course content to make certain that the instruction and curriculum provide current skills. These advisory committees are listed in the *West Valley College Catalog 2007-2008* (REF: II.A.1. pp. 16-17).

When applicable, programs are required by private industry accreditation and the Vocational and Technical Education Act (VTEA) to track graduate employment and to survey employers and graduates as to whether the program is adequately preparing its students for employment. The process assures that graduates meet employment or industry standards and requirements. In addition, some programs have been created and revised to ensure that graduates meet applicable minimum standards required by law.
One example, Health Care Technologies, employs instructional methodologies required by California law to train students to administer medications by injection. The paralegal program also conforms to the requirements of California law for the education and training of paralegals (REF: II.A.2.).

To assist in the acquisition and demonstration of technical and professional competencies, most programs require students to complete an internship. Internships are permitted only after students have met a certain number of prerequisites so that they have sufficient skills and knowledge to benefit from the experience. This also assures that the student will provide a valuable service to the internship supervisor. In many cases the student will be offered employment or a good reference from the supervising employer.

Interior design, child studies, park management, engineering, and architecture also have programs designed for students who plan to transfer to four-year institutions to complete their degrees. Some programs such as interior design, child studies, park management, and architecture support both transfer and career tracks. Other programs such as court reporting, administration of justice, and paralegal studies prepare students for external certification or licensure.

The college’s career programs all have degree and certificate requirements stated in the college catalog (REF: II.A.1.). Student competence in these programs is generally measured and documented through conventional grading. Many of the programs also require a student portfolio. The portfolio is designed to represent a student’s accomplishments in his or her classes and also may be further used by the student to demonstrate his or her abilities in pursuit of a career.

All of the career programs have advisory committees that help keep the department abreast of industry requirements for skills and provide feedback concerning the competence of program graduates in the workforce. The Career Programs office provides relevant labor market research for career programs administration and faculty.

**Self Evaluation**

The College meets this standard.

Most career programs have a highly-developed system for evaluating whether their programs are preparing students to meet technical and professional competencies. At a minimum, each program conducts regular advisory committee and faculty meetings. In addition, many programs conduct regular student, graduate, and employer surveys as required by their external accreditation or approval body (REF: II.A.2.). Those programs which prepare students for external certification or licensure have systems in place to assure that the students are adequately prepared.

The College routinely documents the technical and professional competence of its career program students and graduates through grade results, student portfolios, and feedback from employers.
Action Plan

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

West Valley College identifies its degrees and certificates in the college catalog. The College offers two curricular programs for its students: (1) transfer programs for four-year colleges and universities and (2) career programs. All AA degrees, AS degrees, and certificates are listed in the college catalog along with the list of courses that must be completed. The catalog indicates which areas offer transfer programs. The courses fulfilling the transfer program are listed in the Transfer Planning Guide that is available in the Counseling Center (REF: II.A.1., II.A.14.). These materials are also available on the college Web site.

The Curriculum Committee has oversight responsibilities for the degree and certificate curricula and verifies consistency with course and program content, objectives, and student mastery of the knowledge and skills necessary for transfer and career preparation. The Office of Instruction assists in reviewing curriculum and monitoring the process to ensure adherence to Title 5 regulations.

The West Valley College catalog describes the processes for earning various AA and AS degrees and program certificates, unit credits, and the evaluation procedures used to determine competency. Associate degrees and program certificates are designed to prepare students for transfer to four-year colleges and universities and/or for employment.

Evaluation of individual student performance and achievement is measured against specific course objectives and desired student outcomes as mandated by Title 5. All Title 5-compliant course syllabi follow official guidelines established by the Curriculum Committee. Course syllabi describe the subject matter, skills to be learned, instructional methods, sequencing, and the basis for student evaluation. Syllabi are given to students.
and copies are kept by the division offices and included in the instructor’s evaluation process.

The general education segment of all degree programs is clearly stated in the college catalog. General education courses are purposefully designed to develop student sensitivities and diversified knowledge so that students may recognize, understand, and interact successfully in their personal, social, and political environments. Students who intend to earn an AA or AS degree must earn a C average in a minimum of 60 units of college-level work with at least 25 units in general education.

**Self Evaluation**

The College meets this standard.

The specific courses that fulfill all degree and certificate requirements are clearly stated in the college catalog. Because transfer requirements of four-year colleges and universities vary and/or change frequently, the College advises students to consult with West Valley College counselors and the Transfer Center for transfer planning.

The college's participatory governance system ensures that the formulation and review of degree and certificate programs include input from the Division Chair Council, counselors, the departmental faculty, and the Curriculum Committee. The Curriculum Committee and the teaching faculty are expected to review course syllabi for Title 5 compliance with the criteria for the evaluation of student learning and the award of course credit. Counselors, program advisors, and student services personnel are informed when curriculum requirements change. They disseminate curricular changes to students in oral and written form if those changes precede notation in the college catalog.

The Curriculum Committee is responsible for approving courses to meet the general education requirements for the AA/AS degrees. Generally, these courses fulfill the general education transfer requirements of University of California (UC) and California State University (CSU) institutions and of many private colleges. The Curriculum Committee periodically reviews the general education requirements, comparing them to those of other community colleges, as well as reviewing their transferability to senior institutions. The catalog provides information about transferring general education courses to UC and CSU institutions. Information about general education requirements is widely disseminated throughout the college.

**Action Plan**

None.
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**Descriptive Summary**

The use of advisory committees, review of labor market data, and the compilation of program reviews keep departments and programs up-to-date with community and program needs and requirements. These processes have enabled programs to stay current with student needs and ahead of buyer demand. Curricular changes are made throughout the year and are advanced to the Curriculum Committee for inclusion in the annual catalog and WVC schedule of classes. The Academic Senate and the vice president of instruction play an active role in reviewing curricula and program changes before the recommended proposals are forwarded to the Board of Trustees for approval.

Changes in curricula rarely have resulted in the college having to eliminate programs. Every possible innovation to prevent program elimination is explored prior to eliminating a program. Although the College does not have a written policy in place, or a procedure for official elimination, the College relies on the recommendation of the Academic Senate for criteria for program discontinuance (REF: II.A.19.).

If course requirements are changed for a non-discontinued program, students are notified of the impending changes in the catalog, course syllabi, and other publications. Students are permitted to maintain their catalog rights as long as they have continual enrollment and are making satisfactory progress toward their educational goals. Occasionally, departments offer course substitutions to students if a new course would be of benefit to the student. If this is done, the department officially notifies the records office of the change.

The College also recognizes that many students work or have other time-consuming commitments and makes every effort to accommodate the students’ varying schedules. Most courses are offered every semester at various times and locations and through different modes of delivery, thus making them accessible to most students. However, there are times when some courses with lower student demand are offered less frequently. This is typically noted in the course description in the catalog.

**Self Evaluation**

The College meets this standard.

The College ensures that the students are able to complete their programs despite course changes or program deactivation. The College has developed a process through which it systematically identifies and reviews courses and/or programs that are in need of revision and updating. The College has devised procedures to handle the matriculation of students through discontinued or reduced programs, although such needs have not occurred in over a decade.
**Action Plan**

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**Descriptive Summary**

The College presents clear, accurate and consistent information through its catalog, publications, and electronic resources. Each year the College updates its catalog and makes it available in print and an electronic format. The schedule of classes is also available in electronic and printed formats. The printed schedule of classes is distributed each semester and covers every upcoming academic session. Eighty percent of the respondents to the spring 2007 college-wide accreditation survey agreed that the College provides consistent and accurate academic information (REF: II.A.20.).

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Descriptive Summary**

Faculty members are expected to distinguish between their personal convictions and professionally-accepted views in their discipline. This is a practice of professional conduct as outlined in the Faculty Handbook and district policy. In both instances, the language is drawn from statements of the American Association of University Professors concerning academic freedom and professional ethics (REF: II.A.17.).

**Self Evaluation**

The College meets this standard
**Action Plan**
None.

**II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

**Descriptive Summary**
The College has established expectations of student academic honesty. These expectations and the consequences for dishonesty are clearly delineated and published in the annual college catalog under Rights and Responsibilities, in the student planner, and in the Faculty Handbook (REF: II.A.1., II.A.17., II.A.18.).

**Self Evaluation**
The College meets this standard.

**Action Plan**
None.

**II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Not applicable to West Valley College.

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

Not applicable to West Valley College.
STANDARD II A INSTRUCTIONAL PROGRAMS EVIDENCE

II.A.1. *West Valley Catalog 2007-2008* and Schedule of Classes
II.A.3. Partnership Agreements: High School Vocational Programs, Middle College
II.A.5. Distance Learning—www.westvalley.edu/dl
II.A.7. Community Education Schedules: Older Adults, College for Kids.
II.A.9. ClassTracks http://classtrack.wvmccd.cc.ca.us/WestValleyMissionCCD/
II.A.11. www.westvalley.edu/services/international/
II.A.13. Degrees and Certificates Files: Major Sheets, GE Reciprocity, AA/AS and Certificate Graduation Data
II.A.15. Professional Development File—New Faculty Orientation Schedules, Professional Development Newsletters, True Colors Presentation
II.A.16. Association of College Educators Contract
II.A.17. 2007 Faculty Handbook
II.A.18. 2007 Student Planner
II.A.19. Academic Senate Program Discontinuance Policy
II.A.20. 2007 Accreditation Survey
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

West Valley College provides extensive support services for its students. The district’s mission statement focuses on an institutional commitment to student success with student services viewed as a partner towards that goal. The College has many paths for students to access support services. Students can make contact through the main admissions and records function or with a specific program depending on their individual needs. The overall commitment is to offer services throughout the campus that support students and increase the probability of their success.

Each semester and term, the main frontline services of admissions, records, outreach, and financial aid have extended weekday and Saturday hours to better support campus and community needs. Many services regularly have evening hours at least one night per week (REF: II.B.1.p.94.). An online function, AskWVC@westvalley.edu, gives students an opportunity to ask questions outside of operational hours. Counseling also offers access to online consultation. Students also can access the e-mail system and leave messages for instructors, departments, and staff on a 24/7 basis.

Each semester, Student Services Day welcomes students and informs them about student life and the various student support programs. In spring 2007, a short questionnaire asked students why they came to West Valley College and what the college could do to improve its services (REF: II.B.2.). This somewhat informal process added the student voice to the evaluation of what was working or what was not. Student Services also coordinates Welcome Week activities with information booths and staff assisting students and providing them a positive start to the semester. Welcome Week activities expanded in fall 2007 along with other student life activities.

Student services areas debrief as to what worked well and what needs improvement after each semester’s start-up activities and in regularly in staff meetings, Student Services Council meetings, and supervisor’s meetings (REF: II.B.3.). Recently, the College instituted various new processes such as add codes for wait-listed students, real-time rosters on MyWebServices, grades online, and adding or dropping classes over the telephone or Web. Communicating important changes throughout various
constituent groups has been critical as new or revised elements become part of everyday operations.

The Outreach program, either as a stand-alone function or in conjunction with partners such as Financial Aid, Educational Transition for Women and Men (ET), Extended Opportunity and Support Services (EOP&S), Career Programs, Counseling, and the Disability and Educational Support Program (DESP), offers student-oriented high school and community events throughout the Bay Area that showcase West Valley College specifically, and educational opportunities in general. The schedule of outreach activities is maintained in the Outreach Office and serves as a tool to evaluate its effectiveness in meeting college and community needs (REF: II.B.4.). The College has a very strong presence in area high schools with special emphasis on schools to which the college has been invited and on schools that have high populations of under-represented students and are located on the east side of San Jose. The Early Admissions program offers orientation on-site in sixteen local high schools and includes placement testing and counselor-led educational planning sessions to better assist high school seniors to enter community college successfully (REF: II.B.5.).

The Concurrent Enrollment program is based on a district-wide policy of allowing 16-year-old students who are in their junior or senior year of high school to register for college classes if they can benefit from the enrichment experience. Students can receive both college and high school credit. The College limits the number of units a concurrent enrollment student can take and examines each student’s high school transcript to recommend a success-oriented path (REF: II.B.6.). A Middle College partnership with the Los Gatos-Saratoga District provides another opportunity for selected high school students to access courses at West Valley College. In fall the 2007, the Middle College program expanded to include the Campbell Union District (REF: II.B.7.).

Prior to each semester, prospective students can choose from a full array of assessment sessions for placement recommendations into reading, English, English as a Second Language (ESL), and mathematics courses. The assessment office, in coordination with the financial aid office, also administers the Ability to Benefit Test (ATB) for those students who are applying for financial aid and do not have a high school diploma or GED. Orientations are strongly encouraged for new students. The standard orientation is a 0.5 unit course offered through the counseling department with an alternative non-credit online version. Student success classes offered through the counseling department also meet the orientation objectives and other educational needs of diverse students. Special orientation formats are offered for student athletes, vocational students, adult re-entry students, international students, and others who have special needs or schedule demands (REF: II.B.8.).

Student Services Council, consisting of department or program heads and participatory governance representatives, meets twice a month to coordinate the services of the support programs and to discuss student needs. During 2005-2006, working groups were formed to address access, retention, and success issues. These groups coordinated efforts with other college initiatives through the Academic Senate and matriculation groups. The Student Service Council also has retreats two or three times per year to
assist with planning and analysis of student support needs. Notes and minutes of the Student Services Council are posted on a district server (REF: II.B.3.).

A task force led by Student Health Services, with full participation of Counseling, DESP, and ET, addressed the mental health and psychological services needs of the college. This group, with validation data from the National College Health Assessment (NCHA) survey, investigated mental health concerns that affect student success (REF: II.B.10.). The group produced and distributed *Assisting the Emotionally Distressed Student* to all faculty, staff, and administrators (REF: II.B.11.). During subsequent meetings, processes and procedures for better campus-wide implementation were developed. Members of the task force subsequently presented two employee trainings. Because of this project, the College has contracted with a licensed mental health consultant to develop, evaluate, and integrate mental health services into more student support services (REF: II.B.12.). Health Services also distributes information and wellness materials in various buildings across campus to reach students outside the health service clinical facility.

The revised program review process includes a standardized format for non-instructional programs. A number of student service program leaders also attended workshops on student learning outcomes as part of the process for integrating learning outcomes measures, along with other measures of effectiveness, into their program reviews (REF: II.B.13.).

Discussion of student support services and programs is a part of ongoing campus dialogue. Several forums and meeting structures provide dialogue opportunities. For example, student services program coordinators meet regularly as part of a participatory governance structure within the college (REF: II.B.3.). The Matriculation Advisory Committee, with campus-wide membership, discusses and leads conversations about student progress and success. With the input of that group, as well as the Matriculation Steering Committee, the College re-implemented the Early Progress Alert system. This system provides an electronic platform in MyWebServices that faculty use mid-semester to identify students who need to improve in the areas of tests, attendance, and/or homework (REF: II.B.14.). Implementing this new process involved information sharing, training sessions, and integration of an evolving system to provide feedback to students. As follow-up, specialized support programs and specific counselors contact students about scheduled student success workshops (REF: II.B.15.) and other support.

In 2005, West Valley College was accepted as a partner with *California Tomorrow* to focus efforts on student access and success issues especially through the lens of student equity. Various workshops were held on and off campus, first with a core group including the college president and a member of the Board of Trustees. The group later expanded to a campus-wide group that included students. The initiative provided a concrete forum to address critical student success issues. With a continued focus on basic skills, student equity, and campus climate, the resulting Coalition for Student Success—Campus Change Network (CCN) is reframing its priorities to better meet the needs of faculty, staff, and students. The CCN organized a collective framework of more than 13 separate campus programs whose individual charges are to serve the special needs of designated student groups. Currently, the potential for initiating a new
participatory governance group focused on campus climate and equity issues is being evaluated (REF: II.B.16.).

Since 2004, departments and services have proposed special projects for one-time matriculation funding. The common focus is student success. Past projects included a math “boot camp” using Aleks software to better prepare algebra students prior to their enrollment in a core course. Data collected by the sponsoring math instructor showed that this model contributed significantly to a higher success rate in the subsequent algebra course and led to the creation of two new courses. The Educational Transitions (ET) program also used the special project funding to develop and implement a student survey that is used for program planning and review (REF: II.B.17.).

**Self Evaluation**

West Valley College provides opportunities to discuss student success issues. Staff development has offered workshops and information about student success topics. There are campus-wide groups for basic skills, student equity, access, retention, and success. These groups are joining the Coalition for Student Success—Campus Change Network to integrate the commitments of the Academic Senate and other groups regarding these issues.

The Outreach program highlights academic and support programs for prospective students by invitation and its own initiatives to create a positive learning environment for incoming students. All high school partnership programs provide a structured approach that includes information, counseling support, and follow-up and encourages educational success.

The participatory governance Student Services Council, led by the vice president of student services, with representatives from the student services areas, as well as from the academic and classified senates, helps to identify and communicate student support needs and allows for sharing knowledge and collaboration not only within student services but also across other college areas.

Through regular interaction and a common purpose, student services offer a comprehensive and student-oriented array of support services. In the spring 2007 accreditation survey, 76% of the respondents indicated that the student support services make significant contributions to the college and its students and that the college is committed to high standards in student support services (REF: II.B.18).

However, ongoing assessment and evaluation are necessary to determine if the college is meeting the ever-evolving needs of its students. Also, because of changing student demographics, the College needs to assess whether current service hours meet student needs and expectations. This is a challenge for a physically-dispersed campus with a growing distance learning student population.

With increasing capabilities of the Datatel system, the College needs to compile current demographics and profiles of its students to better develop and modify student support functions. The reinstated Early Progress Alert provides the capability to systematically work with students and collect information on their needs. Student services will
continue working with both full-time and part-time faculty to improve participation in the Early Progress Alert function. More timely workshops and college-wide approaches to student success can better inform students about their academic progress and provide for action and follow-up. Matriculation will remain a critical mechanism for bridging the instructional and student support service components. Continuing the special support projects is worthwhile as the College explores additional ways to increasing student success.

**Action Plan**

Student services programs will integrate student learning outcomes into program review planning and activities. Student services programs also will develop evaluation tools to provide data essential for program improvement.

**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

**Descriptive Summary**

Student services were active partners in developing the revised program review process. Each program submitted a program review and plans to update it annually. Many student service programs are incorporating SLOs into their program reviews and others will address SLOs in the future (REF: II.B.13.).

Specific programs complete effectiveness assessments and evaluations throughout the year (REF: II.B.19.). Educational Transition for Women and Men (ET), Tutorial Services, and Extended Opportunity Programs and Services (EOP&S) do exit or service evaluations. Counseling regularly conducts evaluations at the end of each orientation to get feedback about what students have learned and whether they would be able to apply their learning to subsequent educational planning and registration activities. Students in EOP&S are required to do an exit evaluation as part of their required number of service contacts. Health Services periodically does more extensive surveying of students through a classroom-administered instrument. This was done initially in fall 2004 with a second administration in the spring of 2007. As a result of survey information, Health Services is spearheading a campus-wide team to address some of the mental health needs of students as those needs relate to student success. Extended Opportunity Program and Services (EOP&S) also uses an exit survey to address the needs of students and modify the program. For example, an additional evening of services was added based on EOP&S student requests.

Various technology-oriented communication tools, including e-mails, are used to inform students about registration, outstanding balances, academic standing, financial aid follow-up, and special student service events. The system is sophisticated enough that e-mail messages can be selectively distributed to various groups through a Datatel query process. Students without valid e-mail addresses continue to receive traditional correspondence. The Scheduling and Reporting System (SARS), mainly used for
student counseling appointments, also provides data on student use of counseling services. The SARS Call feature provides opportunities for automated contact and follow-up with unique student cohorts.

Students can indicate through the online admissions process, the California Community College Online Application (CCCApply), that they would like additional information on various support programs (REF: II.B.20.). This is not an option on the paper application. Also, the college Web site is more user-friendly due to the efforts of the college webmaster, various department and program users, a focused Web development group, and the Online Student Services Committee.

On the technical side, a monthly Curriculum Student Team (CST) group troubleshoots and prioritizes issues and concerns related to Datatel features. This group looks at the integration of functions that impact students such as billing, online parking permits, registration, refunds, and cashiering. Considering these issues district-wide contributes to the development of decisions based on the best interest of students. CST involves the district information services, counseling, instruction, matriculation, administration, finance, police, and others who need to understand the impact of current decisions and plan for future options. This effort reflects important behind-the-scenes work for the interconnected college and district technology-driven systems (REF: II.B.21.).

The College currently operates two off-campus centers. Leigh High School offers evening classes Monday through Wednesday. A new Campbell/San Jose Center houses various economic development programs and a growing number of day and evening classes. At Leigh High School, evening supervisors assist students with needs and questions. At the Campbell/San Jose Center, staff is onsite to address immediate concerns. There is potential to bring in admissions and records staff and other student services to the center during peak registration times.

**Self Evaluation**

Every student support program needs to develop SLOs and integrate them into the ongoing program review process. West Valley College has a very large and successful distance learning program with students taking classes from various locations throughout the world. This leads to different student expectations of the college’s Web functionality and creates the need to address student support and access issues for distance learning students.

The college has limited ability to follow up with students regarding requests for services made on the CCCApply online application. Student services, with assistance from the district Information Systems (IS), needs to develop a follow-up process or eliminate questions that lead to misplaced student expectations for a direct response.

**Action Plan**

Student services programs will develop SLOs related to their unique service and student population needs. Student services programs will also conduct student surveys to determine the needs of off-campus and distance-learning students. Lastly, student
services programs will work with IS to extract student-interest information from CCC Apply applications and develop a process for responding to the student requests.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:
   a. General Information
   b. Requirements
   c. Major Policies Affecting Students
   d. Locations or Publications Where Other Policies May Be Found

Descriptive Summary
The West Valley College Catalog 2007-2008 is accurate, complete, clear, and well-structured for ease of use and understanding. It contains the college’s official name, address, telephone number, and Web address. In addition, it contains the educational mission; courses and certificate and degree programs; the academic calendar and program length; student financial aid programs; learning resources; names and degrees of administrators, faculty, and staff; and names of governing board members. The academic freedom statement is contained in District Policy 2.6.3 which is found in the annual catalog. The college catalog is also available on the college Web site (REF: II.B.22.).

All major policies related to students are in the college catalog. These include academic regulations regarding academic honesty, nondiscrimination and sexual harassment, grievance and complaint procedures, financial information, and acceptance of transfer credits (REF: II.B.22. pp.175-187). The catalog is reviewed annually for accuracy, legal requirements, and changes to policies and procedures. The Office of Instruction sends out information from the current year’s catalog to the appropriate areas of student services and instruction. The information is reviewed and corrected or updated for the subsequent year’s catalog. The catalog, the primary document of comprehensive and current information about policies and procedures, serves as a contract with students.

The printed catalog is distributed to individual faculty and department staff; it is also available in the library and for sale in the college bookstore. In addition, it is posted electronically on the college Web site and available to anyone with Internet access. High school students participating in Early Admissions orientations receive a free printed catalog.

Although considerable effort goes into maintaining a current catalog, district board policies related to students are also published and kept in the President’s Office, the Library, the offices of the vice president of instruction and vice president of student services. District policies also appear on the college’s Web site. In addition, the student handbook/planner informs students about relevant policies and procedures. The planner is reviewed annually with its production coordinated by the dean of matriculation and counseling and the director of student activities. The goal is to produce a handbook/planner that contains useful and important information in a format that will be used by students (REF: II.B. 9.).
**Self Evaluation**

The College meets this standard.

Ninety-one percent of the respondents to the spring 2007 accreditation survey indicated that the college’s publications were current and accurate (REF: II.B.18). Although the college meets the standard, every effort is made to improve the catalog for each academic year and to take into consideration the changes in how students use the printed catalog and the Web version. There are continued plans and initiatives to provide an even more useful and informative student handbook.

**Action Plan**

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**Descriptive Summary**

In 2006-2007, the College implemented the revised program review process for student support services. Having a consistent process and format complements the instructional reviews. Individual program reviews are compiled into a master report. There is a commitment to modify the program review process to better meet the needs of non-instructional programs. Learning support needs are identified in many of the program review documents, especially those from Counseling, Tutorial Services, and Disability and Educational Support Program (DESP). Additional surveys from programs such as Tutorial Services, information gathered from a recent student focus group, and a quick survey from the most recent Student Services Day asked students about their support service needs (REF: II.B.19.).

Some support services, in particular, the main front door services, were assessed and analyzed by Collegiate In-Site. This consulting service was contracted through matriculation and the evaluation process was developed with input from various student services staff and administrators. Collegiate In-Site analyzed initial student contact areas such as admissions and records, financial aid, counseling, outreach, and the information/phone center. To assess services as experienced by students and community users, the company used focus groups of staff, supervisors, and students; surveys; as well as a secret shopper approach of contacting services in person, via the Web, and over the phone. Ongoing retreats and meetings with the staff and personnel from the targeted student services areas address the implementation of the report’s recommendations. Other areas such as human resources and marketing were given the sections of the report that related to their areas to integrate the information into their own review processes. Collegiate In-Site conducted a follow-up evaluation in May 2007 based on the initial assessment and recommendations (REF: II.B.23.).

The Curriculum Student Team (CST) provides ongoing monthly evaluation of admissions and records, financial aid, Early Progress Alert, matriculation, counseling
and other functions (REF: II.B.21.). The CST looks at the way services are provided through the integration of district information systems capabilities with student services and functions. Weekly staff and work group meetings for many of the various service areas also provide ongoing analysis of services and needs.

Direct services such as counseling are evaluated through program review, student evaluations of counselors via the faculty evaluation process, and exit evaluations for the orientation experience. To meet counseling needs across campus, counselors are available in various locations in addition to the main counseling building. These areas include Career Programs, CalWORKs, EOP&S, DESP, and physical education. An excellent example of partnering counseling services with another department is the annual report devised by the two counselors who support student athletes (REF: II.B.19.). The informative report clearly demonstrates student success as a result of the collaboration of athletics and counseling.

Disability and Educational Support Program (DESP) and Extended Opportunity Programs and Services (EOP&S) work together in the Summer Institute to assist new students from those areas; student evaluations drive the modifications for the next year (REF: II.B.19.). The Concurrent Enrollment Program for high school students assists younger students with making success-oriented college-level course decisions. The growing Middle College program, a partnership with local high school districts, aligns administrative support and counseling so that the high school cohorts taking classes on the WVC campus will be more successful.

Students in CalWORKs are monitored by the county through site visits and quarterly progress reports. Services are coordinated with, and contracted by, the Santa Clara county department of social services. Despite heavy mandates and tracking requirements for CalWORKs, students in the program have success rates between 85% and 95%. Additionally, a state core indicator report tracks vocational students. West Valley College exceeds statewide mandated targets in these core indicators. DESP, Financial Aid, Matriculation, and EOP&S are also monitored by the state through yearly reports and audits to ensure that program requirements and student needs are met (REF: II.B.47.).

Many programs including Educational Transition for Women and Men (ET), DESP, EOP&S, and Health Services have advisory committees that provide input from the campus and community. CalWORKs is also an active member of a county-wide consortium that advocates for the unique needs of CalWORKs students within the community college system. This 20-year partnership has coordinated contracts, added services, and provided a systematic support approach assisting those students receiving Temporary Assistance to Needy Families (TANF).

The Student Services Council holds bi-monthly meetings to address any issues related to student services that may need more in-depth discussion, evaluation, or action. There are also at least two yearly retreats where the direction, values, new initiatives, and goals are discussed and actions are proposed (REF: II.B.9.).
The college’s Student Equity Plan was developed in spring 2005 using research and information particularly related to the educational needs of under-represented students. Data elements indicated educational disparity in outcomes and success rates for particular groups. Goals, activities, timelines, tasks, and budget details clarified the project plan (REF: II.B.24.).

The current matriculation plan was the result of a line-by-line review of the former plan to assess the current level of services and to plan future activities in the areas of access, assessment, orientation, research, counseling, follow-up, and training (REF: II.B. 25.). The new Early Progress Alert process is one of the many initiatives that resulted from this effort. Matriculation and Counseling have teamed up to offer Back to Success workshops for students on probation or dismissal. This initiative began in spring 2005 and has been evolving throughout subsequent semesters to improve its effectiveness (REF: II.B.15.).

The Disability and Educational Support Program (DESP) has independently conducted research on the progression of its students in math and English. DESP has made class reduction and support decisions based on its findings (REF: II.B.19.). Extended Opportunity Programs and Services (EOP&S) staff review and analyze their student survey each semester and implement changes or add new programs to meet student needs (REF: II.B.19.). Educational Transition (ET) used matriculation funding for a survey of former and continuing students to determine if their services helped students to attain their academic/career goals. As a direct result of the 150 responses to the survey, a series of registration workshops were offered for ESL students and an action plan was developed (REF: II.B.17.). Financial aid students also submit online exit interview information that is used to evaluate and improve services (REF: II.B.19.).

Self Evaluation

Collegiate In-Site returned in spring 2007 for a follow-up evaluation. The draft of the evaluation report was received late in fall 2007 and is under review. The College anticipates that the report will provide relevant information for making continued progress in the re-evaluated areas.

The 2005 Student Equity Plan provided detailed data and analysis about academic progress and success for specific groups of students. Many initiatives that surfaced from that report have not yet been thoroughly developed or initiated. Up-to-date data and research is needed for a meaningful Student Equity Plan.

Action Plan

The College will develop the elements of a comprehensive research plan that identifies the needs addressed in the Student Equity Plan, as well as additional needs of student services programs.
II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

**Descriptive Summary**

Student services are available via e-mail, phone, and in person. Comprehensive, up-to-date information is also available through the college’s Web site. Keeping the college’s Web pages updated and in line with users’ needs for information is a key aspect of student services working closely with various technology areas.

Many student services such as Admissions and Records, Health Services, Job Placement, and Campus Center/Student Activities are geared to meeting the needs of all students. Others such as CalWORKs, EOP&S, DESP, and ET are focused on groups with special needs and concerns. Main service areas schedule extended hours at the beginning of each semester or term and often include Saturday hours. Other student support services are open at least one evening per week (REF: II.B.1.).

Counseling classes, as well as an orientation, are offered online. For distance learning students and other students with scheduling or proximity issues, there is online counseling assistance. Information about the online orientation Web site and process is included in the schedule of classes each semester and also is part of the matriculation information available to new students each semester. A short student survey is completed at the end of each online orientation to gauge satisfaction with, and benefits of, the process (REF: II.B.20.).

Through the West Valley College Web site, students can access Datatel MyWebServices and apply to the college and enroll in classes without coming to campus. The new ANGEL course management system not only assists students with distance learning classes but also enhances communication across campus through interactive forums and informational exchanges. Because the distance learning program is strong, many students are interested in online classes. To guide students in their decision-making about online classes, the distance learning link on the college Web page provides a short, informational quiz that gives interested students specific information and perspectives about distance learning classes (REF: II.B.20.).

The Student Services link on the college’s Web site has information about all student services and programs. The Health Services link provides both depth and breadth of information including active links to other health resources and referrals. This gives students health information and options on a 24-hour basis. The student activities, Student Senate, and inter-club council links are other ways students can access information about social, cultural, and interactive activities on campus that help promote a feeling of community (REF: II.B.27.).

Counseling classes are also taught at the Leigh High and Campbell/San Jose sites. The Early Admissions program involves 16 feeder high schools and takes the key services of orientation, assessment, and counseling to the students at those high schools. Financial aid also offers multiple evening presentations in various area high schools that highlight financial aid opportunities and educational access. These sessions are open to
students and their parents. Students are also encouraged to make personal appointments to get direct assistance in filling out the Free Application for Student Aid (FAFSA). Students and prospective students can receive assistance with transactions and forms in languages other than English such as Spanish, Vietnamese, and Farsi (REF: II.B.28.). Evening hours, extended hours at the beginning of each term or semester, online services, and an active presence in the community support the needs of students regardless of service location or delivery method.

Both Leigh High and the Campbell/San Jose Center are accessible to disabled individuals. DESP is currently providing accommodations required by Title 5 and the Americans with Disabilities Act on an as needed basis at Leigh High and the new Campbell/San Jose Center. DESP accommodations include note taking and extended test time at both sites. A DESP program specialist coordinates student needs at the off-campus locations. Other accommodations may be provided on an as-needed basis. The college bookstore provides textbook services at Leigh High School during the first week of classes and arrangements are being made for a similar service at the Campbell/San Jose Center. The bookstore vendor, Barnes & Noble, provides additional flexibility and options for student to order textbooks with its easy-to-use Web site.

Tutoring is provided for all subjects except reading, writing, and English as a Second Language. These three departments provide their own services to help address the academic support needs of students. Tutorial Services hours support day and evening students, Monday through Thursday, mirroring students’ class schedules.

**Self Evaluation**

The College meets this standard.

To improve ease of use and timeliness, the student services and distance learning Web pages are reviewed regularly through the Online Student Services Committee, the marketing committee, Student Services Council, and an ad hoc Web site development group. Appropriate, comprehensive, and reliable services are provided to students at all service venues.

**Action Plan**

None.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.**

**Descriptive Summary**

West Valley College’s academic and student services programs support the development of human potential as it relates to intellectual, aesthetic, and personal development. An important college goal is to educate students to assume civic and personal responsibility that contributes to the common good. The College provides a variety of opportunities that encourage students to seek knowledge, appreciate
aesthetics, and assume individual and collective responsibility through shared decision-making, leadership, concern for others, and responsible citizenship.

Students have opportunities through the student activities program to participate in student government. Student officers in the Student Senate develop leadership and team membership skills that are intended to carryover to their professional and personal lives. As part of the participatory governance process, decisions of the Student Senate must be representative of students’ concerns, interests, and needs. The student activities director teaches Counseling 041 Student Government Activities Practicum that focuses on diversity, leadership, participatory governance, and decision-making skills. Students also have opportunities to join clubs that match their interests. Through club membership, students report feeling connected and engaged in the college community. A faculty advisor assists each club and overall coordination is provided through the inter-club council (REF: II.B.29.). This structure allows for more dynamic student organizing. Clubs, student activities, and many instructional programs offer cultural events and programs throughout the year. Programs vary according to the interest and time of year.

Campus climate is an important concern at West Valley College. Students participated in the Coalition for Student Success—Campus Change Network and were part of the Collegiate In-Site evaluation activities. Students also actively participate on the marketing committee and recently participated in a focus group. Developing and including the student voice is an important part of the college’s participatory governance structure. Students are members of councils and other major committees and are encouraged to be part of hiring committees at all position levels (REF: II.B.29.).

The District provides leadership training workshops for administrators, the front-line staff at both colleges, and program managers and supervisors. The development of leadership skills can have a positive impact on campus climate (REF: II.B.31.). As part of the Coalition for Student Success—Campus Change Network, senior administrators participated in 2006-2007 in a series of workshops on their roles in promoting student equity (REF: II.B.16.).

Extended Opportunity Programs and Services (EOP&S) encourages students’ personal development through a leadership conference (REF: II.B.30.). The EOP&S/DESP Summer Institute and courses such as Counseling 050 Cross Cultural Perspectives and Counseling 005 College Success also encourage personal development. Trained tutors in Tutorial Services are expected to be responsible for keeping student appointments and for maintaining a professional learning environment during their tutoring sessions.

Federal work study students assigned to specific programs learn skills and personal responsibility practices that are valued in a working environment. Many West Valley College departments hire hourly student workers for clerical, lab, or other support work. In some cases, skilled, responsible, congenial, and committed student workers were later hired by the college for part-time or full-time classified positions. Additional efforts by the student ambassadors in Outreach also link the college experience with the community, especially with high school populations. Students act as peer advisors or
provide assistance in many of the students support programs, thus expanding the student oriented connection and validity (REF: II.B.30.).

Cooperative Agencies Resources for Education (CARE), EOP&S, and CalWORKs sponsor students to attend conferences, especially those having to do with advocacy and personal development (REF: II.30.). The Student Senate officers also attend student leadership conferences at a regional and state level (REF: II.B.30.). The College encourages and fosters the student voice and is developing ongoing focus groups to bring in additional perspectives related to student life and marketing decisions.

An English department faculty, and former director of the community service learning program (CLS), continues to be a resource for students and faculty members seeking service learning opportunities (REF: II.B.32.). The faculty member is available to assist instructors who want to incorporate service learning components into the curriculum. The CLS program maintains a Web site for informational purposes. Many instructors give students credit or extra credit for service learning activities.

The counseling department encourages personal development through courses such as Counseling 024 Personal Growth, Counseling 025 Improving Relationships through Communication, and Counseling 012 Careers and Lifestyles. Most counseling courses include components to help students build self-esteem and confidence in their abilities to achieve and make meaningful contributions to society. To assist students in developing self-confidence, self-esteem, and self-image in performance and life situations, Theatre Arts offers Theatre Arts 003A Confidence and Self-Esteem Building.

The College also offers students the opportunity to participate in intercollegiate sports (REF: II.B.33.). Coaches communicate to students that they are representatives of West Valley College and encourage them to demonstrate responsible behavior, a positive attitude, respect, good sportsmanship, and consideration for teammates, opponents, and spectators.

The College funds a comprehensive fine arts program that raises students’ aesthetic appreciation of theatre, film, music, photography, painting, sculpture, and art history. Theatre Arts offers a comprehensive program of theatre/film analysis and theory, acting, design, theatre technology, and film video production (REF: II.B.22.). Under the direction of theatre faculty, students produce and perform in several public performances throughout the year, including plays and musicals. Student actors, set/lighting designers, and costume designers are involved in all aspects of the productions (REF: II.B.34.). To enrich and support the learning environment, the college funds excellent theatre arts facilities and technology including:

- renovated 400 seat proscenium theatre,
- renovated 100 seat chamber theatre,
- state-of-the-art television studio,
- fine arts computer lab.

Academic programs, community organizations, staff development, and campus-wide events also have access to the theatres and television studio for instructional and social activities.
College support of Fashion Design and Apparel Technology contributes to student artistic and aesthetic development and expression. The program helps students create a professional image for themselves and future clients in Fashion Design 027 Professional Image. Each spring, the fashion design club produces an extremely professional and spectacular annual fashion show for the campus and public. The show features original apparel and collections from fashion design students that are modeled by other West Valley College students, professional models, and other student models from the community (REF: II.B.34.).

The music department offers a comprehensive curriculum that includes music theory, music appreciation, music history and appreciation, instrumental music, and voice. Students are afforded many performance opportunities in choral and instrumental ensembles including jazz and symphonic band. Students can express themselves through music and movement in dance courses in physical education and in college and community performances (REF: II.B.34.).

The art department contributes to aesthetic learning with a full range of courses including art appreciation, art history, art history online, computer art and animation, two and three dimensional design, drawing, figure drawing, painting, ceramics, and sculpture. The photography program emphasizes aesthetic expression through digital and traditional film (REF: II.B.22.).

The campus center art gallery regularly displays student work including paintings, sculptures, drawings, and photographs. Often, classes or student groups display art work in the gallery and at other times a single artist is featured. The district foundation office supports an annual Olympiad of the Arts that highlights the art work and performing talents of college and high school students from Santa Clara County. West Valley College also hosts the annual Rotary Art Show featuring art work and musical performances from community artists (REF: II.B. 34.).

West Valley’s Facilities and Safety Advisory Committee works to maintain a safe campus environment. Student Health Services contributes by developing and offering activities that strive to empower students to embrace self-care and personal responsibility (REF: II.B.35.). A registered nurse is available daily, and a physician, monthly, to address individual health concerns. To foster a healthy environment for students, free or low cost services include:

- first aid
- self-help medications
- personal/crisis counseling and referrals
- immunizations
- health information and referrals
- information on birth control, AIDS, health maintenance, and medical and dental insurance
- health and wellness screenings for high blood pressure, tuberculosis, cholesterol, diabetes, and vision
- pregnancy testing
- domestic violence awareness and smoking cessation.
These programs often involve multiple departments such as sports medicine, massage therapy, music, and creative writing and provide interdisciplinary, community service, and/or work experience elements. All of these activities and services support personal and intellectual development as well as encourage civic responsibility.

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

**Descriptive Summary**

West Valley College implements a comprehensive range of counseling programs to meet the diverse educational needs of its student populations. All counseling faculty are generalists with the primary responsibility of providing academic, career, and personal counseling services that support student learning and success. Counseling activities support many components of the state matriculation process such as admissions and registration, orientation, assessment, counseling, follow-up, and retention.

The counseling department provides counseling for the majority of enrolled and prospective students. Services are delivered through drop-in or scheduled appointments, workshops, class presentations, high school visits, career testing, and courses. Course topics can include career issues, communication, study skills, survival skills, cultural diversity, and human development.

Counseling also implements services through campus-wide events such as High School Day and Transfer Day. Within the department, some counselors provide services for articulation, retention, transfer, career, and the honors program. Additionally, counselors are assigned time to coordinate programs that implement services for non-traditional and underserved populations. These programs include the Puente Project focusing on the Mexican American/Latino experience, Students Utilizing Cross Cultural Educational Support and Services (SUCCESS) targeting African American students, Early Admissions for high school students, the International Students Program, veterans’ benefits assistance, and student athletics (REF: II.B.36.). Licensed marriage and family therapists in the department and in other service areas provide personal/crisis counseling on a limited basis.

The institution provides counseling for specific cohorts of students through specialized programs in various campus locations. Extended Opportunity Programs and Services (EOP&S) provides counseling for students that are historically disadvantaged, low-income, eligible for financial aid, and/or first generation college students. Cooperative Agencies Resources for Education (CARE) serves single parent students receiving
Temporary Aid for Needy Families (TANF). Educational Transition for Women and Men (ET) provides counseling for diverse populations of adult learners that are beginning or returning to college after a break from formal education. Counselors in the Disability and Educational Support Program (DESP) serve students with disabilities in order to equalize educational opportunities. The Career Programs counselor assists vocational majors that are preparing to enter or re-enter the workforce. Students receiving TANF access counseling support and financial resources through the CalWORKs Program (REF: II.B.22.).

Counseling services for special cohorts are delivered through drop-in and scheduled appointments, classes in EOP&S, DESP, and Career Programs; orientations in all programs; Back to School Welcome (ET); the Summer Institute in EOP&S and DESP; and Career Programs day and evening group workshops and events. EOP&S, ET, and CalWORKs provide direct services to assist students in purchasing books and supplies. CalWORKs and CARE assist students with child care, books, transportation and other financial needs as a means to address barriers for retention and success.

Health Services provides personal and crisis counseling, health advising, and special events to support student health and wellness. Health Services coordinated the initiative to create a guide, Assisting the Emotionally Distressed Student, for all counselors, administrators, faculty, and staff. Health Services also formed the Crisis Intervention Team (CIT) to intervene when students have emotional, behavioral, or physical emergencies in or outside of the classroom. Health Services funds a 40% community resource coordinator who specializes in substance abuse, domestic violence, and smoking cessation counseling and referral. The Campus Assistance Program (CAP), co-coordinated by Health Services, provides a unique college-wide support network to assist students with a wide range of psychological challenges including experiencing or recovering from addictions (REF: II.B.35.).

A classified transfer/career advisor interacts with students needing advice related to Transfer Admission Agreements (TAAs), college applications, workshops, four-year college entrance requirements, career/vocational preparatory programs, and career/transfer events. The Career Placement and Workforce Investment advisor in Career Programs offers advisement for career planning, job search methods/preparation, and job referrals. A financial aid advisor informs students and parents regarding eligibility and responsibilities of financial aid programs and interprets and explains policies, application procedures, and availability of funding sources. Two student records advisors provide students and counselors with transcript evaluations for degrees and certificates, general education and transfer requirements, and certification for the California State University system and Intersegmental General Education Transfer Curriculum (IGETC).

Counseling services are evaluated through department staff meetings and dialogue in collaborative committees. An annual Student Services Council retreat is held to identify emerging trends and needs for developing future services. All counseling-based programs must complete a program review that evaluates student use, success rates, and satisfaction with services (REF: II.B.13.). Results from program data form a basis to request college resources for program development. Each program is developing and
implementing student learning outcomes (SLOs) to determine how its services contribute to student learning. The counseling department collects student surveys from orientations and uses the results to improve content and delivery. Counseling has also developed SLOs for several counseling courses.

All counselors are systematically evaluated through peer observations and student surveys of their counseling and teaching. Evaluation of new full-time counselors also occurs throughout the four-year tenure process. As certificated faculty, counselors are evaluated on professional, collegial, and institutional criteria. Tenure team observations and staff and student surveys form the basis for this process (REF: II.B.37). Constructive feedback contributes to each counselor’s development and performance in the area(s) of assignment.

The Matriculation Advisory Committee and Matriculation Steering Committee meet regularly to ensure successful delivery of state-mandated services and to evaluate and implement the college’s Matriculation Plan. Matriculation has also provided funding for specific evaluative surveys such as the ET alumni and the continuing student survey as a way of monitoring the success of specific counseling and service areas (REF: II.B.17., II.B.25.).

Experienced college counselors assist in training new and associate counselors through information sharing and opportunities to observe counseling sessions, classes, and orientations. The counseling department holds weekly meetings to keep all counselors current with academic, college, career, and transfer information. Some meetings are devoted to in-service trainings focused on specific skills and professional development areas (REF:II.B.38.). Specialized counseling programs provide weekly or bi-monthly meetings to accomplish training objectives related to their service areas. Counselors attend the annual California State University (CSU), University of California (UC), and Ensuring Transfer Success conferences. Many gain additional training through staff development offerings, professional and community workshops, UC Extension courses, and additional college or graduate coursework related to their counseling assignments.

New full-time counselors also are trained during their first year of employment through new faculty orientation sessions. These sessions enhance knowledge in areas such as curriculum, crisis intervention, student services programs, college-wide systems, and the evaluation process.

All West Valley College counselors must have training and experience in counseling diverse student populations. The College encourages and implements additional diversity training for counselors through staff development offerings and participation in the Coalition for Student Success—Campus Change Network (REF: II.B.16.).

**Self Evaluation**

Traditionally, student services programs evaluate counseling and academic advising needs through dialogue in meetings and by reviewing student comments and suggestions. Research information and community demographics also provide student services programs with information related to developing and implementing services. A system of regular student evaluations helps student services to implement and develop
services based on student-identified needs. Despite an ever-changing economy and an increasingly diverse community, student services attempts to assess the needs of student populations.

**Action Plan**

Student services programs will attempt to identify additional research elements needed to better understand emerging student populations. These research elements may include college and community demographics, emerging trends, and information obtained through student surveys and focus groups.

**II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.**

**Descriptive Summary**

West Valley’s mission, value statements, and strategic goals express its commitment to fostering a diverse and inclusive learning community. A wide range of courses raise awareness and appreciation of diversity including gender, race, age, ethnicity, disability, sexual orientation, language, religion, and socio-economic status. To earn an associate degree from West Valley College, students must complete a three-unit Area F cultural diversity course. As stated in the catalog, a cultural diversity course is required to “prepare students to work effectively and live harmoniously in a pluralistic society and acknowledge the experience, scholarship and accomplishments of the many cultures in our society” (REF: II.B.22. p. 10).

The college’s student activities program provides rich opportunities for students to plan, develop, and implement activities that advance understanding and appreciation of diversity. As an affiliate of the Student Senate, the Inter-Club Council (ICC) serves as the representative governing group for all chartered clubs on campus. A variety of chartered clubs gives students the opportunity to share cultural experiences and values with other students. Club membership is inclusive, non-discriminatory, and open to all students who desire to participate. Students who want to charter a club may get approval from ICC. Clubs having a central focus on cultural appreciation include:

- African American Student Union (Black Student Union)
- Ethiopian Students Association (ESA)
- Gay-Straight Alliance
- Native American Inter-Tribal Council
- Oasis Christian Fellowship
- Persian Club
- Puente Conexion.

With college support, the Student Activities Office, Educational Transition for Women and Men, Health Services, Women’s Studies, the English Department, and Outreach co-sponsor Women’s History Month events each March. Women’s History Month honors women of every race, class, and ethnic background for their historic, contemporary, national and/or global contributions (REF: II.B.39.).
Instructors also present films and discussions about the African American experience during Black History Month. The student activities office, Student Senate and other student services programs coordinate multi-cultural events such as Persian New Year, Cinco de Mayo, Vietnamese Festival, Dia de Los Muertos, Aztec Dancers, College Night, and Fashion Show.

Outreach plays a central role in promoting a diverse, accessible, and welcoming learning environment. The outreach staff concentrates on reaching out to underserved populations in East San Jose, a largely Hispanic area, and other targeted high schools in Santa Clara County. Recruiters stress to potential students that a West Valley College education will enrich their lives in a learning community that embraces their unique experiences, knowledge, and accomplishments. High school outreach activities include group presentations about admissions, registration, and financial aid and an annual on-campus High School Day. These activities are designed to address academic, cultural, geographical, financial, physical, and personal barriers that may prevent students from accessing or even envisioning a community college education. A bi-lingual EOP&S recruiter also visits East San Jose high schools and assists students with college and EOP&S applications, registration, financial aid processes, and referrals to student services programs (REF: II.B.4.).

Financial aid is vitally important for attracting and retaining low-income student populations. The financial aid staff is diverse and assists bi-lingual/bi-cultural students in languages such as Spanish, Farsi, and Vietnamese. These employees help students obtain federal grants, federal work study, Federal Family Education loans, or state funding including the Board of Governor’s Waiver (BOGW), Cal Grants, CalWORKs grants, CARE benefits, Chaffee Foster Youth Grants, and EOP&S grants. Financial aid also coordinates the West Valley Scholarship Program (REF:B.41.). Without financial aid, many low-income students, representing a variety of ethnicities, would not be able to attend West Valley College.

Adult students who attend West Valley College represent a range of ages and cultural, ethnic, and socio-economic backgrounds. They include single parents, dislocated workers, the unemployed, the working poor, students with disabilities, ESL students, Temporary Assistance to Needy Families (TANF) recipients, and current or former CalWORKs participants. Instructors value the multi-faceted experiences adult students bring to their classrooms. Adult students have proven to be great mentors, role models, and study companions to younger students in the campus community. To attract adult populations, outreach efforts focus on community non-profit agencies, businesses, community clubs, organizations, and events.

The College supports the Educational Transition for Women and Men (ET) adult re-entry program that provides counseling for adult students, most of whom are over age 25 and have had a break in their formal education. Career Programs serves adults who are vocational majors preparing for employment or new careers. Cooperative Agencies Resources for Education (CARE) and CalWORKs provide counseling and financial assistance for adults receiving TANF. State-mandated programs such as EOP&S and DESP also provide counseling for adult populations eligible for their services. The Child Development Center provides subsidized child care for low-income adults.
Along with serving adults, all student services programs provide access, retention, and support services for traditional age students from multi-cultural backgrounds. The list of student support programs is in the current catalog (pp. 188-191) and on the Student Services “I Need” Map. All support programs advocate for participants and raise awareness for students and employees about the barriers, academic needs, accomplishments, and contributions of diverse populations in West Valley’s learning community (REF: II.22., pp.188-191.).

With funding from the district Land Corporation, West Valley College provides a food voucher program for students unable to purchase food. This program is coordinated and implemented through the office of the dean of student support services, EOP&S, ET, Financial Aid, Career Programs, CalWORKs, and Health Services. An emergency book loan program provides up to $250 per semester and is also coordinated through the office of the dean of student support services (REF: II.B.42.). Funding now comes from the student activities office. In the past, funding came from the bookstore and the Student Senate. A reserve books program in the library provides current textbooks to students who cannot afford to purchase those books.

The College funds basic skills courses to prepare students for college-level work. These courses target students who need additional skills or preparation to succeed in college-level courses. Based on state legislation, the College allows students to take 30 units of basic skills courses. English as a Second Language (ESL) students and DESP students are exempt from this limit. This information is clearly communicated in the 2007-2008 college catalog (REF: II.B.22.).

The College grants a Certificate of Proficiency in Ethnic Studies and a certificate and associate of arts degree in both Women’s Studies and Foreign Language. These programs provide students with knowledge, understanding, and appreciation of diverse cultures. The College supports a six-unit ESL 960 course for students with extremely limited English skills and five levels of ESL courses that focus on listening, speaking, grammar, writing, reading, and vocabulary for non-native-English-speaking students.

Full-time and associate faculty from African American, Chicano/Latino, Asian, Native American, and Middle Eastern cultures contribute to campus diversity and appreciation. Extended Opportunity Programs and Services (EOP&S) faculty and staff assist students in Spanish, Farsi and Vietnamese. Educational Transition (ET) staff provide support services in Farsi. Currently, Middle Eastern adult students from Iran, Afghanistan, Iraq, and Saudi Arabia account for 25% of the population served in ET. Many of these students register for ESL classes. Counselors and staff in ET offer group registration assistance to ESL students who are largely Middle Eastern and may need assistance in Farsi.

West Valley College and the District support global education initiatives for student learning and diversity. For example, members of the faculty, Board of Trustees, and administration traveled to China in 2006 to discuss programs and curriculum for mutual instruction, cultural exchange, and strengthening ties for Chinese and West Valley students. In addition, West Valley College and San Jose State University received a $207,000 grant over a four-year period to assist students with stipends for study in
Brazil and China. Other international study programs are being considered (REF: II.B.43.).

To ensure appreciation of diversity, college representatives participate on a district-wide committee, the Faculty and Staff Diversity Advisory Counsel (FSDAC), an advisory group to the associate vice chancellor of human resources. West Valley’s participation on FSDAC supports the college’s commitment to hire a diverse faculty and staff that will create a dynamic learning environment for its students.

The Coalition for Student Success—Campus Change Network (CCN), a collaborative group of faculty, administrators, staff, and students, strives to nurture respect, awareness, understanding, and appreciation of diversity for all students and employees. In spring 2006, CCN presented the film The Color of Fear by Lee Mun Wah to a packed audience of employees and students. Lee Mun Wah personally enlightened participants about various racial, ethnic, and cultural practices that may be overt, internal, or unintentional. In fall 2007, CCN sponsored presentations by Tommy Smith about his experiences with racism and another presentation exploring the Muslim faith and Islamic culture. The Campus Change Network—Coalition for Student Success works toward creating a campus environment that fosters a climate of equity and respect (REF: II.B.16.).

The College also supports the Minority Advocacy Committee and Student Equity Committee. Both committees are charged with keeping student diversity and equity issues at the forefront of college practices. The college’s Student Equity Committee submitted the 2005 Student Equity Plan to College Council, the Executive Staff Council, and the Board of Trustees for revisions and approval before submitting it to the state chancellor’s office (REF: II.B.24.).

**Self Evaluation**

West Valley College has made significant progress to promote student understanding and appreciation of diversity. In the spring 2007 accreditation survey, 74% of the respondents indicated that college-wide programs and services support diversity (REF: II.B.18.). Promoting understanding and an appreciation of diversity is an ongoing expectation as student and community needs and demographics change throughout the area and state.

**Action Plan**

The research analyst and matriculation office will provide guidance to instructional and student support programs to create surveys that measure student satisfaction, retention, and success in a diverse, equity-oriented learning environment.
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Descriptive Summary**

West Valley College is an open enrollment institution. Students can submit their application electronically using the California Community College Online Application (CCCApply). They also have the option of completing and submitting a paper application. Students are strongly encouraged to complete assessment testing and orientation.

Beginning in spring 2007, a mathematics assessment test is used to determine placement recommendations into mathematics courses. This assessment process added to the existing process for reading, English, and English as a Language (ESL) courses. All assessment instruments are approved by the state chancellor’s office and incorporate multiple measures. The college’s assessment coordinator works with the various departments to choose and validate tests that are applicable to the college’s demographics and that meet state requirements. The assessment office also administers the Ability to Benefit (ATB) test to students who do not have a high school diploma or a GED and are applying for financial aid. The ATB test is chosen from the list of federally-approved instruments that are deemed unbiased.

The Disability and Educational Support Program (DESP) also administers standardized testing for qualified students needing accommodations. Instructors or other specialists administering these tests have the necessary credentials to administer and interpret the results. Representatives from DESP consult with the college’s webmaster and others to make sure the college’s Web pages are compliant with the Americans with Disabilities Act.

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.
II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The Family Educational Rights and Privacy Act (FERPA) and California state privacy regulations pertaining to technology use and to hard copy record handling govern the management of student records at West Valley College. West Valley-Mission Community College District (WVMCCD) policies regarding student records are found in District Polices, Chapter 5, Section 5 (REF: II.B.44.).

The district Computer and Technology Use Policy is hyperlinked on the college’s home page for ready access and reference. Procedures of the policy include required steps to ensure that the rights, privacy, and confidentiality of students, staff, faculty, and administrators are protected and maintained. Regulations of the federal Family Education Rights and Privacy Act (FERPA) and California Code of Regulations, Title 5, Section 54626, and WVMCCD district policies are followed. An audio conference, Student Confidentiality and FERPA: What Do You Need To Do Now, was coordinated by the college’s Admissions and Records office and the district staff development. This occurred on January 19, 2006 for district, West Valley College, and Mission College staff from various areas.

Varying levels of access to student records are established by program. Levels of access are based on employees’ need-to-know as a function of position, job duties, and responsibilities. Within the Datatel system, password access is tightly protected through strictly enforced protocol. The district Information Systems (IS) is developing an increasingly efficient protocol for changing passwords on a consistent basis. The ANGEL course management system was recently modified to keep student e-mail addresses more confidential.

Human resources, Disability and Educational Support Program (DESP), Extended Opportunity Programs and Services (EOP&S), Health Services, Educational Transitions for Women and Men (ET), and Counseling each base the handling of student records on mandated requirements that are pertinent to defined cohorts of students. Some programs such as DESP and Health Services are also held to a higher degree of confidentiality due to the nature of their particular student records. Health Services, for example, utilizes the Nuesoft Xpress health information system created specifically for health care records. This system incorporates the federal Health Insurance Portability and Accountability Act (HIPAA) regulations. Release of student medical records is regulated by this act along with Health Services’ specific policies and procedures.

Hard copies of necessary records are kept in file cabinets within the areas where they are generated or collected, e.g. Admissions & Records, Financial Aid, Health Services. Each set of files is maintained securely, confidentially, and in physical proximity to those employees with permission or clearance to access them.
Other support programs, especially those making counseling appointments for students, use the SARS counseling appointment system and program-specific databases to track student activity. Within individual program databases and SARS, there are various levels of clearance and access depending on reason and need. The ECS Laserfiche software, used to scan and access student transcripts, also has clearance and access protocols built in. Specialty software used for student tracking and data collection was selected because of privacy protections built into the programs.

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Descriptive Summary**

Program review was revised and re instituted during the 2006-2007 year. The Office of Instruction and the Academic Senate collaborated in developing the program review process. Instructional and non-instructional student support services areas have different but complementary review processes that are designed to be updated annually. The student support services program reviews include analysis and responses related to the development and assessment of student learning outcomes.

Student service programs completed new program reviews in spring 2007 and updates in fall 2007. Reviews examined and evaluated support services and identified areas for revision, further development, and/or expansion. The identified needs form the basis for requesting college resources. Each program develops a plan that includes goals and timelines (REF: II.B.13.). Program reviews are submitted to student services and instructional administrators and are shared widely across the college. Student Services Council is committed to continuous evaluation, whether formal or informal.

As part of a continued effort to improve customer service, especially with the front-door services, matriculation contracted with Collegiate In-Site, a private, educational evaluation company to provide feedback on the initial experiences of prospective, new, and continuing students. This process assessed the front counter services of Admissions and Records, Financial Aid, Assessment, and Counseling. In addition, the college’s Web site, Web registration process, telephone registration option, orientation, and phone answering were reviewed. Even signage and parking were part of the evaluation (REF: II.B.23.).

In response to the evaluation, four student information stations were provided across campus near parking lots and on main walkways in fall 2006. This service was
expanded to five stations in spring 2007. Coffee and water were provided for students as well as maps, schedules, and handouts about student services. The stations were open for the first week of each semester and served both day and evening students. Counselors were available at peak times near and in the Admissions and Records office. The focus was to help students feel welcome, provide information, and reduce the stress of maneuvering through a new environment.

Disability and Educational Support Program (DESP) and Extended Opportunity Programs and Services (EOP&S) have mandated yearly reports that evaluate their effectiveness. Copies of these reports are available in program offices. In addition, DESP has conducted internal studies of the effectiveness of some of its math and English classes using math faculty to help with the analysis (REF: II.B.19.).

Students in Educational Opportunity Programs and Services (EOP&S) complete a satisfaction survey evaluating program services. EOP&S also conducts an exit evaluation for students at the end of each semester. The exit survey includes information on goal completion and updates the student’s educational plan. The bi-annual survey includes a section on evaluating counseling and academic support (REF: II.B.19.). Educational Opportunity Programs and Services (EOP&S) and Disability and Educational Support Program (DESP) give students a pre-and-post assessment in the Summer Institute to determine if students learned information about student services (REF: II.B.19.). Educational Opportunity Programs and Services (EOP&S) also reviews student applications to ensure that the program follows Title 5 guidelines. Its outreach services and program admission processes are evaluated every year.

Educational Transition for Women and Men (ET) received matriculation funds in 2006 to conduct a survey of former and continuing re-entry students to assess if ET services helped them to attain their academic and/or career goals. Results from 150 respondents helped ET to evaluate effectiveness of services, satisfaction with use, and student learning outcomes with respect to goal completion and services that need improvement or further development. Results indicated that students benefited from ET’s services (II.B.17.).

The Student Health Advisory Committee meets each semester and receives input and feedback about program activities and budgetary priorities (REF: II.B.35.). The student activities office holds weekly staff meetings which provide an opportunity to discuss needs and issues effecting services and facilities. In addition, there is a program advisory board that meets monthly to review and modify program planning.

Financial aid students are provided with information about the financial aid process to ensure timely disbursement of funds. A student survey is used to evaluate and make changes as appropriate (REF: II.B.19.). This is another program that is required to submit extensive reports to the state and federal government to meet strict audit standards.

Students provide feedback regarding Tutorial Services each semester (REF: II.B.19.). Counseling services and classes are regularly evaluated through course evaluations and
student surveys. The counseling department also conducts orientation surveys which are kept on file in the matriculation office located in the counseling building.

CalWORKs submits annual monitoring reports to the county, hosts site visits by the county analyst, and prepares quarterly progress reports to evaluate effectiveness. In addition, the program must file a program plan and annual report to the state. The program is also subject to a site visit from the state to ensure fiscal and program accountability (REF: II.B.19). These reports are available in the CalWORKs office.

There are monthly trainings/meetings of the Curriculum Student Team (CST) which is comprised of members from college and district operational areas including district information systems, financial aid, admissions and records, matriculation, counseling, finance, and the police. Problems and processes, including those related to Datatel student functions, are evaluated with recommendations for improvement (REF: II.B.21).

In addition, a work group comprised of the admissions and records directors and district information systems staff meets weekly to troubleshoot, implement, and update college processes with Datatel upgrades and patches. This is an ongoing process. The Collegiate In-Site report provided feedback on students’ perceptions about using the college’s Web services (REF: II.B.21, II.B.23., II.B.46.).

The McFaarouti team, the group of front line staff providing direct service to students that includes matriculation, counseling, financial aid, admissions and records, financial aid, outreach, and instruction, meets several times a semester to address any new information for that semester, to ensure that information is shared, and to ensure that the beginning of each semester/terms goes smoothly. After the semester has started, there is a debriefing to discuss improving services for the following semester (REF: II.B.45.).

**Self Evaluation**

Student support services are committed to ongoing development and improvement. They evaluate their programs in a variety of ways. Information gathered from students and staff, compiled for required evaluations, and analyzed for program reviews is used to improve service to students. As the program review process continues from year-to-year, there will be more comparative data to use for evaluation and planning.

Outreach, financial aid, matriculation, and student activities continue to expand the services and sites for the student information areas during the first week of each semester and term. Programs are reviewing the needs at the off-campus sites at Leigh High School and the Campbell/San Jose Center.

**Action Plan**

Student services programs will work with matriculation and the research analyst to develop regular and systematic evaluations of support services.
STANDARD II B STUDENT SUPPORT SERVICES EVIDENCE

II.B.1  Schedule of Classes—Summer Session and Fall Semester 2007
II.B.2.  Student Services Day Questionnaire
II.B.3  Minutes from Student Services Council and Supervisor’s Meetings
II.B.4.  Outreach Activities Schedules
II.B.5.  Early Admissions Schedules/Calendar
II.B.6.  Concurrent Enrollment Information
II.B.7.  Middle College Partnerships
II.B.8.  Assessment and Orientation Schedules, West Valley College Catalog 2007-2008, and special programs orientation schedules
II.B.9.  Student Services Council Minutes—including retreats and workgroups 05-06
II.B.10 National College Health Assessment Data
II.B.11. Assisting the Emotionally Disturbed Student
II.B.12. Health Services Consultant File
II.B.13. Non-Instructional Program Reviews
II.B.14. Matriculation Steering Committee and Advisory Committee Minutes
II.B.15. Early Alert Follow-up Procedures/Data and Back to Success Schedules
II.B.16. Coalition for Student Success—Campus Change Network Reports
II.B.17. Matriculation Projects including ET survey and Aleks
II.B.18 2007 Accreditation Survey
II.B.19. Program Evaluations and Surveys File: Counseling Orientations, Financial Aid, ET, EOP&S (including exit survey), Health Services, CalWORKS, DESP Research, Tutorial Services, Summer Institute, Athletics
II.B.20. www.westvalley.edu--Online Services/Apply Online
II.B.21. Curriculum Student Team Minutes
II.B.22. West Valley College Catalog 2007-2008 and www.westvalley.edu—Quick Links/Class Schedule
II.B.23. Collegiate In-Site Reports
II.B.24. 2005 Student Equity Plan
II.B.25. Matriculation Plan
II.B.27. www.westvalley.edu--Quick Links/Student Services
II.B.28. Forms in Translations
II.B.29. Student Activities File
II.B.30. Student Leadership File—EOP&S Leadership Conference, EOP&S, CARE, and CalWORKs Conference Attendees, List of Outreach Ambassadors, Student Worker Lists, Student Senate Leadership Conference Attendees
II.B.31. Leadership Academy File
II.B.32. www.westvalley.edu/csl
II.B.33. Athletics Rosters
II.B.34. Performance/Arts File
II.B.35. Health Services File, including Student Health Advisory Committee Minutes, www.westvalley.edu/services/cap/
II.B.36. www.westvalley.edu--Quick Links/Counseling
II.B.37. Association of College Educators Contract
II.B.38. Counseling Department Minutes
II.B.39. Women’s History Month Schedule
II.B.40. Cultural Events Announcements or Schedule
II.B.41. West Valley College Scholarship Information
II.B.42. Emergency Book Loan and Food Voucher Information
II.B.43. Academic Senate and Board Minutes—China and Brazil Initiatives
II.B.44. www.wvmccd.cc.ca.us/board/policies/index.html
II.B.45. McFaarouti Minutes
II.B.46. Datatel Work Group
II.B.47. Core Measures Report
II.B.48. *2007 Student Planner*
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The mission of the West Valley College Library and Learning Support Services is to provide information services, support, and resources to students, staff, and faculty to facilitate successful learning (REF: II.C.1 p. 191).

The library area includes library reference and collections sections, an audiovisual viewing area, an open research computer lab, and a variety of study areas. The Library provides materials and resources to support the college’s curriculum that ranges from transfer preparation and general education courses to basic skills courses and vocational/technical education. The Library supports a variety of intellectual, aesthetic, and cultural areas. Through library orientations, one-on-one student interaction, and formal credit courses, the Library seeks to provide students with the information-seeking skills that they need to be successful throughout their college career and as lifelong learners. Library services and operations are under the direction of the library department chair and the dean of instruction.

The library collection consists of over 100,000 volumes, 17,000 audiovisual items, and 156 current subscriptions. The library provides 24/7 access to more than 12 full-text databases/electronic resources including Proquest, Galenet, Facts.com, and Grove Art Online. These databases provide access to millions of articles from journals, magazines, newspapers, and other reference works. The Library also provides 24/7 access to nearly 10,000 electronic books (e-books) through Netlibrary and the online catalog.
Instructions for accessing the library and extended catalogs are available on the library Web site (REF: II.C.2.).

The library facility is 35 years old with a seating capacity of approximately 500. There are eight study rooms, 32 computers for student use, ten tv/vcr/dvd player stations and other audio equipment for student use, and one technology-enhanced classroom for orientations with 15 laptop computers. The Library is equipped with a wireless network available to all facility users. The furniture in most of the library is original to the building.

Staffing consists of 5.3 FTE librarians, 6.6 FTE classified staff and a number of student work-study workers. The dean of instruction and a senior administrative assistant also support the library operation with the assistance of the faculty department chair. (REF: II.C.3.).

Librarians are responsible for selecting materials and resources, maintaining the collection, and supervising equipment use. The collection development librarian has primary responsibility for the collection content with final approval from the dean of instruction. Librarians receive information about student learning needs by working closely with instructional faculty and accepting suggestions for purchases, working with students with course assignments at the reference desk, and serving on the curriculum committee and other campus wide committees. The library department chair approves new and revised curriculum proposals to ensure that sufficient and appropriate materials are available in the library to support the curriculum. Students and faculty are encouraged to make purchase suggestions for the library. Librarians also select materials based on book reviews in review journals such as *Choice, Choice Reviews Online, Library Journal* and *Book Index with Reviews*, an online database.

The “Policy Statement on Selection of Materials for the West Valley College Library” addresses the priorities to be used in selecting materials for the collection (REF: II.C.4.). The Library attempts to meet the highest priorities within the limitations of the budget. Librarians participate in an ongoing process of weeding the collection and reviewing specific discipline resources with subject discipline faculty to ensure that the collection is current and relevant.

In order to assess the effectiveness of the library collection, reports are run against the library database catalog to retrieve age of collection and circulation statistics by broad subject area. The collection was mapped by subject area in spring 2005(REF: II.C.5.). Electronic database usage statistics are obtained each month and guide in determining areas for renewal or addition of new resources (REF: II.C.7.).

Survey results also indicate usage and satisfaction levels with the collection and resources available. The collection development librarian uses specific comments from the surveys to improve the collection. The feedback from the library surveys of students and faculty is complemented by informal feedback that comes directly from students, faculty, and staff at the reference desk (REF: II.C.20.).
The depth and quality of the collection and services available on site to students, faculty and staff are greatly enhanced by the library’s participation in the Link+ consortium. Materials from over 40 consortium member libraries—18 million titles, 25 million items—may be requested and are delivered within three days to the circulation desk for pickup by the requesting student, staff, or faculty member. The library collection’s strengths are also indicated by the corresponding number of loans made to other libraries (REF: II.C.7.).

The library base budgets for services, books, audiovisual materials, periodicals, and electronic resources were cut during the budget crisis of 2001-2002. For example, the base book budget was cut by 80% from 2001-2002 levels. In 2006-2007, funding allocations allowed for expansion of the book collection and e-resources and for the purchase of 11 new service station and staff computers, 15 student research computers, and an instructional laptop (REF: II.C.5). The Library relies heavily on allocations from Instructional Equipment and Library Materials (IELM) and Telecommunications and Technology Infrastructure Program (TTIP) to supplement base level funding (REF: II.C.6.).

In addition to library services, the College offers learning support services through the Technology Center, Tutorial Services, and discipline-centered departmental labs such as the computerized writing lab, fashion design lab, and mathematics lab. Discipline-centered labs are generally located in proximity to the departments they serve.

Under the direction of the dean of information technology and services, the Technology Center provides Internet access and computers with course software to any registered student who needs them. Additionally, the Technology Center provides assistance for faculty as they develop and integrate technology into their classroom presentations and online classes. The Technology Center coordinates the scheduling of classes and special meetings in the four computer classrooms in the Technology Center and the six computer classrooms in the business building. The Technology Center also provides support to the computer classrooms and instructional facilities such as the computer and writing lab, located in satellite locations across campus.

The Technology Center is located in the applied arts and sciences building and includes two main study labs along with local computer classrooms. The labs in the Technology Center provide high-end Power Macintosh computers, Dell Pentiums, and Sun systems. The machines are equipped with Zip and CD ROM drives. All of the computers are connected to laser printers. The main lab has several flatbed and slide scanners. Some classes are provided with color printing. The lab is open to all currently registered West Valley College students and is only available to support course work. All software for classes that require lab usage is supported in the Technology Center.

Tutorial Services is under the auspices of student services and its elements are also reviewed in various areas of Standard IIB. The goals of Tutorial Services are to increase mastery of subject matter and improve student success and course completion. Tutorial Services supports the mission and goals of the college by providing tutoring and academic support to students in basic skills and other core content areas (REF: II.C.7.). Tutors also help students with study skills, test-taking skills, note taking, time
management, memory techniques, test preparation, and dealing with stress of college demands. Tutorial Services collaborates with Disability and Educational Support Program (DESP) and Educational Opportunity Programs and Support (EOP&S) to offer additional assistance for students. Tutorial Services supports the college by contributing to the success rates in the various certificate and degree programs and by improving retention and persistence in academic transfer subjects and career/vocational programs.

Tutoring generally takes place in Tutorial Services in the library building. Tutoring is offered at the mutual convenience of the tutor and the tutee student. Services are offered in scheduled tutorials, one-on-one, group, or drop in. Drop in tutoring is offered at various times during the day and evening and allows access for part-time or full-time students (REF: II.C.8.). Tutorial Services includes a classroom, staff offices with workstations, conference area, lockers for tutors, tutoring stations, closed study rooms for quiet small group or individual studying or tutoring, a library of videos and books on study skills, and 12 student computers and one printer.

**Self Evaluation**

The College meets this standard.

The Library attempts to meet the highest priorities within the limitations of the budget. Despite recent serious budget cuts, library staff succeed in selecting and maintaining materials and electronic resources to support student learning needs with input from faculty, students, surveys, and statistics. This is made possible through supplemental state grant funds and other internal funds such as one-time money. Each year these funding sources allow the library to acquire needed materials and electronic databases. By participating in Link+ the library is able to provide students with access to a greatly expanded collection of books that could never be purchased locally.

Other learning resources staff similarly augment their restricted budgets to acquire needed resources and offer necessary services. The Technology Center and the Library consolidated services over winter session to facilitate access to students. Software and hardware is purchased as funds become available. The tutorial services staff is working with the library staff to acquire additional course textbooks through on-time funding and other means.

**Action Plan**

None.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Descriptive Summary**

In 2002, a college-wide task force was formed to study national, state, and local information competency standards. After two years of investigation, the Information Competency Task Force developed a definition and standards specific to the West
Valley academic community (REF: II.C.9.). These standards are based on the Association of College and Research Libraries' “Information Literacy Standards for Higher Education” that are endorsed by the American Association of Higher Education. The West Valley College definition of information competency, as approved by the Academic Senate is:

Information competency means the ability to recognize the need for information and to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information use and requires the application of both critical thinking and communication skills.

In May 2004, the Academic Senate approved information competency as a graduation requirement for associate degrees beginning in the 2005 academic year. The graduation requirement is being implemented in three stages. The first stage requires students matriculating in fall 2005 or later to take the Library 004 Information Competency course. In the second stage, students matriculating in fall 2007 are required to take Library 004 and one certified subject-discipline course that is infused with elements of information competency. The third stage will require students enrolling beginning fall 2008 to complete Library 004 and two certified subject-discipline courses (REF: II.C.9.).

Library 004 Information Competency is a one-unit, six-week course during which students learn research methodology beginning with how to develop a research question. Subsequently, students learn how to find, evaluate, synthesize, and communicate information. In addition, they are exposed to ethical issues surrounding information and the use of citation styles. The course is University of California and California State University transferable. Enrollment has been growing steadily and the number of sections offered each semester has increased from just one before the requirement to seven in spring 2007 (REF: II.C.10.).

Subject-discipline courses are certified as infused through a collaborative process involving the academic department, course faculty, the information competency librarian, the assessment coordinator, and the Curriculum Committee. The process of validation and certification of the subject discipline courses is ongoing. The information competency librarian is working with the academic departments and the task force to expand subject discipline course infusion throughout the college’s course offerings.

Elements of information competency also have been introduced to selected basic skills courses such as English 905, ESL 065GW, and Reading 960 and 961. The goal is to have multiple courses from all disciplines enhancing their assignments with elements of information competency. In time, information competency should become transparent across the campus. As of fall 2007, there were over 20 courses certified for information competency infusion (REF: II.C.9.).

Students are also introduced to information competency skills through library orientations. The Library offers orientations that complement what is taught in the subject disciplines. Many instructors schedule library orientations for their classes to help students succeed in research projects. Classes include English, business, interior design, sports therapy, and paralegal studies. In 2005-2006, librarians presented 85
orientation sessions to over 2100 students (REF: II.C.11.). Librarians at the reference
desk also guide individual students through the process of retrieving information via the
online catalog and online databases as well as in other aspects of the research process.

The College and Library assess the information competencies taught to students,
evaluate teaching effectiveness, and set goals for improvements through several means.
Student learning outcomes have been developed for the Library 004 course. For their
final project, students create an annotated bibliography on a topic of their choice in
MLA citation style. A rubric is used to grade the bibliographies and to measure how
well the students are accomplishing the specific performance indicators (REF: II.C.10.).
At the end of each section of Library 004, the instructors review the results mapped to
the rubric and determine where improvements need to be made to improve the course
outcomes. Student learning outcomes for information competencies are also developed
for each subject-discipline infused course. The assessment coordinator, information
competency librarian, and subject faculty collaborate in this effort (REF: II.C.9.).

The Library also periodically conducts post-orientation surveys. Students are asked to
self-assess their knowledge of specific learning objectives before and after the
orientation (REF: II.C.11.). At the reference desk and during orientations, librarians
regularly are observed as part of the faculty evaluation process as they provide service
to students. An observation and feedback form is completed and reviewed with the
faculty.

**Self Evaluation**
The College meets this standard.

The College supports a very strong information competency program. Eighty-four
percent of the respondents to the spring 2007 accreditation survey indicated that the
library assists faculty and students in gaining information competency skills (REF:
II.C.12.). The College and Library have a plan in place to ensure that students continue
to gain information competency skills. As the number of courses infused with
information competency outcomes increases, students will have more opportunities to
learn and practice these skills regardless of whether they plan to obtain associate
degrees or pursue other educational paths.

**Action Plan**
None.

**II.C.1.c. The institution provides students and personnel responsible for student
learning programs and services adequate access to the library and other learning
support services, regardless of their location or means of delivery.**

**Descriptive Summary**
The Library is open during the regular semesters: Monday through Thursday 8:00 a.m.
to 7:30 p.m.; Friday 8:00 a.m. to 12:00 p.m; Saturday 12:00 p.m. to 4:00 p.m.
Electronic resources are available 24/7 to all students in all instructional programs.
Electronic resources are accessible to off-campus students, faculty, and staff using the Innovative Interfaces’ proxy server software as well as being available from on-campus computers (REF: II.C.13.). Access to collections for distance learners is made easier through the Link+ visiting patron and pickup anywhere options and through the e-book collection (REF: II.C.14.).

Library services are posted online http://wvclibrary.info. A module is currently being developed to provide orientation information for off-campus students and distance learning courses. A link to library resources is provided in all courses in ANGEL, the college’s distance learning course management system. The library also provides an e-mail reference service (REF: II.C.15.). An adjustable computer table and two disability-accessible computers, a scanner with special needs software, and closed-circuit television magnifier reader for print are available in the library for students with different needs.

The Technology Center is open during spring and fall semesters Monday through Thursday 9:00 a.m. to 7:00 p.m. and on Fridays from 9:00 a.m. to 2:45 p.m. Staff is available on site to help students with general technology related questions. Various other technology labs are available throughout campus allow students easy access to technology from multiple locations and for various purposes (REF: II.C.16.).

Tutoring sessions are available as supplemental learning support for students. Tutorial Services is open from Monday through Thursday 9:00 a.m. to 6:30 p.m. Tutoring is scheduled at the convenience of the tutor and the student. Drop-in tutoring schedules are posted on the Web (REF: II.C.8.).

The learning services collect data on service usage and adapt their schedules according to their findings REF: II.C.7.). The Technology Center adapted its hours over winter session based on usage. The Library uses utilization data to determine when to be open and what services to provide. Data collected by Tutorial Services help in identifying where to market their offerings, what services to offer, and when to schedule tutors for specific courses. Services are publicized via websites, postings in the catalog, and fact sheets distributed across services (REF: II.C.17.).

**Self Evaluation**

The College meets this standard.

Hours were reduced in learning services throughout the college during the 2002 budget crisis. To help counteract this situation and allow continued access to needed learning services, the Library and Technology Center successfully consolidated services during winter session and Tutorial Services created a new system whereby tutoring takes place not only one-on-one but also in small groups.

Library hours were reduced to current levels during the budget crisis, thus limiting access to the facility and to print and audiovisual collection during evenings and weekends. However, the library provides many electronic resources including full-text articles and e-books, 24/7, and the acquisition librarian recently was able to expand library e-resources. Also, distance learners can request and pick up books and materials
at other Link+ consortium libraries that may be more convenient (REF: II.C.2). Despite reduced hours and other limitations, the library effectively serves faculty and staff. Seventy-nine percent of the respondent to the 2007 accreditation survey indicated positively that the library provides user instruction (REF: II.C.12.).

**Action Plan**

None.

**II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

**Descriptive Summary**

The library and tutorial services facility is 35 years old. Most of the chairs are original and greatly in need of replacement. The roof leaks occasionally due to rain and wind conditions and the HVAC system leaks periodically through the ceiling tiles which impacts the library collection. The unfiltered fluorescent lighting in the building results in ultraviolet damage to print materials in the collection. Library student workers clean and inspect books in the collection on an ongoing basis. A library staff member repairs books in-house as needed. The tutorial services area performs similar inspections.

For theft prevention the Library utilizes a 3M security system with tattletape strips and security gates. The company no longer covers several of the pieces of security equipment under its extended warranty plan. The College is prepared for the necessity of replacing equipment as it fails and recently replaced one of the security gates. The physical layout of the building also compromises the security of the collection after hours. The reading and computer-assisted writing laboratories are adjacent to a side security gate into the library that cannot be physically locked. Collection security and safety also are compromised by the floor layout and obstructed lines of sight. The College completed an initial program proposal (IPP) for remodeling the library, including tutorial services, as part of the Learning Resource Center reconstruction. The College recently submitted a facilities planning process (FPP) that addresses line of site, layout, and gate security issues and provides a more centralized location for tutorial services (REF: II.C.18.). The FPP is part of the District Five-Year Construction Plan that was submitted to state chancellor’s office on July 1, 2007.

Student computers in the library typically are obtained through the technology upgrade program. The library recently obtained 24 new student workstations, 11 staff workstations, and one portable computer to be used for teaching and orientations. The systems librarian, in conjunction with the college’s information technology staff and the district information systems support staff, maintains the student and staff computers and computer systems used in the library.

The Technology Center will be moving its central facility within the Fox Center. This is a new building for the college and it will contain lecture, lab, and classroom space.
Self Evaluation

The College meets this standard.

The maintenance of materials and equipment is adequate. The library and tutorial services staff anticipates that the forthcoming renovation of the facility will help resolve many of the problems enumerated above, e.g. roof, HVAC, security, furnishings, and lighting. The technology center staff looks forward to moving into the Fox Center.

Action Plan

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The Library maintains agreements with Online Computer Library Center (OCLC), Innovative Interfaces Inc., Link+, Pinnacle, and the Community College Library Consortium (CCLC). The Library utilizes OCLC to retrieve cataloging records for the local database and to request and supply interlibrary loans of books and articles to and from other libraries. Statistics and billing information are received monthly.

Innovative Interfaces Inc. (III) is the vendor for the integrated library system. It is used for the public access catalog and for the circulation system. It supplies the proxy server for off-campus access to the library’s electronic resources. The systems librarian works with III to install annual upgrades and to track customer support requests. Library staff participate in user group meetings and discussions.

The library participates in the Link+ consortium. The consortium makes available a union catalog of contributed holdings from over 40 academic and public participating libraries in California and Nevada. Patrons may electronically request an item not available in their own library and pick it up in two to four days at their own library. Link+ also provides visiting patron and pickup anywhere options. The library collects monthly statistics on use by WVC students, faculty, and staff, as well as statistics on West Valley College books sent to other libraries (REF: II.C.7.). Library staff participate in user group meetings and the annual directors’ meeting.

Pinnacle provides two photocopiers, change machine, copy-card dispenser, and networked computer printer for student use. The company receives all revenue from the machines, supplies all toner and paper, and maintains the equipment. Library staff track trouble calls. Statistics are kept by Pinnacle.
The Library orders most of its electronic resources through the Community College Library Consortium (CCLC). The acquisitions librarian monitors the accounts and licensing agreements with the CCLC. Usage statistics are collected monthly for the electronic databases (REF: II.C.7.).

**Self Evaluation**

The College meets this standard.

Collaborative arrangements contribute to successful library functioning. They increase staff productivity and enable cost savings. They also increase access to materials for students, faculty, and staff.

**Action Plan**

None.

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Descriptive Summary**

All instructional and non-instructional programs, including the Technology Center, Tutorial Services, and the Library complete reviews through the formal West Valley College program review process. The programs incorporate student learning outcomes, as relevant, and use institutional research data to assess their services. The program review process specifically addresses access, use, and relationship to intended student learning outcomes. Tutorial Services completed its non-instructional program review in December 2006 and the Library also completed both instructional and non-instructional program reviews in 2006 (REF: II.C.19.).

The Library uses surveys, comment cards/e-mails, and other statistics to evaluate its services. Tutorial Services conducts end-of-the-year surveys and gathers service usage data. This data includes information on student success and retention and helps assess where the demand for Tutorial Services is greatest (REF: II.20.).

Students using the Technology Center typically provide feedback through their core disciplines. A digital media student, for example, may use the technology center facilities during class time or for homework. Discipline-specific faculty and advisory board members also provide feedback related to student skills and future needs within their discipline. Feedback is provided from the academic disciplines. Facilities and services are improved as a result through the resource allocation process. The Technology Center gathers service usage data to help assess when services are most needed (REF: II.C.7.).
Surveys are the most comprehensive method of assessing use, access, satisfaction, and student learning. The most recent surveys were carried out during the 2005-06 academic year. In 2005-2006, online student surveys for the library were developed and distributed via e-mail. Students were asked to take one of two surveys. One survey was for students who had one or more on-campus classes and the other was for students who only were taking distance learning classes. The e-mail went out to approximately 8000 students who had provided the college with e-mail addresses; a total of 776 surveys were returned for a ten percent return rate. Of the 776 responses, 683 selected and responded to the on-campus student survey, while 93 selected and responded to the distance learning only survey. Of the respondents who used and rated library services on campus, 98% gave the staff and services an overall rating of excellent (52%) or satisfactory (46%) (REF: II.C.20.).

In December 2005, an online faculty and staff library survey was administered. It was sent out to all faculty and staff having a district e-mail address. The survey went out to 709 full-time and part-time faculty and staff; 89 surveys were returned for a 13% return rate (REF: II.C.20.). In October 2005, surveys evaluating student learning outcomes from the library orientations were distributed to 236 students following their class orientations; 170 surveys were returned for a 72% return rate (REF: II.C.11.). Similar surveys are administered for the Technology Center and Tutorial Services faculty and staff to provide peer evaluations. Tutorial Services also collects end-of-the-semester survey information to assess its services (REF: II.C.20).

Student learning outcomes assessment for tutorial services yielded positive results. The assessment indicated that tutors do not merely give answers to students. Rather, they guide students in the learning process. Results indicated that students get better at learning actively and, perhaps, in learning independently. They become more efficient learners as demonstrated through retention and success rates as well as improved grades (REF: II.C.19.). In addition, 77% of the spring 2007 accreditation survey respondents indicated positively that tutoring supports student success (REF: II.C.12.).

The combined analysis of program review information, usage data, and surveys resulted in modifications in service, thus improving the connection between learning services and intended student learning. Staff members regularly review goals and objectives and establish new goals, as needed, based on these inputs and others. Evaluations, whether by comment cards, e-mails, or surveys, are received from faculty, staff, and students. Although comment cards and e-mails can be sent by anyone, including the community in general, surveys provide the library and other learning resources the opportunity to solicit information from specific groups as needed. The faculty appraisal process that involves observations and student evaluations also generates feedback and suggestions for improvement.

Self Evaluation

The College meets this standard.

The Technology Center, Tutorial Services, and Library use the results of the program review process, evaluations, usage data, and surveys as a basis for improvement. Student learning outcomes (SLOs) exist for library instruction and orientations and for
Tutorial Services. SLOs have not been developed for other library services. Given that the Technology Center serves discipline-centered satellite labs or discipline-centered computer courses, student learning outcomes for the Technology Center should be evaluated via department-specific usage of the technology center facilities, equipment, and classrooms. See Standard II A for more information on SLOs.

**Action Plan**

None.
STANDARD II C LIBRARY AND LEARNING SUPPORT EVIDENCE

II.C.1. *West Valley College Catalog 2007-2008*
II.C.2. www.westvalley.edu/library
II.C.3. Library Staff Organizational Chart
II.C.4. Library Policies and Procedures, Section 3.1
II.C.5. Library Collections File—Collection Assessment Reports, Collection Mapping by Subject, Electronic Database Statistics, New Acquisitions and e-Resources
II.C.6. Library IELM and TTIP Budget Data
II.C.7. Usage Data—Library Monthly Link+ Loans, Electronic Database Usage, Tutorial Services, and Technology Center
II.C.8. www.westvalley.edu/wvc/ss/tourorial/schedule.html
II.C.9. Information Competency File—Definition and Standards to Academic Senate, Phase-in Approvals, Information Competency Certification Forms, Information Competency Infused Courses List,
II.C.10. Library 004 File—Enrollment Data, Assessment Plan with Rubric
II.C.12. 2007 Accreditation Survey
II.C.15. www.westvalley.edu/library/last-resort.html
II.C.16. Schedule of Classes
II.C.17. Library, Tutorial Center and Technology Center Fact Sheets
II.C.18. Facilities Planning Process (PM/CM)
II.C.19. Non-Instructional and Instructional Program Reviews
II.C.20. Survey File—Library Student and Faculty, Tutorial Services, Technology Center
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.

A. 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.

III.A.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.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. 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, scholarship, 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 College employs qualified personnel to support student learning programs and services and to improve institutional effectiveness. The College, in partnership with the West Valley-Mission Community College District, has systems in place for employees to be treated equitably, for regular and systemic evaluation, and for professional development. Consistent with its mission, the College 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 through the participatory governance processes of the college (REF: III.A.1).

The 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 and support its programs and services. The West Valley Mission Community College District (WVMCCD) follows the Faculty Minimum Qualifications as established by the Board of Governors and those local minimum qualifications
West Valley College guarantees the integrity of its programs and services by employing well-qualified personnel. The Division Chair Council, in concert with the Academic Senate, annually prioritizes prospective permanent faculty positions as proposed by academic and student services programs. The College Council ratifies a final list of prospective faculty positions. For classified staff positions, programs are invited to submit requests for new positions. The College Council reviews these proposals and develops a prioritized list of classified staff recommended hires. (REF: III.A.4., II.A.5.).

Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated in job descriptions and in recruitment flyers and position advertisements. Criteria, qualifications, and procedures for the selection of faculty are stated in Faculty Minimum Qualifications and in the Faculty Recruitment and Selection Procedures Manual (REF: III.A.2.). This manual is available in hard copy and on the district’s intranet.

Paper screening and interview criteria are developed by the hiring committees and approved by the district’s human resources department. Criteria for the selection of faculty include knowledge of the subject matter or service to be performed (as determined by discipline expertise), effective teaching, scholarly endeavors, and potential to contribute to the mission of the institution. 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.

The human resources department oversees the definition and dissemination of all certificated, administrative, and classified staff positions. Job announcements include information regarding equivalency of foreign degrees as stated in Title 5. The applicants are responsible for contacting an agency and paying the fee to evaluate the degree(s) and equate the documentation to domestic standards.

The human resources department ensures candidates’ qualifications by utilizing hiring and selection procedures for faculty as outlined in the Faculty Recruitment and Selection Procedures Manual (REF: III.A.2.). These faculty hiring procedures were developed in conjunction with the Academic Senate. The process was piloted in 2003-
The faculty of West Valley College play a significant role in the selection of new faculty. College administrators collaborate with the Academic Senate to define hiring processes that establish policies for defining, advertising, and screening applicants for faculty positions.

Hiring committees include both faculty subject matter experts from the hiring department and administrators, faculty, and classified personnel from across the campus. Diversity of experience, perspectives, and opinions is ensured through district policy. The hiring process for faculty conforms to state minimum qualifications as a base line. This ensures that candidates’ degrees are from accredited institutions or have met equivalency criteria.

Additional desired qualifications and a description of the position duties, responsibilities, and authority are added by the members of the hiring committee. *The Faculty Recruitment and Selection Procedures Manual* outlines nine suggestions to fit specific faculty positions. Appendix D-1 of the manual gives examples of criteria and questions. Paper screening and interview questions are developed by the hiring committee to determine subject matter expertise. The initial HR screening process ensures that applications are complete and include transcripts. Members of the hiring committee develop paper-screening qualification criteria and rank applicants against those criteria. The top-ranking candidates proceed to the first interview phase (REF: III.A.2.).

During the interview phase, the performance of each candidate is ranked against interview criteria established by the hiring committee. In order to ensure a candidate’s ability to effectively teach, candidates for both full-time and part-time faculty positions routinely are required to give a teaching demonstration highlighting their knowledge and related skills during their interview process. Prior to second-level interviews, candidates’ references are carefully checked. The hiring team develops a list of strengths and weaknesses for each finalist. The list is forwarded to the second-level hiring team (REF: III.A.2. Steps 12 &13). A candidate’s potential to contribute to the mission of the college is assessed based on work experience as indicated in the application materials and on the candidate’s responses to relevant questions during the interview process.

In order to ensure a diverse pool of qualified applicants, human resources, together with the hiring committee, recommends particular publications and journals specific to the recruitment (REF: III.A.2. Appendix C). For faculty positions, advertising is routinely placed in the California Community College Registry, Chronicle of Higher Education, Higheredjobs.com, and various ethnic publications (REF: III.A.2. Step 4). To ensure that hiring procedures are consistently applied, human resources relies on the application of the steps outlined in the *Faculty Recruitment and Selection Procedures Manual*. If the requirements of any step are not met, the recruitment does not move forward until compliance is reached.

Human resources is committed to ensuring that the hiring process is inclusive and yields qualified employees. At the close of each initial filing deadline, the pool of candidates is
evaluated to determine if a sufficient pool of qualified candidates exists. If not, the position is re-advertised.

**Self Evaluation**
The College meets this standard.

**Action Plan**
None.

III.A.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**
The College and the District ensure the effectiveness of human resources through a system of evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel that include performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Human resources coordinates the evaluations required by agreements with collective bargaining units and unrepresented groups. College administrators, in collaboration with faculty and staff, are responsible for assuring that all administrators, faculty, and staff are evaluated in accordance with district policies and collective bargaining agreements (REF: III.A.8.).

To assure the effectiveness of its human resources, West Valley College has a process for the regular, systematic evaluation of personnel. Faculty participation in appropriate institutional responsibilities is part of the contractual assignment and the evaluation process. Examples of appropriate institutional responsibilities are listed in the Association of College Educators (ACE) collective bargaining agreement. Faculty members are evaluated by an evaluation team consisting of their peers. An administrator or designee is included on teams for contract (tenure track) faculty. Full evaluations of tenured faculty are conducted every three years and consist of peer review, student evaluations of all classes taught by that faculty member, and performance surveys for non-instructional faculty (REF: III.A.7., III.A.8., III.A.9.).

Classified personnel are evaluated twice during their probationary periods and once every two years thereafter. Supervisors are notified one month in advance of the
evaluation dates. These evaluations consist of rating performance factors and reviewing goals and objectives (REF: III.A.8.).

The College recognizes that institutional effectiveness and improvement depends on human performance. Performance factors are defined within the personnel evaluation process so that effectiveness of individual performance can be evaluated. Evaluations are reviewed by the next level supervisor, or in the case of faculty, by the appropriate vice president. Corrective action plans are developed for faculty in needs-to-improve status. Improvement and development plans are also part of the classified evaluation procedures.

**Self Evaluation**
The College meets this standard.

**Action Plan**
None.

**III.A.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**
Faculty and others directly responsible for student progress toward achieving stated student learning outcomes (SLOs) have their effectiveness in producing those outcomes assessed through class observations and an analysis of the student survey results. The Office of Instruction, the Academic Senate, and department chairs are responsible for guaranteeing that faculty evaluations comply with collective bargaining agreements (REF: III.A.8.).

**Self Evaluation**
The College meets this standard.

The College has been actively engaged in addressing SLO issues and is making steady progress. Integration of the achievement of SLOs into faculty evaluations has not been addressed formally since 2002 as the faculty evaluation process is part of collective bargaining. The Association of College Educators (ACE) article on faculty appraisal was reopened in spring 2007 and negotiations continued in fall 2007.

**Action Plan**
None.
III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

**Descriptive Summary**

The College and District uphold a written code of professional ethics for all personnel. The 2007 *Faculty Handbook* addresses professional ethics in Section 6. p.3., "Faculty Ethics: Expanding the AAUP Ethics Statement." The District also has a written code of professional ethics for all its personnel in its policies. (REF: III.A.7., III.A.10. 2.13, 2.15,2.16.).

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

III.A.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**

West Valley College maintains a sufficient number of qualified faculty with full-time responsibility. It 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. To determine appropriate staffing levels, the California legislature adopted a ratio goal for course sections taught of 75% full-time faculty to 25% part-time faculty. Progress goals are calculated for each individual community college district. In 2006-2007, with 82% of all course sections taught by full-time faculty, West Valley College is currently one of only eight districts statewide that exceeds both its assigned progress goal and the 75% to 25% ratio goal. The human resources department monitors faculty assignments district-wide to insure that the state’s 75% to 25% full-time to part-time faculty ratio is maintained.

The College maintains planning and budget priority processes that provide for sufficient faculty and staff in light of college resources. At the beginning of fall 2007, the College employed a total of 197 full-time faculty with four vacant positions and a few other faculty on banked leave; 116 classified staff; and 15 administrators. There also were also 229 part-time (associate) faculty members, 120 student workers, and 90 community education instructors.

**Self Evaluation**

The College meets this standard.
The College currently exceeds the state-required ratio of full-time to part-time faculty and has made substantial progress in hiring full-time faculty during the past several years. The number of administrative positions has remained relatively unchanged in the past six years. As of fall 2007, the College had no unfilled or interim-staffed administrative positions. The College continues to experience classified staffing needs in many departments including instructional support, student services, and grounds/facilities operations. In addition to resources limitations, the College is limited in its ability to address this challenge due to existing state mandates, such as the rule that mandates at least 50% of the general fund budget be used for instructional-related expenses.

**Action Plan**

None.

### III.A.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.

**Descriptive Summary**

The human resources department (HR) systematically develops procedures in line with district policies, obtains input and board approval as appropriate, and publishes the procedures on the district’s intranet Web site. Coordination of all policies and procedures as related to collective bargaining agreements, district policies, and the state education code are also the responsibility of the human resources department.

Personnel policies are developed based on standards from the Community College League of California. Policies are reviewed by the District Council, approved by the Board of Trustees, and then posted on the district’s Web page. One way the institution publicizes personnel policies is by giving each newly-hired employee a *New Employee Handbook* in which policies are documented (REF: III.A.11.). Policies are also discussed during the new employee orientation presentations.

In order to ensure that personnel policies and procedures are consistently and equitably applied, personnel policies and procedures are administered from a centralized district human resources department. A college administrative specialist for personnel has a dual reporting relationship to the college and to the district human resources department to ensure consistent administration of policies and procedures.

College administrators are responsible for applying such policies and procedures at the college level. Questions of administration are discussed with HR staff, as needed, and clarification provided by the executive coordinator or associate vice chancellor of human resources.

The College works to ensure that all personnel are treated fairly. The Faculty and Staff Diversity Advisory Council, chaired by the associate vice chancellor of human resources, supports personnel by fostering equity in hiring and by promoting the fair
treatment of all employees (REF: III.A.12.). If unfair treatment is perceived, remedies are available through personnel committee meetings or the grievance process.

**Self Evaluation**
The College meets this standard.

**Action Plan**
None.

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Descriptive Summary**
Written policies exist as part of the human resources section of the *District Policies* manual (REF: III.A.10.). These policies relate to all aspects of employment, including recruitment and selection, job descriptions and personnel appointments, and employee rights and protections.

**Self Evaluation**
The College meets this standard.

**Action Plan**
None.

**III.A.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**
The District and College make provisions for the security and confidentiality of personnel records. District human resources provides for the secure, confidential handling of personnel records. Each employee has access to his/her personnel records in accordance with the law, collective bargaining agreements, and procedures (REF: III.A.8., REF: III.A.10.). All personnel records are maintained in secure filing cabinets that are locked at the end of each business day. Employees may request to review their personnel file during regular business hours or by special arrangements. College administrators oversee the security and confidentiality of all staff and faculty records at the local level.

**Self Evaluation**
The College meets this standard.
**Action Plan**

None.

**II.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**Descriptive Summary**

Support for diversity begins with district policy. Policies and practices are periodically analyzed and revised to provide improved effectiveness. Issues of equity and diversity are discussed at the Faculty and Staff Diversity Advisory Council and members relay information to their constituent groups. College administrators and human resources are responsible for fairly applying and monitoring policies and procedures at the local level (REF: III.A.12.).

The District has adopted an Equal Employment Opportunity and Non-Discrimination Policy affirming that all programs and activities shall be conducted in a manner which is free from discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual orientation, age, disability, or veteran status (REF: III.A.13.). The policies and procedures were reviewed in fall 2006 to comply with new changes directed by the state chancellor’s office and necessitated by other changes in law. The state chancellor's office pushed back the time line for districts to submit a revised Equal Employment Opportunity Plan (EEOP) in spring 2007. Concerns about outdated and problematic data led to a state-wide delay. The new tentative deadline for receipt of the updated Percent of Projected Representation or Availability Data is May 2008, with an understanding that districts will submit their revised EEOP within twelve months of the data's availability. The human resources staff, in consultation with appropriate participatory governance bodies, continues to work on those aspects of the plan not dependent on the anticipated data. It is anticipated that work will be completed on the EEOP in fall of 2008 in order to submit the plan to the state in spring of 2009.

In all selection processes, each candidate is queried regarding demonstrated ability to effectively interact with people of diverse socioeconomic, cultural, disability, and ethnic backgrounds. Each recruitment is reviewed to ensure that no group is adversely impacted by any policies and practices instituted by the district.

The institution fosters an appreciation for diversity through the Faculty and Staff Diversity Advisory Council activities and through staff development activities. The district staff development department develops and presents diversity and cultural competency training in face-to-face and online workshops to celebrate diversity and foster cultural competency of faculty, staff, and administrators. During 2005-2006, district staff development offered trainings in cultural competency, cultural awareness, and discriminatory harassment and diversity in face-to-face and online formats to all employees. During 2005 and 2006, Discriminatory Harassment for Supervisors training was conducted following the Government Code section 12950. The *Different Like You* diversity training program was offered during 2003-2004 (REF: III.A.14.).
The Coalition for Student Success—Campus Change Network has provided a forum and means to engage in discussions and activities that promote an understanding of issues of equity and diversity (REF: III.A.21.). Outside leaders conducted relevant workshops in these areas.

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

**III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**Descriptive Summary**

West Valley College creates and maintains appropriate programs, practices, and services that support its diverse personnel. In order to provide this support, the district has three staff development programs, one for each college and the district. This structure enables the institution to respond to the particular needs of each entity. The three programs also make an effort to coordinate and collaborate when there are similar needs.

The staff development programs were impacted by recent state budget cuts. The college’s staff development program coordinator’s position allocation was cut from 0.5 to 0.2 Full-Time Equivalent (FTE) in 2003. However, the district staff development budget was increased during 2006 and a full-time manager was hired in July 2005.

**Self Evaluation**

The College meets this standard.

However, additional resources are needed to enhance professional development activities. An additional district-wide professional development day has been scheduled for the 2007-2008 academic year and the College is increasing the reassigned time for staff development the coordinator.

**Action Plan**

None.
III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**Descriptive Summary**

The West Valley-Mission Community College District (WVMCCD) regularly assesses its record in employment equity and diversity consistent with its mission. The human resources department and the Faculty and Staff Diversity Advisory Council review annual reports to ensure that no group is adversely impacted by any policies and practices instituted by the district (REF: II.A.15.).

In 2007, 57% of the full-time faculty were female and 43%, male. College-wide, approximately 62% of the employees were female. In 2007, 30% of the full-time faculty were ethnic minorities with the largest numbers for African-American (11) and Mexican/Mexican American (15). Thirty-five percent of the classified staff identified as ethnic minorities, with the largest numbers for Mexican/Mexican American (11) and Vietnamese (8). Seventy-three percent of the administrators self-identified as white.

The institution’s employment equity and diversity is currently under review with the development of a new Equal Employment Opportunity Plan (EEOP). Data is collected from each recruitment. Applicant data is tracked and an annual equity report is provided to the state chancellor’s office. Faculty and staff demographic data is also reported annually.

**Self Evaluation**

The College meets the requirements of this standard but needs to update its EEOP and continue monitoring its progress in meeting goals. A new model EEOP has been released by the state chancellor’s office and the Faculty and Staff Diversity Advisory Council will be analyzing this information as part of its work to develop a new plan for the district.

**Action Plan**

The College will partner with the district in updating the Equal Employment Opportunity Plan (EEOP) and monitoring its annual progress. The plan is expected to be completed during the 2007-2008 academic year.

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III.A.4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

**Descriptive Summary**

The College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students. The district’s non-discrimination policy is contained in District Policy 2.6, Non-Discrimination and Unlawful Discrimination. College administrators, the Academic Senate, and union presidents assure that all collective bargaining agreements and policies relating to ethical standards and academic freedom are enforced (REF; III.A.8., III.A.10.).
The College is committed to demonstrating integrity in the treatment of all staff and students. Policies and procedures exist for unlawful discrimination, sexual harassment, and sexual discrimination, as well as for injury and illness prevention, non-smoking environment, drug-free workplace, AIDS education, workplace violence protection, employment of relatives, conflict of interest, and political activities (REF: III.A.16.).

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

**Descriptive Summary**

The College and District provide all personnel with appropriate opportunities for continued professional development that are consistent with the institutional mission and based on identified teaching and learning needs. District staff development creates ongoing plans that align with organizational strategies, goals, and mission (REF: II.A.14.). In addition, assessments are conducted to determine training and development needs of personnel. College staff development fulfills this function. Last, collective bargaining agreements with classified employees and supervisors include professional growth incentives (REF: III.A.8., III.A.14.).

The College notes changes in technology and develops training to address the needs created by these changes. Ongoing training workshops are offered in using Datatel, e-mail, and the district and college Internet and intranets. Professional development offers numerous training sessions in the areas of technology and distance learning including ANGEL, My Web Services, and others. Additionally, the college’s professional development encouraged faculty to sharpen their technology skills by funding enrollment in workshops sponsored by the educational organization, @ONE. In the spring 2007, the college’s professional development also collaborated with Apple, Inc., to offer a seminar focusing on how to use technology in the classrooms to better support student success.

To promote teaching and learning, professional development sponsors a speaker series called Good Ideas for Teachers and Students (GIFTS) that gives faculty the opportunity to volunteer as a speaker and/or to request specific topics related to teaching and learning needs. Additionally, professional development continues to support faculty
attending conferences related to their discipline or to teaching technology through the mini-grant application.

To identify the professional development needs of faculty and other personnel, district staff development surveyed faculty and staff regarding their training needs and developed a comprehensive staff development plan (REF: III.A.14.). In 2006, a district training plan was developed to provide training in areas of legal compliance, cultural competency and tolerance of diversity, teaching and learning, employee job and life skills, and leadership skills of all employees. Some of these workshops are offered online.

Training sessions designed to enhance customer service skills are offered on a regular basis. Training is provided for all faculty, staff, and administrators serving on hiring committees. Orientations to college systems are conducted regularly for new employees.

In spring 2007, the District launched its district Leadership Development Academy (REF: III.A.19.). Because the College recognized the contribution of classified staff to the success of the college, front line classified staff were chosen to pilot this two-year program along with supervisors and managers. If the pilot is successful, the program will be expanded to include faculty as well.

**Self Evaluation**

The College meets this standard.

The College and District support professional development programs through the district and college staff development programs. District staff development addresses leadership development, compliance and labor law training, personal development opportunities, new employee orientation, and employee recognition. The district staff development department and its committee develop annual and three-year training plans.

**Action Plan**

None.

**III.A.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**

The College and District systematically evaluate professional development programs. District staff development training includes evaluations at the conclusion of each program (REF: III.A.14.). The information is compiled and analyzed and then used to improve future training. The district staff development coordinator fulfills this function.
To ensure that professional development activities address the needs of faculty and other personnel, a survey of faculty and staff was conducted in 2003 to determine training needs (REF: II.14.). Based on the survey analysis, a four-pronged approach to staff development was identified. In 2006, the district staff development department began a Leadership Development Academy as one response (REF: III.A.19.). The academy pilot project will be evaluated for learning outcomes and its impact on the organization. The long-term goal is to implement the training throughout the institution.

In fall 2005, the district staff development training coordinator conducted assessment interviews to assess staff development needs in the district. All district staff development programs include an evaluation form administered to participants. This information is compiled and used to determine changes to existing training and to identify new training programs (REF: III. A.14.).

**Self Evaluation**

The College meets this standard.

However, the College recognizes that additional professional development resources and increased connections with participatory governance groups would enhance its endeavors.

**Action Plan**

None.

**III.A.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**

Human resource planning is integrated with institutional planning. The College systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. The College evaluates anticipated human resources needs via administrative, instructional, and support services program reviews and as part of overall institutional planning. At least once a year, the College and District report the numbers of faculty, staff, and administrators to the state (REF: III. A. 17.).

The College is assessed in terms of meeting its state-assigned Faculty Obligation Number or FON. The College has been meeting or exceeding its expected level in recent years (REF; III.A.19.). Other criteria are used to assess staffing needs such as the ratio of students to faculty, particular program needs, and the number of custodians per assigned square footage to be maintained. Surveys of job applicants, exit interviews of departing employees, and periodic surveys of existing employees are periodically completed and contribute to resource planning.
Surveys of search committee chairs and of all employees were recently conducted which included questions about human resources functions. The results showed mostly positive findings but also pointed to a need for strengthening training and recruitment strategies. Respondents indicated a need for more regular opportunities to evaluate the functions of human resources and the hiring procedures (REF: III. A.20.).

**Self Evaluation**

The College meets this standard.

Human resources at the college and district levels have undergone significant changes during the past several years. The ratio of course sections taught by full-time to part-time faculty has steadily increased and recruitment procedures have been streamlined. Additional resources have been allocated to professional development, but District Council has identified a need for more systematic planning related to district-wide training needs. Mandatory training efforts have been strengthened and the college and district new employee orientation programs have had extensive participation.

Budget and other constraints have sometimes resulted in less than optimal staffing levels in some programs, especially in terms of classified staff. Replacements for vacant positions have sometimes taken longer than anticipated. The College has well-qualified and dedicated employees that are committed to the institution’s goals and objectives. Discussions related to human resource issues are continuing with collective bargaining and employee groups. Extended bargaining with the primary faculty and staff unions were successful in forging multi-year agreements. The District strives to maintain competitive salary and benefit levels for its employees (REF: III. A.8.).

The College is committed to maintaining high standards in terms of human resources. It recently started an extensive leadership development program that will be in place from 2007 through 2009. The program will involve all administrators and significant numbers of faculty and staff. This effort includes monthly workshops and periodic retreats (REF: III.A.20.). The College also is committed to adding at least two additional classified positions per year to its staff and to maintaining a high ratio of full-time to part-time faculty. The College and District are in the process of updating the EEOP and are committed to enhancing diversity and outreach to underrepresented groups.

**Action Plan**

None.
STANDARD III A HUMAN RESOURCES EVIDENCE

III.A.1. 2005 Student Equity Plan
III.A.3. Human Resources link on P.A.R.I.S.
III.A.4. College Council Minutes (date of hiring prioritizations)
III.A.5. Division Chair Council Minutes (date of faculty prioritizations)
III.A.6. District Council Minutes (applying and monitoring policies)
III.A.7. Faculty Handbook
III.A.8. ACE Contract, SEIU Contract, Teamsters Contract
III.A.9. Faculty Evaluation Forms
III.A.10. District Policies
III.A.12. Faculty and Staff Diversity Advisory Council (FSDAC) Minutes
III.A.13. Equal Employment Opportunity (EEO) and Non-Discrimination Policy (2.6, 2.7) and Equal Employment Opportunity Expenditure and Performance Reports
III.A.15. Annual Diversity Reports
III.A.16. Sexual Harassment and Violence in the Workplace Policies and Procedures, HR Web site
III.A.17. Annual Report of Faculty, Staff, and Administrators
III.A.18. Full-Time Faculty Obligation for Fall 2007, Title IV Section 51025
III.A.19. Leadership Academy File
III.A.21. Coalition for Student Success—Campus Change Network Reports
STANDARD III: RESOURCES

B. 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. 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

The 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 2001 with review and revision scheduled for fall 2007 (REF: II.B.1.).

The district annually updates its Five-Year Construction Plan. This plan is developed with the college’s Executive Staff Council 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 (REF: III.B.2).

The district’s insurance company, Keenan & Associates, completes an annual inspection of each facility and, in conjunction with the manager responsible for college facilities, supplies the college with a report of needed safety adjustments and repairs (REF: III.B.3). Also, the district maintenance department has compliance standards of building codes, Americans with Disabilities Act (ADA), compliance codes, electrical codes, and Occupational Health and Safety Act (OSHA) regulations.

The vice president of administrative services meets twice a month with the Facilities and Safety Advisory Committee to ensure that the campus meets state regulations regarding health and safety. 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 for administrative services to the district facilities department.

After a recent review, the facilities department sought to improve the communication between the staff and students and facilities. An online work order system was implemented as a result. Faculty, staff, and administrators can now submit work orders online and check to see if the work has been completed. The streamlined work order
system, an improvement over the previous paper process, provides a higher level of accountability.

Funding requests for facilities are derived from the 2001 Educational and Facilities Master Plan (REF: III.B.1). 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 (REF: III.B.2.).

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 (REF: III.B.3). Projects completed and in process since 1998 are listed in the Facilities and Campus Development project listing (REF: III.B.4.).

The district facilities department annually updates the West Valley College space inventory (REF: III.B.5.). 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 (REF: III.B.2). The state uses these figures, along with projected enrollment growth, to develop capacity/load ratios that are considered in the prioritization of projects.

In 2004 the District authorized Geier & Geier Consulting, Inc. to assess its current facilities. This assessment found that over the three decades since 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 (REF: III.B.3.). Such modifications entail reworking the college’s wiring structure and installing advanced technology in all classrooms and many of the laboratories. Another high priority is barrier removal to improve access for the physically disabled.

The state chancellor’s office estimates that student enrollment will increase modestly at about two and one-half percent annually over the next ten year. These projected increases would place increasing demand on instructional capacity. The college’s Weekly Student Contact Hours (WSCH) is estimated to increase by 22,000 WSCH between 2000 and 2010, increasing from 136,944 to 158,947. Based on the state chancellor’s office projection of WSCH growth, the capacity/load ratios indicate the need for additional space in the following categories:
Lecture 1,195 assignable square feet (ASF)
Laboratory 15,054 ASF
Library 13,193 ASF
Media 5,659 ASF
TOTAL 35,101 ASF.

To meet anticipated future needs, the proposed Educational and Long Range Development / Master Facilities Plan was developed, consisting of two components: (1) an Educational Master Plan that details the college’s major future academic and instructional initiatives; and (2) a Facilities Master Plan that provides the infrastructure to support the academic initiatives (REF: III.B.15.).

**Self Evaluation**

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 which are now underway (REF: III.B.7.). The College has been successful in pursuing state construction funds in excess of $60 million to help meet its facilities development plans (REF: III. B.4.).

The master plan is being implemented over a 15-year period. Project implementation involves approximately 95,700 assignable square footage (ASF) of new space. Project implementation would increase total permanent space on campus from approximately 361,000 ASF to 453,000 ASF. New building areas would total approximately 128,500 gross square feet (GSF). All proposed facilities would be developed within the existing campus boundaries. The primary focus of all facilities planning is to ensure that facilities are constructed and maintained to provide access, safety, security, and a healthful learning and working environment while meeting instructional and institutional goals. The College recognizes that older facilities do not meet current construction standards and code requirements and addresses upgrades as funds become available.

**Action Plan**

The College will implement scheduled renovation and expansion of instructional facilities, infrastructure replacement, and improvement of vehicular and pedestrian circulation. Projects components include:
- maintenance, repair, and/or replacement of various building exterior/interior finishes and utility systems,
- demolition of one temporary structure and one permanent structure and replacement of each demolished structure with a larger building,
- remodeling of the interiors of ten existing buildings,
- renovation and/or expansion of four existing buildings,
- construction of two new buildings,
- reconfiguration and consolidation of existing campus accesses,
- re-alignment of campus roadways and walkways to improve on-site circulation and compliance with new ADA regulations.
III.B.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.

III.B.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.

III.B.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

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 director of facilities, construction and maintenance develops an annual scheduled maintenance report for all district facilities maintenance needs (REF. III.6.). The college’s Facilities and Safety Advisor Committee, 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 (REF: II.B.4.).

West Valley’s 16 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.

West Valley College 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. The director of facilities, construction, and maintenance develops an annual scheduled maintenance report of all district facility maintenance needs (REF: III.6.). The college’s Facilities and Safety Advisory Committee, in conjunction with the college’s facilities managers, meets and confers regarding maintenance and repairs needs. Roadways, pathways, and signage are under continual scrutiny from district police, maintenance personnel, and campus facility groups (REF: II.B.4.).

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 (REF: III.B.13.).
Off-campus sites include high school classrooms which are also built to Field Act requirements. The College has held evening classes at Leigh High School, 5210 Leigh Avenue, San Jose, for more than 15 years. From three to ten classrooms are used nightly for a variety of classes. The site is leased through an agreement with the Campbell Union High School District.

In January 2007, the College leased approximately 4,300 square feet at 2450 South Bascom Avenue in Campbell from the Employment Development Department. The Campbell/San Jose Center includes approximately 1,400 feet of office space and 2,900 feet of classroom space. Three classrooms, each accommodating from 30 to 55 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. The College maintains a safe, secure environment for its students and personnel (REF: III.B.10.). In the 2007 accreditation survey, 98% of the respondents noted positively that they feel safe on campus during the day (REF: III.B.11.). The College does not provide security at the Campbell/San Jose Center or at high school site as both have their own security.

A satellite view of the college with its current buildings and grounds is provided in Appendix B. Maps showing the locations of West Valley College, the Campbell/San Jose Center, and Leigh High School are provided in Appendix C.

**Self Evaluation**

The College meets this standard.

**Action Plan**

None.

**III.B.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**

West Valley College evaluates its facilities and equipment on a regular basis. The director of facilities, construction and maintenance, along with department staff, has developed a maintenance plan for equipment at each of the colleges. State Chancellor Outlay Applications are submitted to the state for renovation and new construction. Projects are based on master plans. The master plans are updated in support of educational programs. Working in collaboration with faculty, staff, and students, college administrators are responsible for reviewing and updating these plans (REF:III.B.1, III.B.2., III.B.3., III.B.4., III.B.6.).
Self Evaluation

The College meets this standard.

Action Plan

None.

III.B.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

Long-range capital plans support institutional improvement goals and reflect projection of the total cost of ownership of new facilities and equipment. The West Valley-Mission Community College District was successful in passing a $235 million bond measure in November 2004 that is supporting the development of several construction projects on the main campus. These include a new pool and aquatic center, a new science lab wing, a new campus instruction center (Fox Center), and refurbishment of the Science/Math and Applied Arts and Sciences buildings.

The bond measure is also funding infrastructure enhancements for underground utilities and other technological and safety improvements (REF: III.B.7.). In addition, the District has been aggressively seeking state funding for projects at West Valley College by leveraging bond fund dollars as current state chancellor’s office standards for project funding include additional priority points to districts that can partially cover construction costs with local funds.

The district’s vice chancellor presented the first bond sale of $100 million in 2005. On November 16, 2006, the District Board of Trustees reaffirmed the Construction Management Master Agreement (E) for Swinerton Management and Consulting and CCS Group, Inc. The construction manager is the district’s advocate throughout the entire construction process. The district’s contracts with CCS Group and Swinerton Management and Consulting prescribe that both firms are to represent the interests and goals of the district. A Citizen’s Bond Oversight Committee has been established to oversee the appropriate use of bond funds (REF: III.B.7, REF: III.B.14).

Construction Projects include:

- Math and Science Reconstruction—remodeling of the mechanical, electrical, and HVAC systems of approximately 35,000 ASF of the 30-year old Math/Science building; ADA requirements will be addressed. This project is predominately state-funded with some Measure H fund.
- Math and Science Addition—construction of approximately 8,000 additional ASF wing to the M/S building will house three science labs. This project is predominately state-funded with some additional Measure H funds.
- Campus Technology Center (Fox Center)—construction of two-story building of approximately 20,000 (ASF) located in front of the campus center to provide lecture, lab, and classroom space. This project is predominately state-funded with some funding from Measure H to complete construction.
• Aquatic Center—construction of a same-size replacement for the original 30-year-old pool. The project will include a new ADA compliant restroom and locker room building.

• Applied Arts and Science Reconstruction—remodeling of approximately 31,000 ASF of the 30-year-old current facility, excluding recently remodeled technology labs, to update mechanical, electrical, and HVAC systems; ADA requirements also will be addressed. This project is partially state-funded with substantive funding needed from Measure H.

• Language Arts and Social Science Reconstruction—remodeling of approximately 27,000 ASF of the current 30-year-old facility to update mechanical, electrical, and HVAC systems; ADA requirements also will be considered. This project is scheduled to be funded by Measure H with the college seeking state funding.

• Learning Resource Center Reconstruction and Addition—remodeling the current 30-year-old 47,000 ASF facility to update mechanical, electrical, and HVAC systems and meet ADA requirements. This project is scheduled to be funded by Measure H with the college seeking state funding.

• Campus Center Renovation—remodeling of the current 30-year-old 29,000 ASF to update mechanical, electrical, and HVAC systems and address ADA requirements. Currently, this project exceeds funding available from Measure H.

• Interim Housing—construction of interim classrooms required during reconstructions to continue meeting the educational needs of the college. The college will phase construction to minimize any inconvenience and loss of capacity. Currently, this project will be funded by Measure H.

• Infrastructure Modernizations—connection, updating, or replacement of utilities, network cable, telephone lines, and sewers required by the new construction and interim housing; also replacement of the current fire alarm system and the installation of an emergency communication system.

Major facility repairs such as roofing, piping, electrical, and HVAC are put on the college's State Scheduled Maintenance Program, prioritized by safety concerns, program need, and cost. Planning for capital projects is an ongoing process, continually being changed and updated to meet new goals or needs for improvement (REF: III.B.6.).

The Board of Trustees annually approves a Five-Year Construction Plan based on the college's needs as stated in the E&FMP (REF: III.B.2.).

Self Evaluation
The College meets this standard.

Action Plan
None.

III.B.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
Facility planning is integrated with overall institutional planning through the collaborative efforts of the administration, faculty and staff via the college’s
participatory decision-making structure. The district Office of Facilities, Construction and Maintenance coordinates an annual space inventory report to recognize current space uses and allow for the effective planning of future space (REF: III.B.12.).

All facility services, decisions, and equipment purchases are prioritized to meet the needs of the various educational and student support programs and services. Safety concerns are top priority. The college’s facilities are aging with many more needs for upgrades or improvements than can be accommodated at one time. Improvements are made on a priority basis as schedule, money, and staffing permits.

The Educational and Facilities Master Plan (E&FMP) is updated regularly. A facilities condition assessment report was completed in May 2003. The E&FMP was completed in February 2001 and updated in April 2005 (REF: III.B.1., III.B.3.). The E&FMP is scheduled for review and revision in fall 2007. The facilities master plan is closely linked to projected growth in programs as described in the educational master plan. A major trend is the increasing use of laboratories not only in the traditional sciences but also in computer science, graphic design, and mathematics.

Each year, the College updates the Five-Year Construction Plan. Priorities change depending on project approval, on whether bonds are available, on availability of other funding sources, on program changes and needs, on new information, and on changing trends in student enrollment. For example, in response to an analysis of student residential concentrations and a reduction of local public transportation, the College opened a new off-campus center in 2007 at a leased facility in Campbell.

Self Evaluation

West Valley College is fortunate to have one of the most beautiful and aesthetically pleasing campuses in the state community college system. It has a wide variety of instructional, student support, and administrative facilities that are well-suited to meeting the institution’s educational and service functions. However, since most of its facilities are 30 to 40 years old, a growing number of maintenance, enhancement, and updating needs are developing. These include upgrades to infrastructure utilities, updating of instructional classrooms and laboratories, and expanded office space.

The College and District are strongly committed to enhancing access to campus facilities and have invested more than $8 million during the past ten years to make college buildings more accessible to persons with limited mobility. The College and District have aggressively pursued state capital improvement funding in recent years and have been successful in obtaining state support for construction work for several buildings.

The West Valley-Mission Community College District bond measure passed in 2004 is resulting in major improvements to both the West Valley College and Mission College campuses. These upgrades will improve job training and transfer programs and will address the following: upgrading fire safety; repairing leaky roofs; improving disabled access; and repairing, constructing, and equipping buildings, classrooms, libraries, science labs, and computer labs.
**Action Plan**

The College will carry out the planned facility and infrastructure additions, improvements, and reconstructions as set forth in evolving construction plans in collaboration with the program and construction management companies.
STANDARD III B PHYSICAL RESOURCES EVIDENCE

III.B.1. 2001 Educational and Facilities Master Plan
III.B.2. Five-Year Construction Plans
III.B.4. Construction Plans File
III.B.5. Annual Space Inventory Report
III.B.6. WVC Scheduled Maintenance Programs
III.B.7. Measure H File: Measure H Bond, and Projects List and Oversight Committee
III.B.9. Katz Mitigation Dismissal
III.B.11. Spring 2007 Accreditation Survey
III.B.12. *West Valley College Shared Decision-Making Plan*
III.B.15. Educational and Long Range Development / Master Facilities Plan
STANDARD III: RESOURCES

C. 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.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
The focus on technology is divided between the district Information Systems (IS) and the college’s Information Technology and Services. Technology affecting student learning is under the auspices of the college; other technology services are supplied by IS to the college and are coordinated with the requirements of Mission College and the district (REF: III.C.8, III.C.14.).

District Information Systems
Over the years, the College and District have invested in technology. A significant allocation of funds has been directed to district IS personnel, software, administrative systems, and district-wide infrastructure, including staff desktop support, data network, telephone system, and server operations (REF: III.15).

Administrative Systems
The implementation of Datatel for administrative systems, including finance, human resources and student systems, was completed just before the last accreditation visit. Since the last accreditation visit there have been major improvements to the functionality of the Datatel administrative systems that impact West Valley College. These include (REF: III.15):

• ability to use a credit card to pay student fees over the Internet
• upgrade to Datatel Release18
• online grades
• class rosters downloadable into Excel worksheets
• Early Progress Alert
• online entry for positive attendance
• MyBudget
• bi-lingual capabilities for telephone registration
• course waitlist capabilities
• integration of ANGEL course management system with Datatel (REF: III.15).
**Infrastructure Projects**

- 2003 Network refresh installation of Cisco routers and switches to upgrade the aging data network throughout the district using $450,000 of funds from the Land Corporation.
- MyWebServices, formerly Web Advisor, moved to new servers to provide failover and load balancing (REF: III.15).

**New District Information Systems (IS) Projects in the Planning Phase**

- Datatel upgrade to Release 18, the latest version for easier updates of Datatel enhancements and more database platform options.
- Data warehouse for reliable, accurate, secure, accessible snapshot data to meet the strategic and management needs at all levels of the campus (III.C.19.).
- Web Content Management System (WCMS) for access to timely and relevant information for the district and college communities; easier development and maintenance of Web sites that have a consistent look and feel, appropriate access control, version control, workflow, search engine, and statistics.
- Automated scheduling system for optimizing classroom and non-classroom space usage.
- Wireless network expansion for access to both the internal networks and the Internet.
- Network infrastructure upgrade (REF: III.15).

**Instructional Technology**

Distance learning is a core component of instructional technology. A course management system turns the Internet into a 24/7 educational environment that brings faculty and students together in a common virtual space. Students work independently and collaboratively. They interact using various communication tools and technologies and can access a wide variety of online resources.

The number of distance learning (DL) courses has grown significantly since the last accreditation period. In 2001-02 West Valley College offered 132 distance learning courses compared to 266 courses in 2007, an increase of 101%. The College added one full-time position as the need for more support became evident. The College assesses the staffing needs as the DL program continues to expand. The Distance Learning and Instructional Technology unit addresses the college’s goal to attract and retain students by employing innovative and creative technology approaches in virtual classrooms, telecourses, and hybrid courses. In 2007, there were nearly 8000 annual enrollments in 800 courses in distance learning and/or hybrid formats. Distance Learning and Instructional Technology supports the college’s mission of making quality education available to students via a flexible and adaptable delivery method (REF: III.C.1.).

Prior to fall 2005, Mission College and West Valley College used two different course management systems for distance learning. Limitations of these systems and their lack of integration with Datatel reduced their effectiveness. A New Global Learning Environment (ANGEL) was selected as a district-wide online course management system in 2005. The ANGEL system provides contracted hosting services that include the technology infrastructure, networking, and IT operations personnel to manage the course management system without taxing the college’s infrastructure and personnel. West Valley College collaborated with Mission College to hold joint ANGEL training sessions at both campuses.
One of the key components of the ANGEL implementation was the integration with Datatel. This integration consists of a custom-developed interface that accesses all course sections, instructor accounts, and student enrollments to Angel system. Thus, all course sections and all students are loaded into the course management system at the beginning of each semester; later, incremental adds/drops processed within Datatel are passed to the ANGEL course management system as the semester progresses.

The real but unexpected advantage of the new course management system is the significant growth in hybrid-learning opportunities. In this format, faculty combine both online and traditional learning environments. As more classes have an online presence, there are noticeable changes in teaching and learning. (REF: III.C.18.).

**Technology Center**

Many classes at West Valley require students to access the Internet and use computers loaded with specific course software. The Technology Center provides both of these capabilities to registered students. Additionally, the Technology Center provides assistance to faculty as they integrate technology into their classroom presentations and online classes. The Technology Center provides support to the computer classrooms and instructional facilities located in satellite locations across campus. The Technology Center coordinates the scheduling of classes and special meetings in the four rooms in the center and the six computer rooms in the business building. In addition to the Technology Center, a number of computer classroom and labs are maintained throughout the college.

Student use of the Technology Center is moving away from entry-level computer use to using new software such as graphics programs, computer-aided drawing (CAD) programs, and global positioning systems (GPS) software. The College is responding to the increasing demand for expensive software through one-time funds. One-time funds are allocated to projects prioritized by Division Chair Council and College Council (REF: III.C.4., III.C.8.).

There is also increasing demand for areas where students can work together, where faculty can collaborate on instructional technology, and where students can receive specialized assistance. Functional areas such as these are planned for the new Fox Center that is scheduled to open in spring 2009 (REF: III.C.15.).

With the increasing faculty adaptation of ANGEL and the increasing amount of instructional material posted both to ANGEL and the internal servers, the Technology Center is experiencing a marked demand for printing. The need for hard copies of pdf files and other online material places increased demands on the laser printers. The cost of increased printing is covered within existing lab fees and procedures are adequate. The instructional software that the college owns and utilizes is tracked to address software license compliance.

**Multimedia and Audio Visual**

The television/audiovisual (TV/AV) department furthers the college's mission and goals by making instructional material more accessible and classrooms more conducive to collaborative learning. The department also produces and/or distributes educational
media content and provides technology support for events and programs. These services are available to instructional and student support services programs. The TV/AV department also practices sound financial management.

On the instructional side, TV/AV seeks to find new and better ways to use the latest technology to deliver information to students and the college community. Examples include distributing distance learning courses via local Comcast cable outlets and streaming video and/or audio content over the Internet. Instructors can enhance their delivery of instructional content in classrooms that are upgraded with LCD projectors, instructional computers, sound systems, Internet access, and document cameras.

On the student services side, TV/AV is using some of the same technologies to inform students about the services available to them. The department also supports various events by setting up and operating a variety of audio/visual equipment.

In the last three years, technological advances have provided many options to improve services. The adoption of Flash Video technology to deliver streaming content is the most significant as this technology provides a simple and effective way to deliver content (REF: III.C.5).

**College Web Sites**
The webmaster oversees the primary access portal to the college through the public Web site where course schedules, registration information, college activities, and other information are posted (REF: III.C.16.). The webmaster also oversees several other Web sites and intranets for West Valley College. High speed Internet connections have raised the expectations all Web site visitors. These expectations have pushed the college to include more advanced media on its Web site. Having the Web site as the main portal for the college has also led to a greater need for uniformity of design throughout the Web site. Section 508 of the Americans with Disability Act (ADA) mandates accessibility to all forms of communication for students, faculty and staff. The new content management system also will significantly help maintain the college Web site and help ensure ADA compliance.

**Self Evaluation**
The College has continued to upgrade it technology as funding allows. However, demand for technology in specialized programs and the necessity to provide students with industry-ready experience and training continually challenge the college’s resources.

**Action Plan**
The College will seek additional technology funding through on-going state funding and business and industry partnerships and by forecasting for a future bond measure to support its instructional needs.
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

**Descriptive Summary**

Over the past six years, West Valley College has provided the college community with quality training in the application of its information technology. Technology training focuses on providing faculty and staff with basic technology knowledge for better technology use in the classroom and on the job and for measuring student success. In addition, the @One consortium, funded by the state chancellor’s office, provided several on-site trainings at the college including:

- Using Simulations to Enhance Teaching/Learning
- Collaborative Learning Using Online Tools
- Internet Strategies to Support Instruction.

Beginning in 2003, the Technology Center focused more on teaching instructors how to create and maintain their own college Web pages. This entailed creating handouts for various software applications including HTML, Dreamweaver, Photoshop Elements, and file transfer protocol (FTP). Approximately 150 instructors attended these training sessions which were open to all college employees. Many faculty have since placed their instructional pages on the Web at [http://instruct.westvalley.edu](http://instruct.westvalley.edu) and have attended additional trainings (REF: III.C.17.).

After the installation of A New Global Environment for Learning (ANGEL) in 2005-2006, an extensive training program was quickly designed and implemented to ensure that faculty were competent with the system before the start of the semester. During spring 2006, the College offered a total of three beginning ANGEL training workshops. Forty-four faculty members successfully completed the initial training sessions and a total of 92 courses successfully utilized ANGEL that first semester. About half of those were online courses and half were traditional courses using ANGEL for online enhancements. During fall 2006 and spring 2007, beginning and advanced ANGEL workshops were offered. Also, ANGEL user group meetings are convened monthly for faculty to share best practices and learn from each other's successes.

Through a wide-range of courses in computer applications, computer information systems, and digital media, the College offers students opportunities to learn up-to-date information technology skills (REF: III.C.16.).

**Self Evaluation**

The College meets this standard.

The College has demonstrated an ongoing commitment to provide training in the use of its information technology. The ANGEL course management system is being adopted at a rapid pace and its use is spreading into many areas of instruction.

**Action Plan**

None.
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**Descriptive Summary**

The College has in place a process for regular and systematic planning, acquisition, and maintenance or replacement of its technology infrastructure and equipment to meet the needs of the college. The college’s allocation process permits the use of available one-time funding or designates other funding sources such as Instructional Equipment and Library Materials (IELM) budgets. Funding is directed toward needs identified through a participatory-governance request, review, and approval process.

Request proposals are developed by various programs throughout the college. Proposals requesting technology funds include a written justification. The Technology Advisory Committee (TAC), composed primarily of faculty, evaluates and prioritizes the various requests. Recommendations for funding are forwarded to the budgetary administration for final spending commitment (REF: III.C.3., REF: III.C.10., III.C.12., III.C.13.).

Most recently, a total of $1.4 million in one-time funds from various sources has been allocated through a similar participatory-governance process. The technology portion of these one-time funds was almost $900,000 (REF: III.C.4.).

**Self Evaluation**

The technology resource allocation process brought college-wide attention to the severe gap that exists between technology needs and the capability of the institution to fund these needs. However, the same process had a unifying effect among the various departments and programs as they participated in decisions about the most effective allocation of the available funds.

During the past few years, college funding for technology has been a major challenge. In addition, with state Instructional Equipment and Library Material (IELM) funding and Tele-communications and Technology Infrastructure Program (TTIP) funding significantly reduced, the funding for technology has been deficient (REF: III.C.4.). As a result of budget realities, maintaining a systematic planning process for the acquisition, maintenance, and upgrading of technology infrastructure and equipment has been ad hoc at best.

The College recognizes the need for additional technology resources, and that technology needs are outpacing existing funding.

**Action Plan**

The College will seek additional technology funding such as on-going state funding, business and industry partnerships, and forecasting for a future bond measure to support its instructional needs.
III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

**Descriptive Summary**

Proposals are developed college-wide to request technology funds through a written justification process. The Technology Advisory Committee (TAC), composed primarily of faculty but also including classified representation, and chaired by the dean of technology and services, discusses and prioritizes the various requests. Suggested funding approvals from TAC are then forwarded to the college’s administration for final determination (REF: III.C.3.).

The continued growth in technology-enhanced courses makes support for the development, maintenance, and enhancement of programs and services a challenge. Over 700 student computers plus instructional servers were being supported by one technical support staff person. Two additional classified positions have been approved at West Valley to help address this situation: an instructional technologist position to help support distance learning that is on hold for funding and a classroom technologist to provide hybrid desktop and audio visual support.

With regard to funding and allocation priorities for faculty/staff desktop computers, replacements and upgrades are coordinated by the college’s technology department. Desktop computer systems are not typically used for instructional purposes, *per se*; rather, they are used for administrative purposes such as scheduling, budgets, or e-mail or for instructional support such as science lab management or library catalog and check-in. Faculty use of computers in instruction is increasing with no continuing source of funding for replacing obsolete computers. Thus, there is continued dependence on one-time funding sources (REF: III.C.9., III.C.11., III.C.12.).

Historically, significant state Instructional Equipment and Library Materials (IELM) funding was used approximately every three years for new computers for the student computer labs. The three-year-old computers were then redeployed to be used by faculty and staff. With recent changes in state funding, IELM funding has been significantly reduced, impacting the upgrade/replacement cycle for computers in the student labs and in faculty/staff offices (REF: III.4.).

**Self Evaluation**

Budget limitations constrain the ability of the district or college budgets to address ongoing funding for technology beyond minimum maintenance. Recently, there have been more one-time funds from Land Corporation and state allocations. About $100,000 was added to the district-wide fixed cost schedule for the 2007-2008 budget to replace faculty and staff computers on a regular basis. This is major step forward but represents about one-half of what is required on an annual basis.

The College recognizes that long-term planning for a technology infrastructure should not depend on one-time funding sources. In addition, the opening of the Fox Center, scheduled in less than two years, will require additional technology resources.
**Action Plan**

The College will seek additional technology funding through ongoing state funding and business and industry partnerships and by forecasting for a future bond measure to support its instructional needs.

**III.C.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**

Technology planning is integrated with institutional planning through various participatory governance processes, various master plan processes such as Equipment and Facilities Master Plan (E&FMP), and college committees such as Technology Advisory Committee (TAC) and College Council. The TAC is the forum that supports the technology dialogue related to student learning programs. District Information Systems Planning and Advisory Committee (DISPAC), recently created to advise district IS, provides a process for the two-college district to provide input to the planning processes within the district’s IS group. This participatory governance committee includes district and college stakeholders to ensure that planning goals and objectives of the colleges are being met. DISPAC is focused on district-wide technology infrastructure, including desktop support, data network, phone system, and server operations (REF: III.C.2., III.C.3., III.C.15.).

The Technology Advisory Committee (TAC) is the college’s technology planning committee. The college’s Strategic Technology Plan, developed by TAC, provides a compass for the approval of individual technology proposals (REF: III. C.8.).

Technology funds are annually allocated based on proposals developed by programs and faculty. Proposals are reviewed and discussed in the Technology Advisory Committee and funds are allocated based on this committee’s decisions. As previously mentioned, more recently there has been a significant amount of one-time funds allocated for technology (REF: III.C.10.).

The college’s Strategic Technology Plan was last updated in 2002. However, other significant institutional issues emerged that needed immediate attention. Thus, for several years, strategic planning for technology was superseded by tactically-focused operations due to staff shortages and other shifts in personnel. In 2005-2006, participatory governance and union issues resulted in Academic Senate and Classified Senate resolutions and work-to-contract practices. The resulting personnel shortage temporarily impacted the college’s ability to focus strategically. Recently, a diverse group of faculty participated in planning the educational technology for the new multi-disciplinary Fox Center (REF: III.C.15.).

**Self Evaluation**

Designing the new Fox Center provided an opportunity to plan strategically for the use of instructional technology. Emerging new technology and encouragement by
administration to increased the use of instructional technology result in high expectations. The College needs to examine how to continue to support future technological needs and advances.

**Action Plan**

The College will revise the college’s Strategic Technology Plan using a pragmatic approach to support and implement future technology, including staffing needs and new facilities.
STANDARD III C TECHNOLOGY RESOURCES EVIDENCE

III.C.1. www.westvalley.edu/dl
III.C.2. District Information Systems Planning and Advisory Committee File
III.C.3. Technology Advisory Committee (TAC) minutes
III.C.4. Instructional Equipment and Library Materials (IELM) and Telecommunications and Technology Infrastructure Program (TTIP)
III.C.5. WVC TV Operations and Media Services Document
III.C.6. Operations and Infrastructure Committee Meeting Minutes
III.C.7. 2001 Educational and Facilities Master Plan and Updates
III.C.8. West Valley College Technology Strategic Plan
III.C.9. Inventory of Faculty/Staff Computers
III.C.10. One Time Funds Process
III.C.11. Inventory of Instructional Computers
III.C.12. One Time Funds Approved List
III.C.13. District IS Organizational Chart
III.C.14. WVC Information Technology & Services Organizational Chart
III.C.16. www.westvalley.edu
III.C.17. http://instruct.westvalley.edu
STANDARD III: RESOURCES

D. 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 that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource plan is integrated with institutional planning.

Descriptive Summary

The philosophy of West Valley College is that its budgeted resources are a direct reflection of college priorities and planning. The College facilitates and manages its annual budget from a dual simultaneous process that involves both participatory governance and administrative procedures. The participatory governance process is facilitated by the college’s committee structure and the administrative process is facilitated mainly by departments, department chairs, deans, vice-presidents, the college president, and the Executive Staff Council. In addition to the above structures, there is a similar structure at the district level, distinguished from that of the college, to establish and facilitate planning and budget. For 2006-2007, the district’s general fund budget totaled $86 million, of which the college’s share totaled $33 million (REF: III.D.1.).

The College’s Participatory Governance Process

The college’s process for resource planning is partially achieved through the participatory governance committee structure. The college committee structure allows for participation by subject matter experts from various college constituent groups. The District has a similar committee structure to help with district-wide initiatives (REF: III.D.2.). The most relevant committees to the resource budget planning at the college level are:

- College Council (CC)
- Academic Senate (AS)
- College Performance Goals Committee (PGC)
- Classified Senate (CS)
- Facilities and Safety Advisory Committee (FSAC)
- Division Chair Council (DCC).

At the district level, the committees are:

- District Budget Advisory Committee (DBAC)
- Budget Allocation Model Subcommittee (BAMS)
- Land Corporation (Land Corp).

The main committees that deal with goals of efficiency and resource allocation between departments are College Council (CC) and the Performance Goals Committee (PGC). College Council, the main reporting committee on the status of issues and plans for
resource allocation, facilitates communication and appropriate involvement of all members of the college community. The details of enrollment goals and full-time equivalent faculty allocations are recommended by the PGC.

The Performance Goals Committee (PGC) and its operations are part of the collective bargaining agreement between the district and faculty. Division Chair Council makes recommendations to College Council regarding the prioritization for filling unfilled faculty positions. Division Chair Council has developed its own process and procedures for making these recommendations (REF: III. D.14.). Individual departments, programs, and services are responsible for keeping their associate (part-time) faculty pools current. The College also has a technology committee which prioritizes instructional technology needs (REF: III.C.12.). For facilities, the College refers to its Educational and Facilities Master Plan (E&FMP) (REF: III.D.12.).

The Facilities and Safety Advisory Committee provides college recommendations on one-time resource allocations to address small facilities projects and repairs. It also is developing criteria for college-wide standards for facility resources that align with effective student learning, bond measure construction projects, and long-term college goals (REF: III.D.3.).

Both the Classified Senate and the Academic Senate help communicate and develop ongoing college priorities to enhance student learning and support. Each committee begins the college budgetary planning process by establishing overarching implementation strategies and recommendations in order to achieve college and district goals. Each committee provides feedback and recommendations to the administration and college community in accordance with the Board of Trustee’s priorities and the goals of the college.

**College’s Administrative Process**

The administrative process supports synthesizing and implementing both college and district planning initiatives and priorities. The process begins with program review by the various departments in accordance with the college’s Academic Senate approved procedures (REF: III.D.4.). Department and division heads, deans, and vice presidents review and synthesize program review information to gain insight for budgetary planning and decision-making. These informed viewpoints are communicated within the participatory governance structure and form the basis for budget development.

The College’s budget process is outlined in more detail in the *West Valley College Budget Development Process* and the yearly final budget documents. As the budget develops, information from program review and committee recommendations is compared against the various budgetary augmentation requests submitted by departments. Certain unspent funding can be made available mid-year for either temporary or permanent augmentations across cost centers. Decisions for reallocation between departmental budgets for the ensuing year is collectively determined by the Executive Staff Council as the tentative budget and final budget are created (REF: III.D.5., III.D.6., III.D.8.).
As the new budget year begins, department chairs are expected to use funding in accordance with the department’s program review and the priorities established by the participatory governance system. As the year ensues, if resources are not expended by the beginning of spring semester, the next level higher within the administration can use the available resources to address either unexpected high priority needs of the college or other needs previously established at medium to low priority.

As the budget year comes to an end, the vice presidents, deans, and the college president may use remaining funding to address any unmet, yet important, college initiatives. The philosophy is to ensure all available resources are used to benefit student learning while mitigating the loss of opportunity to address budgetary needs established throughout the college. The goal of this method is to maximize available resources in accordance with the college priorities addressed through both the participatory governance and administrative recommendations (REF: III.D.7.). The college’s budget process is outlined in more detail in the West Valley College Budget Development Process (REF: III.D.6.).

During the fiscal year, any one-time non-permanent augmentations are coordinated between departments in accordance with the above adopted convention. With the assistance of staff within the Office of Administrative Services, fund balance projections are made through a participatory process with the administrative teams in order to best serve the college (REF: III.D.1.).

**District’s Role in Budget**

The college’s financial and business services are partially managed by a variety of district-level offices that include finance, general services, and other entities in concert with the college’s administrative services staff. As the budget year progresses, the college’s vice president of administrative services communicates with district central services twice per month about the college’s fiscal progress.

**District’s Participatory Governance Process**

District Budget Advisory Committee (DBAC) functions as the highest district-wide participatory governance body with regard to budget and planning and allows for input from all district and college constituencies. Each year, DBAC helps develops an overall budget that makes progress toward the fiscal standards requirements and that reflects the Board of Trustees annual budget priorities. The District Budget Advisory Committee (DBAC) is comprised of staff, faculty, and administrators from the college and representatives of the district’s administrative services division (REF: III.D.8).

With the recommendation of District Budget Advisory Committee, the West Valley-Mission Community College District invited the state Fiscal Crisis Management Assistance Team (FCMAT) to conduct an in-depth fiscal review of the district (REF: III.D.7.). This self-initiated district review has significant relevance for both of the district’s colleges because of the centralized district budgetary support and the parallel budgetary processes at West Valley College.

In addition, the Budget Allocation Model Sub-committee (BAMS) is comprised of subject-matter experts of the various district and college constituencies. This committee
enhances the current internal allocation model between the colleges by providing fair and equitable policy recommendations to DBAC and the Executive Management Team (REF: III.D.9.).

Last, the district’s West Valley-Mission Land Corporation is an auxiliary organization established more than 20 years ago as a vehicle to administer funds received from the lease of surplus district land adjacent to Mission College. Land Corporation is a committee comprised of the Board of Trustees, the two college presidents, and various community leaders. It reviews one-time budgetary requests by each college for a share of the proceeds earned by the district’s property management. The purpose of Land Corporation funds is to help each college address special projects and various strategic initiatives as prioritized by the colleges. It annually generates about four to six million dollars in revenues. Twenty-five percent of the revenues are allocated to the district’s unrestricted general fund as rent reimbursement. Most of the remaining funds are used for capital funding of building construction and improvements and other dedicated projects. The Land Corporation provides a unique source of alternative revenues for the West Valley-Mission Community College District (REF: III.D.10.).

**District’s Administrative Process**

The district administrative process is similar to that of the college in that the Executive Management Team reviews the recommendations from DBAC, BAMS, the District Administrative Services Council, and the group comprised of each college’s vice president of administrative services and the vice chancellor. The team synthesizes priorities for the entire district. The priorities are then communicated among the college’s participatory governance structures during the budget year (REF: III.D.14.).

As each college’s Office of Administrative Services develops the respective college budgets, district fiscal services and the vice chancellor of administrative services coordinate specific budget details in accordance with the college and district priorities.

**Self Evaluation**

For the past several years the West Valley-Mission Community College District has used a rollover approach to budget development and budget allocation. In its November 2006 report to the district, the Fiscal Crisis Management Assistance Team (FCMAT) recommended that the college eliminate the practice of simply rolling over department and college budgets from the previous year as the practice had damaged the credibility of the budget data and process. As a result, the College has adopted a new convention to address program and budgetary needs.

Through the help of participatory governance, the College has developed the following principles within its internal budget process. The budget:

- provides an opportunity for departments to document unmet resource needs,
- provides an opportunity for the shifting of resources from one programmatic area to another to meet changing conditions and directions,
- increases knowledge about budget structure and process and thus adds transparency to them,
- promotes cooperative sharing and use of resources,
- increases the degree of participatory governance in the budget process.
This new budgetary process, inaugurated in 2007, will provide an annual review of budgetary effectiveness and an opportunity to revise any policy or procedural issues related to how the college allocates funding. The process has been successful in identifying about $160,000 for augmentations to programs for the next fiscal year. Budgetary needs within the year will be addressed through the implementation of selected recommendations of FCMAT, such as fund balance projections. Other useful tools will be considered to maximize funding to address unfunded one-time priorities.

As the district continues to refine its internal allocation model, the College will adhere to its current college-level budget model process. The next step is to educate division and department chairs to ensure that the budget process and program review process are integrated in an identifiable way. The College believes it is making progress in improving its budgetary processes.

**Action Plan**

The College will actively support and participate in the development of a new district budget allocation model as suggested in the FCMAT report.

The College will develop a process to educate the division and department chairs regarding the revised budget processes.

**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

**Descriptive Summary**

As part of a two-college district, West Valley College works closely with the district to coordinate and administer financial planning and operations. The college’s 2001 Educational and Facilities Master Plan (E&FMP), recent program reviews, and annual district priorities, guide the budget development and allocation process. All financial planning is done within the parameters of the identified goals.

The Board of Trustees adopted a funding allocation mechanism in 1994-1995 that outlines guidelines for the district and college to set funding priorities and accomplish institutional plans and missions. The last E&FMP was completed in 2001. A complete revision is scheduled for 2007-2008. West Valley College, Mission College, and the district have been collaborating to revise the allocation model in consultation with the District Budget Advisory Committee (DBAC) and participatory governance groups. This new process calls for a planning cycle that sets institutional goals and objectives for three years and includes a provision that the process itself be evaluated, updated, and/or refined every three years (Ref: III.D.6., II.D.11., III.12., and III.16.).

The district’s mission statement was revised and reviewed by participatory governance units. Updated facilities plans have been developed in accordance with the passage of the Measure H Bond Measure REF: III.D.17.).
**Self Evaluation**

District and college financial planning is accomplished within the parameters of identifiable goals. In 1994-1995 the Board adopted a funding allocation mechanism that distributes funds and allows central services and the colleges to set funding priorities to accomplish their own institutional plans and mission. College strategic plans are largely implemented through the budget allocation process.

The college and district strategic plans present a framework for planning and decision-making. The plans present a statement of common values, vision, and mission and a shared set of strategic directions for the future. Revisions to the district mission statement were approved during spring 2007. West Valley College is currently on updating its Educational and Facilities Master Plan.

**Action Plan**

The College will complete the updating of its strategic plans in conjunction with district goals and the college’s program review process.

**III. D.1.a. Financial planning is integrated with and supports all institutional planning.**

**Descriptive Summary**

Both the college’s Office Administrative Services and the district Fiscal Services Office provide and facilitate a wide-range of financial and business services on a district-wide basis. Both offices make an effort to provide complete, accurate, and timely financial reports to assist the institutional planning process. College strategic plans are implemented through the budget allocation processes that involve all stakeholders and that reflect the college’s planning priorities as noted in the following flow chart.
Enrollment planning, in relationship to personnel, begins at the district level with the determination of the district’s enrollment goal. Both the College and fiscal services perform an analysis of the position control file in February of each year to determine the status of permanent administrative, faculty, and staff positions. Both entities provide data that tracks the district’s compliance with the state required Faculty Obligation Number (FON) and with the state ratio goal of 75% full-time to 25% part-time faculty (REF: III.D. 21.).

The collective bargaining agreement between the district and faculty requires an annual meeting that provides the Weekly Student Contact Hours to Full-Time Equivalent Faculty (WSHE/FTEF) goal for the two colleges (REF: III.D.13.). This efficiency goal is used to determine the total full-time equivalents of instructional faculty that will be available to the college. The goal is reviewed by the college’s Performance Goals Committee (PGC). The district budget allocation model (described earlier and in the next section) allocates a corresponding amount of dollars to the college for the full-time faculty equivalents and for all other permanent staff. The model then allocates dollars for some fixed costs items and for discretionary items such as supplies, hourly support, and other operating expenses.

**Self Evaluation**

Financial planning is closely integrated with planning for full-time faculty equivalents, facilities, and technology. The dollars follow the allocation of the full-time faculty equivalents. When technology funds are allocated by the state, the Technology Advisory Committee allocates funds based on its planning process.
The current prioritization of unfilled faculty positions needs to consider the impact of state mandates. These include maintenance of a full-time Faculty Obligation Number (FON) and adherence to the 50% law which requires that the majority of the district budget be spent on instruction-related expenses (REF: III.D.21.).

These measures, along with regularly negotiated collective bargaining agreements, impact financial planning and operations for the district. Although trends in enrollment are considered and monitored by both the Performance Goals Committee (PGC) and the Division Chair Council (DCC), the link between the performance goals process and the filling of unfilled faculty positions needs to be strengthened.

Financial planning is integrated with the allocation of full-time administrative and staff equivalents. However, there needs to be more formalized planning at the college level for allocating these positions, especially for classified staff. The college’s discretionary budget allocation also could be more formally integrated with institutional planning. Currently, even if a program were to grow in terms of enrollment and full-time faculty equivalents, a corresponding increase in the program’s discretionary budget is not guaranteed to follow.

At the district level, a Budget Allocation Model Sub-Committee (BAMS) has been formed to address some of these issues. The College has several representatives on this committee. Currently, BAMS is working out details of an Activity Based Costing system (ABC) in which institutional planning and financial planning would be more fully integrated (REF: III.B.9.). This model would eliminate the need for rollover budgets and would identify resources necessary to support programs during the upcoming year. The concept of the ABC model is to assign a cost-of-doing-business at the departmental level.

**Action Plan**

The College will establish a regular budget review process with the Office of Instruction, Office of Administrative Services, and the district Fiscal Services Office to ensure continued compliance with the state 50% law and other state requirements.

**III. D.1.b. The college’s and district’s planning reflect realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Descriptive Summary**

As district fiscal services communicates projected state revenues, the internal allocation model of the district and the college’s budget model are used to allocate estimated general fund revenues. Each model allocates funding for fixed costs; for the salaries and benefits of all permanent administrative, faculty, and staff positions; for the operating budgets of district service departments; and for retiree medical benefits. Funds are then allocated between West Valley College and Mission College based on the full-time equivalent student goal assigned to each college. These funds comprise the college’s
operating budget and are referred to as the discretionary budget (REF: II.D.1.). See the previous flow chart.

As stated above, the College develops its own detailed operating budget based on prior year expenses plus known changes for the coming budget year. The personnel costs are reconciled by staff from the district budget office and the college’s administrative specialist personnel based on board-approved positions. Mandatory benefits are calculated based on projected salaries and medical benefits are attached based on a composite rate.

**Self-Evaluation**

The College meets this standard.

Both the college’s Office of Administrative Services and the district’s Fiscal Services Office have managed to provide the college community with consistent, reliable revenue projections. However, expense estimations have proven more difficult because of the current policy of budgeting for unfilled positions. Even if the College had no intention of filling the position in the current year, funds were still allocated to the position. In the past, this procedure led to significant overestimation of compensation. The budget process now includes a process to estimate salary savings and, thus, alleviate this issue. Otherwise, the college budgets are based on data primarily based on actual expenditures from prior years.

As recommended by the district FCMAT report, the vice president of administrative services now provides ongoing fund projection reports to the president and administrative leadership in order to maximize the use of available funding from the various college sources while ensuring that the 50% law is achieved.

**Action Plan**

None.

**III. D.1.c. When making short-range financial plans, the college and district consider its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Descriptive Summary**

The District maintains a reserve of five percent of its projected unrestricted general fund expenditures and a three-percent contingency reserve to be used for any unanticipated changes in expenditures or revenues that would significantly reduce operations or services. The district’s reserve levels exceed state-recommended levels. College budget allocations reflect long-term strategic plans and priorities.

Historically, the District has met all bonded indebtedness and other long-term obligation repayments. The Mission West Valley Land Corporation reimburses the district for the repayments of the lease revenue bonds. These bonds were paid off in fiscal year 2005-
2006 from the proceeds of the voter approved general obligation bond (Measure H) (REF: III.D.17.).

Land Corporation funding is allocated to the college at least once per year for one-time special projects from proceeds earned by the district’s leased property management. Such projects included $150,000 for marketing and over $100,000 for small-level capital improvements (REF: III.D.10.).

In November 2004, the district voters passed Measure H, a $235,000,000 bond issuance. The Measure H Fund 420 is designated for the deposit of proceeds from the sale of revenue bonds. Proceeds are deposited with the county treasurer and credited to the district’s Revenue Bond Construction Fund. These funds must be used to meet the costs of authorized projects (REF: III.D.17.). Additionally, some state funding has been secured to supplement various facilities projects.

**Self Evaluation**

The College meets this standard.

The general fund analysis includes review of the college’s and the district’s current, past, and projected fund balances by both administrative areas and participatory governance structures.

The minimum prudent service level for the unrestricted general fund balance is five percent. If the district’s reserve falls below this level, further review is recommended to determine if additional fiscal problems exist. The current reserve level substantially surpasses this standard.

Other factors that are considered in the district’s financial stability include:

- Expenditure patterns.
- Full-time Equivalent Students (FTES).
- Salary and benefit compensation compared to revenue increases/decreases.
- Audit findings, internal controls, pending legal action, and other factors.

Retiree health benefits are identified as the most significant unfunded long-term liability of the district. The Board of Trustees is considering various options to fund this future obligation. Both the college and district participatory governance processes are included in this process.

During 2005-2006 and 2006-2007, the District faced significant challenges in meeting its enrollment goals. This was a common problem encountered by half of all California community colleges statewide. To address this issue, a district-wide Enrollment Management Plan was developed which included a variety of strategies to boost enrollment levels (REF:III.D.18.). In fall 2007, the College met its enrollment goal.

**Action Plan**

None.
III.D.1.d. The college and district clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary
Since 1994-1995, the District has had a board-adopted budget allocation mechanism to distribute funds between the colleges. The District also adopted a fiscal policy in Chapter 6 of the District Policies manual. A budget development calendar is developed each year by DBAC and the Board of Trustees which is then facilitated by the college during its budget development process (REF: III.D.1., III.D.6.).

As described above, parallel college-level and district-level participatory governance and administrative processes are involved with budget development. Both the district-level DBAC and BAMS and the college-level College Council and PGC work in concert to communicate and recommend budgetary priorities to both the district and to the college administrative structure of department chairs, deans, vice presidents, and presidents.

The college’s budget development process was temporarily affected by not having the leadership of a permanent administrative officer. However, the College successfully hired a new vice president of administrative services and the Executive Staff Council is now fully staffed. All college administrators are full-time permanent managers that provide the leadership for budget development. In addition, the vice president of administrative services is currently addressing issues of the FCMAT report in relation to college fiscal operations. The vice president also has incorporated new fiscal procedures and routines with the district and college leadership so that budgetary activities are fully communicated (REF: III.D.7.).

Self Evaluation
The College meets this standard

Action Plan
None.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

Descriptive Summary
The Office of Administrative Services and the district’s Fiscal Services Office are responsible for providing financial and accounting services to the college and district. The following functions and services are provided: budget, accounting, disbursement including accounts payable, student financial aid, student refunds, and accounts receivable.
The vice chancellor of administrative services presents quarterly district financial reports and an annual financial and budget report for the prior fiscal year to the Board of Trustees and DBAC. The Board also approves monthly budget adjustments in accordance with CCR Section 58307 for transfers between major expenditure classifications. Additionally, all warrants and purchase orders are reviewed and approved on a bimonthly basis (REF: III.D.1.).

In fiscal year 2006-2007, the district Information Services (IS) department released the Web-based information management tool that allows staff access to financial information online through WebAdvisor’s My Budget. Updated financial information is accessible to all staff through computerized, integrated software such as the Colleague Module in Datatel and My Budget. Datatel’s finance module already has a notification system for funds availability. This allows for the control of expenditures being made to an account with insufficient funds. In addition, the vice president of administrative services and his staff have identified ways to provide additional support and services for staff training. This leads to better coordination between administrative services at the district and college levels.

**Self Evaluation**

The College meets this standard.

The College intends to enhance communication between administrative services and other college departments in order to respond to the recommendations made by the Fiscal Crisis Management Assistance Team (FCMAT).

**Action Plan**

None.

**III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Descriptive Summary**

The College and the Office of Administrative Services are responsible for ensuring adherence and compliance with the budget and accounting manual prepared by the California Community College Systems Office, with various applicable provisions of the California Education Code, and with Title 5 regulations. An annual audit of the district’s financial statements and the related budget and accounting methods is conducted by an independent auditor on an annual basis. Recommendations by the auditor are addressed by both the college’s vice president of administrative services and district fiscal services (REF: III.D.19.).

A variety of financial documents are used regularly to assess the district’s financial condition, including:
The college and district tentative budget revenue and expenditure reports are accessed through MyWebServices on the college’s Web site, www.WestValley.edu, and the district’s intranet. The college’s administrative services team provides information in the final budget book with charts and exhibits that are relevant for making informed decisions and developing strategies for long-range planning. Both college-level and district-level participatory governance bodies are asked to review the budget and processes in terms of the monetary resources required to execute those plans. The final budget book is distributed to members of the Board of Trustees and the campus community for public comment.

Self Evaluation
The College meets the standard.

Action Plan
None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary
The District implemented the Colleague Financial Module within Datatel in January 2000. The District is currently in the process of reviewing the human resources module to fully integrate the position control system with the budget process for personnel.

The College is required to update its financial plan and submit monthly adjustments to fiscal services for budget and expense transfers. The college’s Office of Administrative Services is responsible for periodic financial and projection reports to the college, the college president, the Executive Staff Council, and vice chancellor of administrative services for developing the tentative and final budgets for adoption by the Board of Trustees. The books and records of the district 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 (REF: III.D.1.). The College reviews local budgets on a regular basis. The College ensures that the budget is available for public comment and that all department chairs and deans have received staff support on budget accountability throughout the fiscal year.
**Self Evaluation**

The College meets this standard.

A process is underway to make the entire budget and expenditures available online to all employees

**Action Plan**

None.

**III.D.2.c. 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**

As a result of the above fiscal policies and procedures, the College and District have sufficient cash flow and reserves to maintain stability. In addition, strategies for appropriate risk management and realistic plans for meeting financial emergencies and unforeseen occurrences are interwoven within the college’s procedures and leadership philosophy.

As provided in the state education code, the district’s cash balance is invested with the Santa Clara County Office of Education Treasurer. The District has demonstrated its ability to fulfill cash flow requirements to cover necessary operation expenditures and is not dependent on Tax and Revenue Anticipation Notes (TRANS) in order to meet cash flow needs during the fiscal year. The District maintains a five-percent reserve in the designated unrestricted fund balance and is building a three-percent contingency reserve for unforeseen occurrences.

The District also protects the college by maintaining a comprehensive set of district policies, administrative regulations, and business procedures governing risk management practices. The District is a member of two Joint Powers Agreements (JPAs), both for liability transfer purposes. NCCCP is a JPA for combining Workers’ Compensation claims and working directly with the injured employee. The Bay Area Community College JPA provides coverage for a wide variety of liability claims including general liability and property damage. The claim is reviewed by the WVMCCD Board of Trustees and, if denied, forwarded to the JPA for defense as appropriate. The current district cash balance, as of December 31, 2006, exceeded $30 million and the unrestricted balance exceeded $14 million.

**Self Evaluation**

The College meets this standard.

Although the fiscal year 2006-2007 budget allowed West Valley College to maintain its current instructional and student services programs at a level equivalent to the previous academic year, the college’s budget requires some fine tuning in order to properly
allocate funds to high priority programs. The College needs additional discretionary funding for shortfalls in instructional supplies, equipment, classified support staff, and outreach activities. Addressing additional resources for program development is also a priority.

Continuous enrollment management and strategic planning are underway to promote a positive enrollment curve so as to secure additional state apportionment and to develop alternative revenue sources (REF: III.D.18.). The College adopted new budget development and budget augmentation procedures for use with the 2007-2008 budget cycle and has consulted with participatory governance groups in setting priorities. A continuing challenge, however, is the paucity of discretionary budget resources. However, college departments continue to cooperate effectively to maximize the allocation of resources.

**Action Plan**

None.

**III.D.2.d. The college and district practice 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**

The district Fiscal Services Office and District Budget Advisory Committee (DBAC), under the direction of the vice chancellor of administrative services, are responsible for ensuring that the district’s finances are conducted in accordance with sound business practices, district policy, the district’s business manual and operating procedures, the state education code, and other state and federal regulations. At the college level, the Office of Administrative Services is directly responsible for ongoing oversight, budget analysis, accounting reconciliation, and financial reporting of all finances, including management of financial aid, grants, externally funded programs, contractual relationships, and auxiliary organizations. The College out-sources such services as the bookstore and food services and the vice president of administrative services oversees these operations. (REF: III.D.23., REF: III.D.24.).

The college’s foundation and the district’s Advancement Foundation are recognized auxiliary organizations that are established for the purpose of providing activities that are integral to the district’s educational programs. The district’s dean of advancement is responsible for ensuring that these auxiliary organizations are operated in compliance with all applicable laws and regulations. Auxiliary organizations submit quarterly reports to the Board of Trustees. An annual fiscal audit of all funds is performed by a certified public accountant with an independent audit firm. The college foundation monitors investments, accounts, and grants via annual audits and issues biannual reports (REF: III.D.22.).
Self Evaluation
The College meets this standard.

Action Plan
None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
The college’s Office of Administrative Services, in concert with the district’s Office of Fiscal Services, monitors the auxiliary organization and foundation operations to ensure adherence to all the appropriate guidelines and procedures as required. The activities of college’s foundation support overall college goals and objectives.

Restricted general fund programs are established for the purpose of providing specialized services. These services are funded by revenues collected from program participants or from revenues provided by a state or local agency. Restricted funds may only be used to pay for the costs of providing specific services. Restricted Fund programs account for slightly over six percent of the district’s budget.

Special revenue funds, such as revenues from facilities usage, are used to account for revenues whose expenditures are not legally restricted but for which a separate source of revenue was provided. The special revenues are used to pay for the cost of providing services that are not necessarily part of the educational program of the college but which enhance services to students. West Valley College has a health services fund, a parking fund, and a child care fund to account for revenues and expenditures related to these special revenue activities.

The capital projects fund is used to account for expenditure of funds for major renovation, repair, and new construction projects. Much of the funding for these projects is provided by the state under the scheduled maintenance and capital construction programs and the Land Corporation.

All capital construction projects funded by the state, or large locally funded projects, are accounted for in the capital projects fund. Minor and routine maintenance projects are accounted for in other funds of the district. The District utilizes a capital projects fund, state scheduled maintenance fund, and Measure H fund (REF: III.D.1., III.D.17.).

Self Evaluation
The College meets this standard.

The College conducts these accounts in accordance with state law, generally accepted accounting principles, and the Budget Accounting Manual. All revenues are used to
facilitate college initiatives and resources supporting student success in accordance with college’s planned priorities. The highest priority is to enhance college facilities and small capital projects not covered by Measure H. The Facilities and Safety Advisory Committee is currently devising recommendations for facilities standards.

**Action Plan**
None.

**III.D.2.f. 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**
The District maintains a comprehensive set of board policies and administrative procedures governing contracting and specific board actions delegating authority. The district General Services Office is the current repository of all binding contracts approved by the Board in accordance with state law.

The college’s Office of Administrative Services reviews all college-level contracts prior to submission for board approval. The vice president of administrative services generally provides an analysis of each contract if it poses conflicting issues within the district or college. Typically, the negotiation of business contracts is delegated to the vice president of administrative services by the vice chancellor, in concert with General Services Office, in order to ensure college adherence to the contractual process.

**Self-Evaluation**
The College meets this standard

**Action Plan**
None.

**III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Descriptive Summary**
The College is regularly audited by the district’s externally-contracted independent auditor. In addition, with the college’s endorsement, the District voluntarily requested an independent audit by the Fiscal Crisis Management Assistance Team (FCMAT). The Fiscal Crisis Management Assistance Team provided 99 recommendations regarding district processes that impact college procedures (REF: III.D.7.). The College reviewed the FCMAT recommendations and has developed a cohesive response plan. The plan is being facilitated by the vice president of administrative services at the college level and the vice chancellor of administrative services at the district level.
**Self Evaluation**

The College meets this standard.

The College and the District have implemented several recommendations of the FCMAT report in order to better evaluate its current fiscal processes. The College is addressing other FCMAT recommendations that are relevant to college-level operations such as establishing a monthly expense projection report to both the college and district leadership. All business officers meet regularly to discuss current policy and procedures.

**Action Plan**

None.

**III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

**Descriptive Summary**

Both the college’s administrative services and the district’s fiscal office initiated and participated in a self-evaluation by Fiscal Crisis Management Assistance Team (FCMAT) to assess the current fiscal planning processes. The Fiscal Crisis Management Assistance Team provided 99 recommendations. Currently the college’s vice president of administrative services, district fiscal services, and DBAC are working to address all FCMAT the recommendations as they relate to, or impact, the current budgetary processes at the college level (REF: III.D.7.).

**Self Evaluation**

Currently, the College and the District have identified several FCMAT recommendations that would provide good measures of improvement to current practices. For example, both the college and the district offices are implementing ongoing monthly fund balance projection reports and evaluation of resources in relation to the state’s 50% law. Such monthly evaluations are shared at both the college and the district level. In addition, the College is committed to conducting, at the end of each planning cycle, after-action reviews for each process it adopts. Other FCMAT recommendations are in various stages of implementation.

**Action Plan**

The College will implement additional FCMAT recommendations as appropriate within the college’s planning cycle.
STANDARD III D FINANCIAL RESOURCES EVIDENCE


III.D.2. College and District Committee Lists

III.D.3. Facilities and Safety Advisory Committee Minutes (repair prioritization)

III.D.4. Instructional and Non-Instructional Program Reviews

III.D.5. College Council Minutes (budget review)

III.D.6. West Valley College Budget Development Process

III.D.7. FCMAT Report and Responses File

III.D.8. District Budget Advisory Committee (DBAC) File

III.D.9. Budget Allocation Model Sub-committee (BAMS) File

III.D.10. Mission-West Valley Land Corporation File

III.D.11. District Administrative Process (budget)

III.D.12. 2001 Educational and Facilities Master Plan

III.D.13. ACE Contract and PGC Minutes

III.D.14. Priorities Lists: Division Chair Council Minutes, District Budget Priorities, College Annual Priorities

III.D.15. Facilities File: Facility Condition Assessment Report, Facilities and Campus Development Project


III.D.17. Measure H Bond File


III.D.19. 2006-2007 Annual Audit

III.D.20. Position Control File

III.D.21. FON File

III.D.22. Annual Foundation and Grants Reports

III.D.23. Contract File: Bookstore, Food Services

III.D.24. Financial Aid Reports
STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the organization. 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 chief administrator.

IV.A. Decision Making Roles and Process

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.

IV.A.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

At West Valley College, the responsibility for creating an effective environment to foster fulfillment of a commitment to student success is shared by institutional leaders who work closely together. Institutional leaders from the faculty, staff, and administration work diligently with their respective constituencies through a system of institutional councils to ensure systematic participation in discussion, planning, and implementation of college initiatives. These working councils in turn provide representatives to the College Council, the college’s highest participatory governance body. The councils include the Student Services Council, the Division Chair Council, the Academic Senate, the Classified Senate, the Student Senate, and the Executive Staff Council.

The College Council, chaired by the college president, meets twice each month during the academic year and also during the summer months as needed. In fall 2006, the members of the Executive Staff Council adopted a “Statement of Commitment” which they renewed in fall 2007. This statement outlined a commitment to creating an environment that supported faculty and staff, innovation, and institutional excellence (REF: IV.5.).

The collegial decision-making process is described fully in the document West Valley College Shared Decision-Making Plan (REF: IV.1). The councils’ work is augmented by a number of advisory committees including Technology Advisory Committee and the Facilities and Safety Committee. The decision-making plan was first formulated in 1996 and revised in 2001 and again in 2007. The document was last reviewed, revised, and approved in March 2007 by College Council which is comprised of representatives from the constituent councils that make up the core elements of the participatory governance process. (REF: IV.2).
**Self Evaluation**

The strength of the participatory governance organization lies in the commitment expressed in *West Valley College Shared Decision-Making Plan*. Over the past 11 years, the organization has served its purpose well. While no process can guarantee that conflict and divergence from college-wide cooperation will not occur on occasion, the current participative process does provide a stable, respected means of addressing such issues. This is especially important in the face of the complexities of a multi-college district and the independent perspectives of the Board of Trustees. The strength of the current organization is that each council is a working group with well-defined responsibilities for areas of operation, resource allocation, program review and development, activities, and services. This creates a vested interest in the effective development and implementation of college initiatives and provides for regular meeting schedules with the full participation of council members.

A recent major resource allocation project provides an illustrative example of how the process functions. In 2006-2007, the College received a substantial allocation of one-time funds from various elements of the state budget. To effectively use these funds in a manner that furthered the college mission and objectives, proposals were solicited campus-wide and then triaged to three of the governance councils and one advisory committee based on type of request. These four bodies (Division Chairs, Student Services Council, Executive Staff Council, and Technology Advisory Committee) prioritized the proposals using criteria developed by the College Council. The resulting prioritized lists were then reviewed by College Council which funded, with some exceptions, the top 60% of the submitted proposals. Thus a timely, thorough decision-making process was accomplished by using the existing governance organization (REF: IV.3).

The 2007 review of the governance organization determined that the Administrative Services Council as originally designed had ceased to function. Since its area of operational function had been subsumed by one of the advisory committees and most administrative matters were dealt with by the Executive Staff Council, the Administrative Services Council was not working as a stand-alone unit of the governance organization. Therefore, the governance organization was modified to continue including the vice president of administrative services as a quorum member of the College Council but eliminated the Administrative Services Council. The vice president of administrative services was charged with maintaining communication with administrative services staff members on governance matters. With this modification, College Council concluded that the governance organization will continue to serve as an effective means to support empowerment, innovation, and institutional excellence.

When there is turnover throughout the leadership and management of a college, there can be confusion, insecurity, and doubt, regardless of the strength and influence of new management. West Valley College has undergone numerous changes in all levels of leadership in the past several years. Therefore, more attention must be focused on training individuals in their leadership roles so they are knowledgeable and competent.
**Action Plan**

West Valley College will develop a regular and ongoing training program for new campus leaders, department heads, and division chairs.

**IV.A.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.

**IV.A.2a.** Faculty and administrators 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 responsibilities and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

**Descriptive Summary**

Participatory Governance roles are outlined in District Policies 2.17 (Administrators), 3.2.6 (Classified Staff), 3.3.4 (Faculty), and 5.15 (Students) (REF: IV.4). These policies are implemented at West Valley College through its established councils and advisory groups. The primary councils include the Academic Senate for faculty, Classified Senate for staff, Student Senate for students, and the Executive Staff Council for administrators. The Division Chair Council, representing elected faculty division chairs, is also a primary council in the institutional governance process. Each of these councils provides a representative to the West Valley College Council, which serves as the final and highest recommending body in the decision-making process.

A number of advisory committees function to further expand participation in the decision-making process:

- The Curriculum Committee reports to Academic Senate
- The Diversity and Inclusion Committee reports to Academic Senate
- The Facilities and Safety Committee reports to College Council
- The Technology Advisory Committee reports to College Council
- Academic Departments report to Division Chair Council

For the past several years, each of the participatory governance councils has held a retreat to set annual objectives and develop improvements in their functioning.

**Self Evaluation**

Participation and commitment in the primary councils and related advisory groups are strong and effective. While strains have occurred, particularly at the interface between the college and the district and board, the governance councils have functioned to identify critical issues and have served as a venue to move toward resolution of disruptions in the collegial governance process.
In a recent review of the *West Valley College Shared Decision-Making Plan*, modifications were made to the governance organization to remedy non-functioning elements of the policy and process. Communication and mutual understanding are always a challenge and the president has strived to improve these processes by publishing all-college e-mail newsletters, as well as e-mails on emerging issues. The president meets weekly with Academic Senate and bi-monthly with Classified Senate leaders and initiates regular open forums to provide for expanded opportunities for communication. In fall 2006, all the administrators of the college adopted a Statement of Commitment that set forth their role in facilitating the programs and services of the college (REF: IV.5.).

In the past several years, the College has benefited from student leaders who have been active on College Council, served reliably on advisory committees, and provided input on a number of college initiatives. Students also serve on hiring committees, plan student events, and participate in student activities and clubs. In recent years, the student trustees have been particularly responsible, articulate, and helpful in furthering the mission of the college.

**Action Plan**

The College will increase communication from the president to the college community using advances in technology and multi-media processes.

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations for student learning programs and services.**

**Descriptive Summary**

The Curriculum Committee has primary oversight for course development and approval. The Curriculum Committee is a standing committee of the Academic Senate. The Academic Senate appoints the Chair of the Curriculum Committee and all of its members (REF: IV.6).

When programs need funding to improve or expand, they apply for available monies through the budget development process. Decisions on allocation of funding are made through several levels, all relying heavily on faculty input. The initial prioritization takes place among the faculty within the various departments and divisions. Subsequent review of program-related projects is done by the Division Chair Council and then requests move on to College Council for final prioritization.

Program review is a process that provides an accurate picture of programs in a streamlined format applicable to a wide variety of instructional and student service areas. The goal of the college is to set up a process that provides necessary information about each program to ensure logical decision-making related to program modification and allows for the most beneficial allocation of college resources. Improvements to the program review process have been analyzed and discussed by the Academic Senate (REF: IV.7.).
The Academic Senate maintains oversight of the Student Learning Outcomes (SLO) initiative, the Information Competency initiative, and other academic projects. Project groups give regular updates to the Senate on the progress of the initiatives under development. As the new online course management software was implemented, the Academic Senate was informed of the options and provided input as part of the decision-making process. New initiatives involving the securing of grant funds are normally brought forward to the Academic Senate early in the development process for review. A recent example of this process is the development and implementation of a grant-funded program to establish a student exchange and economic development program with the country of Brazil. This program was reviewed and supported by the Academic Senate.

The Student Equity Plan was completed in spring 2005. The Student Equity Committee maintained close contact with the Academic Senate president and regularly apprised the senate of progress. The senate confirmed the appointment of faculty members to the committee as it does for all senate-related committees. In addition, faculty members comprise the majority of the Technology Advisory Committee and the Division Chair Council. Faculty members also form a substantial membership of the Student Services Council (REF: IV.2.).

**Self Evaluation**

The College meets this standard.

West Valley College looks to the faculty through the Academic Senate and Curriculum Committee as the primary source of recommendations concerning student learning programs and services (REF: IV.6., IV.8). Current development of student learning outcomes is conducted under the purview of the Academic Senate. The coordinator of learning assessment, who is charged with leading the campus SLO initiative, is a member of the faculty. Likewise, the Curriculum Committee is chaired by a faculty member and is largely composed of faculty representatives from each division. This organization and process has ensured that the institution relies on faculty, its Academic Senate, and the Curriculum Committee for recommendations concerning student learning and services.

Respondents to the spring 2007 accreditation survey largely agreed (64%) that the Academic Senate effectively meets its responsibilities concerning academic and professional matters although they were less sure that faculty and staff representation on the college’s primary participatory governance committee is effective with respect to college policies, planning, and institutional decision-making (REF: IV.15).

**Action Plan**

None.
IV.A.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 well established governance structures and processes that enable and encourage faculty, staff, students, and administrators to work together collaboratively for discussion of college matters and for effective communication of plans and actions. Governance structures at the college include:

- Student Senate
- Academic Senate
- Classified Senate
- College Council
- Executive Staff Council
- Division Chair Council
- 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.* (REF: IV.1.).

The highest participatory governance entity at West Valley College is the College Council. Chaired by the college president, the council is composed of voting representatives from the Academic Senate, the Student Senate, the Classified Senate, the Division Chairs Council, the Student Services Council, and the vice president of administrative services. The role of College Council is to a) facilitate communication and appropriate involvement of all members of the college community through assigning issues to the other governance councils as appropriate; b) report on the status of issues before the college; c) create committees or task forces as needed; d) serve as the steering committee for college-wide projects; e) plan resource allocation; f) track the work effort of the councils; and g) coordinate maintenance of the governance system. Additionally, the president meets regularly with representatives of the Academic Senate and Classified Senate to ensure communication on emerging issues, collaborative problem solving, and support of college-wide projects.

The governance councils are aided in carrying out their assigned tasks through a number of standing and *ad hoc* committees such as the Curriculum Committee, the Facilities and Safety Advisory Council, the Diversity & Inclusion Committee, the Matriculation Advisory Committee, and the Technology Advisory Committee.

At the district level, the College participates in district-wide decision making and develops policy recommendations through the District Council, the District Budget Advisory Committee (DBAC) and the District Academic Senate. The District Council and DBAC meet twice monthly and their membership, roles, and operating principles are set forth in the *West Valley – Mission Community College District Council: Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures*
Self Evaluation

The governance structure at West Valley College has served the College well in the past few years. It has remained a stable and generally well-understood process for dealing with a great number and variety of issues including:

- addressing a district-wide crisis of trust and morale
- allocating resources
- prioritizing personnel needs
- reviewing and revising the college mission statement
- developing a new budget process.

In the 2007-2008 academic year, the College Council will take on as its major project the review and revision of the Educational and Facilities Master Plan for West Valley College.

Action Plan

The governance councils will consider whether the current governance councils are sufficient in number, assignment, and purview to effectively ensure that all operational and programmatic needs of the college are adequately represented in the participatory governance process.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationship with external agencies, it agrees to comply with Accrediting Commission standards, policies, and 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

The College remains committed to honesty and integrity in complying with Commission standards, policies, guidelines, and self-study requirements. To this end, the college president, the accreditation liaison officer, administrators, key staff, steering committee members, and standards chairs attended training workshops sponsored by the Commission to acquire the information needed to prepare the self study. The 50% assigned time allocated to the faculty accreditation liaison indicates the college’s support for the accreditation process.

The College complied with the Commission’s requests for the mid-term report and subsequent progress reports and posts its completed accreditation documents on the accreditation Web site.

West Valley College is a strong advocate for the work that the ACCJC does in ensuring the quality of education and services the college provides for its students. The current
college president previously served on the Accrediting Commission for seven years. Many West Valley College personnel have participated on ACCJC Accreditation visiting teams. The list over the last seven years includes: Dave Fishbaugh, VP of Instruction; Marchelle Fox, former President; Philip Hartley, President; Joe Samuels, former VP of Instruction; David Tom, former Institutional Research Analyst; Brenda Rogers, Senior Executive Assistant to the President; Angelina Duarte, former Interim VP of Student Services; Ed Myers, former VP of Student Services, Pam Luster, former Dean Career of Programs and Workforce Development.

**Self Evaluation**
The College meets this standard through action and participation.

**Action Plan**
None.

**IV.A.5. The role of leadership of individuals 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**
The Executive Staff Council and West Valley College’s College Council hold annual retreats to review the effectiveness of current governance processes and to develop objectives for the coming year. Objectives and recommendations are shared through the governance structure and by reports by the president at various meetings and open forums.

The district’s highest level participatory governance body, the District Council, meets the week prior to each Board meeting and provides input and advice to the Chancellor on matters of district-wide importance. During the months of February and October, the council holds orientation sessions for new members to introduce them to the workings of the council. At these sessions, the council as a whole reviews its Operating Principles which include mission, purpose, ground rules, operational guidelines, and membership.

**Self Evaluation**
The College meets this standard.

Throughout the district and the college, there have been numerous opportunities encouraging dialogue, input, and collaborative planning. These are evidenced in college workshops such as off-campus enrollment management retreats that fostered discussion and creative input open to the entire college community. The president and chancellor frequently attend Academic Senate meetings to listen, share, and dialogue. All council and senate meetings are also open to foster a participatory governance atmosphere and encourage input from all.
The college president is committed to providing open town hall meetings to encourage faculty and staff who may not be members of all college committees to participate in open forums and voice concerns as well as brainstorm ideas (REF: IV.10.). These are held during the fifth week of the month during fall and spring semester when participatory decision-making groups normally do not have scheduled meetings. The forums are an effort to ensure greater participation from and access to all groups.

**Action Plan**

None.

**IV.B. 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 district/systems clearly define the organizational roles of the district/system and the colleges.

**IV.B.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 selecting and evaluating the chief administrator for the college or the district/system.**

**IV.B.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**

Policies describing the eligibility and election of the Board of Trustees are contained in Chapter 1.6 of the *District Policies* manual (REF: IV.4.). 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 at-large, although each member must reside in a defined geographic area. The geographic areas include the areas served by three major high school districts; Campbell Union, Los Gatos-Saratoga, and Santa Clara. Four-year terms are staggered to ensure continuity. These arrangements establish the board as an independent body and enable broad representation of the district.

Two student trustees representing the interests of students at West Valley and Mission colleges are elected by students of their respective campuses. The term of office for the student trustees is one year commencing on June 1. A maximum of two terms may be served by any one student trustee. 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.
**Self Evaluation**

The College meets this standard.

In the past five years, the membership of the board has been relatively stable. Three of the board members started their terms within the past two years and four board members have been in office for various lengths of time ranging from five to 20 years.

The sometimes disruptive and turbulent board meetings noted in the previous accreditation report that resulted from long-standing neighborhood concerns regarding the presence of the College have been notably absent in the past three years. In fact, citizens in the college’s host city of Saratoga actively supported the district’s bond measure in 2004 which heralded a beginning to much improved relations and cooperation.

While individual board members may occasionally take an enhanced interest in particular activities or issues at one of the colleges, the board as a whole advocates for what it sees as best for each college. The board’s commitment is outlined in district policy 1.4.8 (REF: IV.4.).

**Action Plan**

None.

**IV.B.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.**

**Description**

The Board reviews each of the six chapters of the District Policies manual annually with an eye to improving service to the community, in general, and to the students, in particular. The district subscribes to the Community College League of California (CCLC) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and their semi-annual updates to revise existing policies and procedures. The District Council reviews all proposed changes and additions to policy and provides advice to the Chancellor. Since the last accreditation reaffirmation, many new policies have been added, including detailed policies on fiscal standards for the development and administration of the district’s budget. The policy manual also includes the mission statements of each college and that of the district. These mission statements provide the basis for all other policies adopted by the board. (REF: IV.4. 1.4.5-7, 2.4, and 6.6).

**Self Evaluation**

The College meets this standard.

Over the past three years, the Board has been presented with policy manual chapters for their review. The original timeline for a comprehensive review, however, has not
always been maintained. The Board has at times considered the addition of new policies to address perceived needs by one or more board members. Active dialogue has taken place in public board meetings concerning how the board should interact with other elements of the participatory governance process prior to adopting new policy. The majority of the board has demonstrated a willingness to work within the governance process when considering district policy development. Therefore, the board has an active knowledge of the role that district policy has in directing the affairs of the district and the board’s role in setting policy. There is a process in place and a commitment to continue the comprehensive review of district policies.

**Action Plan**

None.

**IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

**Descriptive Summary**

The Board of Trustees derives its authority and duties from Education Code 70902 and sets it forth in District Policy 1.5. Chapter 1 of the *District Policies* manual also addresses the roles and responsibilities of board members (including educational, legal, and financial matters) and its code of ethics and standards of practice. The Board does delegate authority for day-to-day operations to the Chancellor and senior executives as indicated in policy (REF: IV.4. 1, 2.1, 2.3, & 6.2)

**Self Evaluation**

The Board of Trustees exercises final authority on district policies and contracts, legal and budgetary matters, and personnel decisions within parameters set by district policy and state statutes. Dialogue has taken place in public meetings between representatives of the various participatory governance groups and the board about the parameters of the board’s authority and how it interfaces with the responsibilities of the participatory governance groups and the administration. This issue was also discussed in the Fiscal Crisis and Management Assistance Team (FCMAT) report commissioned by the district in the fall of 2006 (REF: IV.11.).

**Action Plan**

The College will respond to relevant recommendations contained in the FCMAT report.

**IV.B.1.d. The institution or governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure and operating procedures.**

**Descriptive Summary**

The District clearly publishes the bylaws and policies on the district’s Web site. Academic regulations and student services policies that directly affect the students are
in the college catalog which is available in hard copy and is posted on the college Web site. A few examples include the conduct code for students, the grievance process, admissions eligibility, and academic standards (REF: IV.19., IV.20.).

**Self Evaluation**

The College meets this standard.

The college’s Web site is revised and updated on a regular basis to improve its utility, ease of use, and timeliness. It also is linked to the district’s Web site, facilitating ease and access to important documents (REF: IV.21.).

**Action Plan**

None.

**IV.B.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 uses the *District Policies* manual to guide its functioning and inform its practice as a board (REF: IV.4.). Despite a one year hiatus in 2006, the Board has completed a review of one of the six chapters of the *District Policies* manual and is committed to completing a review each year. Using the Community College League of California (CCLC) Policy and Procedure Service as a beginning point, the special assistant to the chancellor has primary responsibility for working directly and consistently with the chancellor and the board to regularly review and revise policies as necessary.

**Self Evaluation**

The College meets this standard.

A process is in place and the Board remains committed to completing its review of policies. The board and Chancellor have directed that regulations and procedures to implement district policies likewise undergo development and review. In 2007, procedures that implement all chapters of district policy were either collected or drafted and compiled into documents that serve as a complement to each policy chapter. These procedures are undergoing review and will be posted to the Web site when the reviews are completed.

**Action Plan**

None.
IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary**

Santa Clara County election law mandates that the four-year terms of board members be staggered to ensure continuity. In the case of an unscheduled vacancy or resignation, the Board either calls an election or makes a provisional appointment to fill the vacancy for the remainder of the unfinished term (REF: IV.4. 1.6.3).

Board members are encouraged and supported to attend meetings, conferences, and workshops that contribute to their professional development as members of the board (REF: IV.4. 1.6.8). New members to the board are provided an orientation to district and college functions by the chancellor and are encouraged to attend new board member workshops provided by the Community College League of California. Additionally, the Board has held a number of workshops on various topics during the academic year that faculty, staff, and administration attend. Workshop topics have included campus climate, enrollment management, unfunded retirement health benefits, and college budget.

**Self Evaluation**

The College meets this standard.

The Board has demonstrated a willingness to participate in extra activities and events that further members’ understanding and appreciation of the issues and concerns at West Valley College, the region, and the state. Three members of the board are very active in statewide and county organizations related to community college affairs.

**Action Plan**

None.

IV.B.1.g. & h. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Descriptive Summary**

District policy 1.6.8.c sets forth the purpose of self-evaluation, mandates that an instrument be used, and allows for the use of a facilitator for the evaluation process. District policy 1.6.6j requires that the Board of Trustees, including the student trustees, shall participate in an annual board self-evaluation process (REF: IV.4.). The purpose of the 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 (REF: IV.23.).
The board’s adopted Code of Ethics can be found in policy 1.6.6 and violations of the code are addressed in 1.6.6.n (REF: IV.4.). Board members are also subject to the regulations of the California State Fair Political Practices Commission (FPPC) and annually file statements to fulfill the requirements of board-adopted and FPPC-approved Conflict of Interest Code.

**Self Evaluation**

The College meets this standard.

Existing policy is clear, meets the requirements of the accreditation standard, and includes a statement of commitment to the board’s responsibilities. Additionally, the Board is subject to penalties for standards violations set forth in California Education Code and California Government Code.

**Action Plan**

None.

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**

The process for preparing the self study was under the direction of the college accreditation liaison officer, the vice president of instruction; and the faculty accreditation liaison officer, an instructor in the Fashion Design and Apparel Technology Program. Two board members, one from each college, participated directly in the report preparation process, including the development and review of materials included in Standard IV. The Board of Trustees received a draft copy of the self study for review and feedback before the final draft was approved by the board and printed.

**Self Evaluation**

The College meets this standard.

The Board is fully aware of the accreditation process and actively participates in the development and review of the accreditation report.

**Action Plan**

None.
IV.B.1.j. The 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 interference and holds 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 colleges.

**Descriptive Summary**

The Board of Trustees has established district policy language addressing the district’s administrative organization, the role of the chancellor and evaluation of senior executive management. These policies include guidelines for selection of the chancellor, succession, delegation of responsibilities, and annual evaluation requirements (REF: IV.4.2.1-2.3). The chancellor evaluates the college president annually according to a process described in district policy (REF: IV. 4.2.2).

**Self Evaluation**

The College meets this standard.

The current chancellor has been in office since 2002. The Board of Trustees has been diligent in exercising its role in requiring accountability from the chancellor for the operation of the district. Concerns have arisen in the two college campus communities in the context of participatory governance and collective bargaining as to whether the board was delegating full responsibility and authority to the chancellor to carry out district policies without interference.

The chancellor, administration, faculty leadership, and staff leadership, with the board’s support, embarked on a serious dialogue on this issue in the fall 2005 through fall 2006 terms. This dialogue addressed issues that were serious enough to move the Academic Senate and Classified Senate to adopt resolutions that called for faculty and staff to cease participation in participatory governance bodies and projects.

The process of addressing these concerns occupied a great deal of attention and problem solving efforts in and among the participatory governance bodies and the administration at West Valley College. In response to these efforts, the president published a list of proposed initiatives in April 2006 to improve campus climate with four of the five initiatives bearing fruit thus far (REF: IV.12). At a fall 2006 retreat, the administration of West Valley College developed and approved a Statement of Commitment which communicated the roles and responsibilities of the administration to the college’s faculty, staff, and students (REF: IV.5.).

District-wide, the colleges and Board of Trustees participated in several major efforts to improve communication and convergence:
- convened a board meeting in May 2006 as a Strategic Conversation which was an open, facilitated, group process to consider “The Working Environment: Respect, Morale and Campus Climate;”
• considered a report from a visiting technical assistance team that was staffed by the Community College League of California and the statewide Academic Senate in August 2006;

• considered the findings of a Fiscal Crisis and Management Assistance Team (FCMAT) which was created by legislation in 1992 as a service to assist local educational agencies in improving fiscal procedures, accountability, and management effectiveness.

In regard to board/administration relations, the technical assistance team noted, “People commented that the problem is not that the board asks in depth questions, which is their right and responsibility to do, but rather with the tone that some board members use when asking questions. In addition, the problem of some board members ‘micromanaging’ was mentioned by every group we talked to. Micromanagement sends a message of distrust, abrogates the authority of the CEO, administrative team, faculty and classified staff, and ignores the organizational structure, participatory governance decision-making systems and procedures.” Trustees have the “responsibility to honor the professionalism of college staff by allowing them to perform their duties (REF: IV.22.).”

The FCMAT team, commenting on the same area, concluded, “Although the Board may not be micromanaging, people may perceive the board this way because of the manner in which specific issues are discussed during public session time at board meetings. . . . Board members should refrain from day-to-day administrative activities, strive for professional skepticism but not distrust, and insist on financial controls and responsibility” (REF: IV. 11.).

With a recent change in board membership and the renewed willingness of all constituent groups and the board to move ahead in improving relations, the College meets this standard.

Action Plan
None.

IV.B.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.

IV.B.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 and college benefit from a well-qualified executive cabinet that works well together to promote the effective and efficient management of the college. The Executive Staff Council is chaired by the president, meets weekly, and is comprised of:
• Vice President of Administrative Services
• Vice President of Instruction
• Vice President of Student Services
• Dean of Instruction
• Dean of Information Technology and Services
• Dean of Career Education and Workforce Development
• Dean of Matriculation and Counseling
• Dean of Student Support Services.

All the members of the Executive Staff Council, with one exception, have been hired or advanced to their permanent positions within the past two years. In response to diminished resources and the need to maximize support for the college’s core mission, the president proposed through the participatory governance process that the former dean of community education position be eliminated in favor of creating a dean of instruction position and that the former dean of administrative services position be elevated to a vice president level to provide greater strategic support for fiscal planning, training, oversight and development.

The administrative team holds annual off-campus retreats to develop objectives and strategies for the coming year.

**Self Evaluation**

The College meets this standard.

The administrative structure is working well, and the administrative team has been able to implement new initiatives and processes that have advanced the college’s programs, services, and accountability. Interim positions have been permanently filled and a stable administrative structure is now in place. A new off-campus center has been opened in the city of Campbell that provides a home for community-oriented programs and a growing list of credit courses. New budget processes have been implemented and strategies for the effective use of resources have been developed. The administrative team is cooperative, supportive, and respectful of the role each operational area plays in providing an effective environment for student access and success.

The current college president has been in place three years. After his first two and one-half years, 44% of respondents to the spring 2007 accreditation survey perceived that he is providing effective leadership for the college. Disagreeing with this evaluation were 37% of the respondents; 18% reserved judgment (REF: IV.15.).

**Action Plan**

None.
IV.B.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 first priority of the president is to develop, support and facilitate institutional improvements that contribute to an effective teaching and learning environment. The collegial process at West Valley College is well established and is clearly described in the *West Valley College Shared Decision Making Plan* (REF: IV.1.).

Strides have been made in strengthening the evaluation and research activities of the college by developing and fully implementing an annual college-wide program review process. Developed by a participatory governance committee directed by the chief instructional officer and the president of the Academic Senate, this process produced a near 100% completion rate in the first two review cycles. The review process promises to be a foundation for future college planning and resource allocation. In addition, program review provides the information and data to ensure that educational planning is integrated with resource planning and allocation to achieve desired student learning outcomes.

The college president also reassigned the college research analyst as a direct report to the president, thus providing a broader college-wide focus and a higher priority for institutional planning, data gathering, and analysis.

**Self Evaluation**

The College meets this standard.

*The Shared Decision-Making Plan* has served the college well in establishing a collegial process for setting values, goals, and priorities. This plan has produced a number of college developments in the past three years including a revised mission statement, a resource allocation process, a prioritization process for classified staffing needs, annual college objectives, a budget development process, and an updating and reaffirmation of the participatory governance process. The president strongly supports the collegial processes of the college and continues to seek ways to improve communication, understanding, and institutional progress toward improving student access and success.

**Action Plan**

None.
IV.B.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.

Description
The president, with the support of the Executive Staff Council, is responsible for the implementation of statutes, regulations, and governing board policies. Opportunity for review of institutional practice relative to statutes, regulations, and policies is established through regularly scheduled meetings. The council meets weekly and the president meets with each of the college vice presidents on a weekly basis as well. The president meets with the chancellor individually and as part of a district Executive Management Team each week.

Self Evaluation
The College meets this standard.

The College meets the standard. The president has an extensive knowledge of state statutes and regulations and regularly checks with informed administrators to ensure that state compliance reports are being completed in a timely manner. Regularly scheduled administrative meetings are used to keep the entire administrative team apprised of institutional practices to ensure consistency with institutional mission and policies.

Action Plan
None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary
The president receives and reviews monthly budget reports on all major budget categories and funds. Budget control, utilization, and strategy are regularly addressed in the Executive Staff Council and corrective action or adjustments are made on an ongoing basis. In spring 2006, a Fiscal Crisis and Management Assistance Team (FCMAT) was invited to review the district’s fiscal situation and processes. In 2006, College Council approved a new budget development process for use in generating the budget proposal for the college through the participatory governance structure of the college (REF: IV.11., 13., 14.).

Evaluation
FCMAT made a number of recommendations concerning the budget processes of the district. The College is moving to implement those provisions that address college budgetary practices. The practice in recent years had been to operate with a roll-over budget. This process obscured a clear analysis of actual budget needs and has tended to reduce the need for budget managers to have a working knowledge of budget structure and development. In response, the College has adopted and implemented a new budget
development process. This coordinated process, coupled with the annual program review process which includes a program cost analysis, will move the college toward a better understood and more effective budget and expenditure system.

The president proposed and received support through the participatory governance process to change the recently vacated dean of administrative services position to a vice president level position. This change was made in recognition of the need to have appropriate support for an accurate, well-understood, effective, and efficient budgetary process at the college and to provide a strong team member for district fiscal administration.

**Action Plan**

The College will implement annual budget training for all budget managers as part of a coordinated training program.

**IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

**Descriptive Summary**

The president is very active in working with the communities that the college serves. He is a member of the Saratoga Chamber of Commerce and Saratoga Rotary Club. He serves on community based fund raising committees and participates actively in other community activities. The president serves on the West Valley-Mission Foundation and the district Advancement Foundation which work with community members to raise funds for student scholarships and college initiatives, respectively. The College hosts a number of annual community events including a well-known art show, an event dedicated to building understanding between cultures called “Building Bridges,” a high school speech tournament, a regional Pow Wow, and several other charity events for organizations such as the American Heart Association, the Muscular Dystrophy Association, and the American Cancer Association.

The president meets regularly with city officials and staff and has developed positive lines of communication with community leaders. Working with community leaders, the president has established a number of new initiatives including a weekly farmer’s market, arrangements for Chinese and Farsi language schools for youth, and a seniors’ tennis program. The College works closely with the City of Saratoga as it plans and implements its bond funded building program. The president also sends a biannual letter to each of the 100 homeowners living closest to the college keeping them apprised of building plans and activities on campus. In 2006, in celebration of Saratoga’s 50th anniversary, the College asked the Board of Trustees to adopt a resolution creating “Saratoga Day” at West Valley College. The College recognized the day with activities and special considerations for Saratoga residents.

In 2005, the president approached the City of Campbell to seek their support and assistance to locate a college center in Campbell. City staff provided information about possible locations and help with zoning issues. The mayor and chamber of commerce...
president participated in the ribbon cutting ceremony held after the Campbell /San Jose Center opened in 2006.

**Self Evaluation**
The College meets this standard.

Prior to the past four years, the College did not have harmonious relations with its host community. Several decades of ill will had been created over facility use issues at the college and concerns over the impact of the college on the local community. Following the lead of the chancellor, the president has been working diligently for three years to establish positive relations and communication with the college’s host community. These efforts have been effective and years of contentious communication seem now to be a thing of the past. Unlike the district’s first bond measure where the local community voted against the measure in sufficient numbers to cause the bond to fail, the most recent bond measure was actively supported by the community. The president recently arranged a long-term agreement with the City of Saratoga for the use of playing fields at the college in exchange for city assistance in improving and maintaining the fields. This is the first such cooperative agreement in the history of the college.

**Action Plan**
None.

**IV.B.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 colleges and the governing board.

**IV.B.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 first sections of Chapter 2 of the *District Policies* manual provide for the delineation of responsibilities of the chancellor and the college presidents. Chapters 3, Human Resources, and 6, Business Operations, set forth administrative services and human resources policies that outline services provided centrally to both of the colleges. Delineation of responsibilities is further articulated and supported in operating procedures that implement district policy and in a mapping document developed using the accreditation standards and providing a snap-shot of delineation of responsibilities across the district. Regular meetings of the Executive Management Team and district participatory governance groups reinforce and help maintain clarity in the area of responsibility delineation (REF: IV.4. 2.1-2.5, 3, and 6; IV. 17.).
**Self Evaluation**

The College meets this standard.

The chancellor is supportive of the role of the college presidents. Weekly executive team meetings, as well as one-on-one meetings, provide regular communication and continual review of areas of responsibility for the college presidents. The chancellor and two college presidents enjoy a relationship built on mutual trust and support.

Reflecting the crisis of trust and morale of the past several years, respondents to the spring 2007 accreditation survey did not generally agree with statements reflecting the effectiveness of the governing board and district office (REF: IV.15.). A number of activities and dialogues have occurred that are focused on repairing and improving cooperative relations and mutual trust outlined in section IV.B.1.j (REF: IV.4.).

**Action Plan**

None.

**IV.B.3.b. The district/system provides effective services that support the colleges in their mission and functions.**

**Description**

As mentioned previously, Chapters 3 and 6 of district policy address the provision of comprehensive services to each college and the central offices of the district. The Advancement Office; District Police; Facilities, Construction and Maintenance; Fiscal Services; General Services; Human Resources; Information Systems; Public Information; and Sponsored Research and Grants are examples of centralized services that are provided to the colleges. In some cases, there are staff members from these operations assigned principal responsibility to a particular college and in others, the services of the district are provided in partnership with similar functions completed by college staff. District policies and procedures, and the district mapping document, provide clarification of roles, responsibilities, and coverage (REF: IV.4., IV.17., IV.18.).

**Self Evaluation**

The College meets this standard.

The chancellor and board as a whole have been supportive of a balance between centralized and decentralized services and responsibilities allowing each college to develop and operate in unique ways to be more effective. Centralized services operate within areas where certain legal, student and personnel matters need to be uniform and where economies of scale can be achieved. In some areas such as facilities, district staff are assigned to an individual campus but are still available to solve critical needs at the other campus when necessary. Likewise, a dotted-line relationship exists for the chief business officer and the administrative specialist for personnel at each college with district services to help coordinate processes and services.
In 2006, the colleges and district undertook a review of the organization of facilities services to determine if a more decentralized model would better serve the colleges. It was determined that the present organization was comparatively better as long as the head position for facilities and operations position was revised and upgraded. Therefore, in December 2006 a new director of facilities, construction, and maintenance was hired. The visiting Fiscal Crisis and Management Assistance Team (FCMAT) recommended that reporting relationships between the college business managers and the district vice chancellor be reviewed. That recommendation is under study.

**Action Plan**

None.

**IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

**Descriptive Summary**

Fair and adequate distribution of resources is ensured by adherence to a budget allocation model that was created and implemented by the district and colleges through the participatory governance process. The District Budget Advisory Committee (DBAC) is a district-wide organization that meets on a regular basis to advise the vice chancellor of administrative services in all areas related to the budget and financial functioning of the district. Since the last accreditation process, a subcommittee of DBAC has worked on creating a new budget allocation model that better meets needs and improves the equity of the budget itself. A new model is being piloted at both of the colleges and the district office. In the meantime, fixed costs are removed first in the budgeting process and then discretionary funding is passed through to the colleges based on Full-Time Equivalent Students (FTES). Currently, West Valley receives 53.776% in this model (REF: IV.4.6, IV.14., IV.19).

**Self Evaluation**

There is a general understanding of the budget allocation model currently in use. DBAC provides a forum for how the model will be implemented in the face of new or changing financial situations such as allocation of one-time state funds, payment of unforeseen expenses and changes in fixed cost processes and items. The recent five to seven year history of largely rollover budgets lead to large ending balances and a mismatch between college budgetary needs and budget allocations. Because of these issues, FCMAT recommended that the district accelerate its review of the budget allocation model.

At West Valley College, the College Council adopted a new budget development process in spring 2007 for use in developing the college’s 2007/2008 budget proposal. This process would require cost centers to do an annual analysis of its resource needs and, in conjunction with the college’s program review process, will create a much clearer picture of the budgetary needs of the college. This information will be valuable in determining the effectiveness of the current budget allocation model in providing a
fair distribution of resources that are adequate to support the effective operations of the college.

**Action Plan**
The College will participate in the completion of the review and revision of the budget allocation model.

**IV.B.3.d. The district/system effectively controls its expenditures.**

**IV.B.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.**

**Description**
District policy addresses the delineation of responsibilities for the chancellor and the college presidents. This is ensured through regular meetings of the Executive Management Team and clear communication between senior executives at regular meetings as well as timely communication on issues at hand.

**Evaluation**
The College meets this standard.

The chancellor is supportive of the role of the college presidents. Weekly executive team meetings as well as one-on-one meetings provide regular communication and continual review of areas of responsibility for the college presidents. The chancellor and two college presidents enjoy a relationship built on mutual trust and support. The chancellor expects the college presidents to proactively solve issues that arise on the individual college campuses and consistently provides them with the support and authority to carry out their responsibilities.

**Action Plan**
None.

**IV.B.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**
District Council and the District Budget Advisory Council (DBAC) serve the function of liaison between the district and the Board of Trustees in that the council serves as the highest level participatory governance group and provides advice to the chancellor, and DBAC serves a similar role as an advisory body to the vice chancellor. All members of the senior executive staff serve on both of these bodies and attend all Board of Trustees meetings. The District Academic Senate, comprised of the members of each college’s
Academic Senate, functions to provide a common voice to the Board of Trustees on district-wide faculty issues that fall within the purview of the academic senates (REF: IV. 14., IV.16.).

With input from the college presidents, the chancellor regularly communicates with the district community via e-mail and inter-district mail concerning issues that have district-wide implications

**Self Evaluation**

The College meets this standard.

The balance between individual college perspectives on issues and a district-wide perspective has been a dynamic one. Review of the role of District Council and DBAC has taken place in a positive effort to further the best interests of the district and its students. Dialogue is underway between the academic senates on the structure of the district academic senate. Overall, each constituent group and the administration are committed to supporting a cooperative, effective and mutually supportive district structure and operation.

**Action Plan**

None.

IV.B.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**

The district regularly reviews its role delineation and governance and decision-making structures through the regular review and revision of the District Policies manual and regular work on updating strategic plans. The District Council and District Budget Advisory Council have regular review of their own operating principles and procedures (as often as twice annually) as mandated by District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures (REF: IV.9., IV.14.).

**Self Evaluation**

Review and revision of governance and decision-making structures has taken place on a regular basis. This is especially important in an environment where there has been a large turnover in administrative ranks such that district governance councils always have a number of individuals who are in their beginning years of administrative service. A common understanding of the history, principles, and goals of West Valley-Mission Community College District governance structures and decision-making processes is essential for continued institutional development.
**Action Plan**

The College will develop written material on history, basic principles, and goals to append to existing procedural documents to provide a better orientation for individuals new to the college.
STANDARD IV LEADERSHIP AND GOVERNANCE EVIDENCE

IV.1. *West Valley College Shared Decision-Making Plan*

IV.2. College Committees and Membership

IV.3. College Council Resource Allocation Models

IV.4. *District Policies Manual*

IV.5. Statement on Administrative Commitment


IV.7. Program Evaluation Plan

IV.8. Academic Senate Constitution

IV.9. West Valley – Mission Community College District Council: Operating Principles

IV.10. Fifth Day Forum Announcements

IV.11. Fiscal Crisis and Management Assistance Team Report

IV.12. Statement on Initiatives to Improve Campus Climate

IV.13. West Valley College Budget Development Process

IV.14. District Budget Advisory Council Roles, Responsibilities, and Operating Procedures

IV.15. 2007 Accreditation Survey

IV.16. District Academic Senate Minutes

IV.17. WVMCCD and WVC Mapping Document

IV.18. WVMCCD Procedures

IV.19. *West Valley College 2007-2008 Catalog*

IV.20. www.westvalley.edu

IV.21. www.wvmccd.cc.ca.us

IV.22. Technical Assistance Report from the State Academic Senate and the Community College League of California

IV.23. Board of Trustees Minutes
Planning Agenda Summary

The self-study process that culminated in this report provided the College with an opportunity to evaluate the quality of the institution in its service to students and the community.

Through the self-study process a plan for institutionalizing continuous improvement was developed. The self-study process linked specific participatory governance groups with each standard team. During the writing of the self study, these groups acted as resources to the standard teams and are now positioned to provide oversight to ensure that the planning agendas in each standard area are addressed. See Appendix E.

Institutional Assessment Matrix. As the highest participatory governance group, the College Council will provide general oversight of the completion of the planning agendas identified throughout this report. In coordination with other participatory governance groups, the CC will conduct periodic reviews of the planning agenda items to provide appropriate support and to ensure their completion.

Although numerous specific planning agendas are indicated throughout this report, the following is a summary of the major items. These will be the centerpiece of much of the planning the College will undertake during the next few years.

1. The College is committed to seeking additional ways to promote dialogue.
In conjunction with participatory governance bodies, campus leaders will continue to develop additional methods to promote consistent, effective dialogue about student learning and institutional effectiveness.

2. The College recognizes that accurate, transparent and accessible data is necessary for continual institutional assessment and strategic planning. It is committed to developing a strong research function to provide data that is easily assessable to the entire college community.
   - The College will increase the utility and efficiency of Datatel as a source of qualitative and quantitative data. It also will develop a stronger research function within the responsibilities of the research analyst.
   - The College will provide the research analyst with a research agenda and outline for an annual data bank that will provide a transparent information base that is accessible to all. The College will refine its information dissemination process to better allow appropriate staff and faculty to utilize information for the betterment of the college and its students.
   - The College will work with the new research analyst to develop a consistent and ongoing research plan that provides data support for continual institutional assessment and strategic planning, that addresses the Student Equity Plan, and that provides for the regular and systematic evaluation of student support services.
3. The College is committed to continue to refine program review, to use it as a major strategic planning tool, and to link it with budget and staffing.

4. The College is committed to continue the development and implementation of both course and program level SLOs for both instructional and non-instructional programs and to work collaboratively through the campus participatory governance structure to develop institutional SLOs.

5. The College is committed to support distance learning as a mode of delivery. The college will develop methods to assess and meet the needs of distance learning students to ensure that achievement of student learning outcomes through on-line delivery is consistent with traditional modes of delivery.

6. The College is committed to creating a safe, secure, and state-of-the-art educational facility. The College will carry out the planned facility and infrastructure additions, improvements, and reconstructions as set forth in evolving construction plans in collaboration with the program and construction management companies.

7. The College is committed to supporting its technology infrastructure and to addressing the changing technology needs of its students.
   - The College will seek additional technology funding through on-going state funding and business and industry partnerships and by forecasting for a future bond measure to support its instructional needs.
   - The College will revise the college’s Strategic Technology Plan using a pragmatic approach to support and implement future technology, including staffing needs and new facilities.

8. The College is committed to continuous improvement of institutional effectiveness.
   - The College will complete the updating of its strategic plans in conjunction with district goals and the college’s program review process. Review of the College Educational and Facilities Master Plan will take place in 2007-08.
   - The governance councils will review current governance councils to determine if existing councils are sufficient in number, assignment, and purview to effectively ensure that all operational and programmatic needs of the college are adequately represented in the participatory governance process.
   - West Valley College will develop a regular and ongoing training program for new campus leaders, department heads, and division chairs including annual budget training for all budget managers as part of a coordinated training program.
   - The College will establish a regular budget review process with the Office of Instruction, Office of Administrative Services, and the district Fiscal Services Office to ensure continued compliance with the state 50% law and other state requirements.
   - The College will respond to relevant recommendations contained in the FCMAT report and will actively support and participate in the development of a new district budget allocation model as suggested in the that report.
• The College will develop written material on history, basic principles, and goals to append to existing procedural documents to provide a better orientation for individuals new to the college.
• The College will develop a college-wide basic skills initiative in conjunction with the new state-wide Basic Skills Initiative.
Appendix A
West Valley College Organizational Chart
Appendix B

Satellite View of West Valley College
Appendix C

Location Map of West Valley College—
Main Campus and Off-site Locations
West Valley College – main campus and off-site locations
Appendix D

WVMCCD and WVC Mapping Document
STANDARD I: INSTITUTIONAL MISSION & EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

   - The Board approves programs and curriculum based on recommendations of the academic senates and the administration in line with the District's stated goals and priorities.
   - Through participatory governance processes, the Colleges are responsible for designing student learning programs and services in response to the needs of their student populations and mission statements.

2. The mission statement is approved by the governing board and published.

   - The District's Mission Statement is found in District Policy 1.4.5.
   - The Colleges have the responsibility to regularly review, revise and publish their Mission Statements and submit them to the Board of Trustees for approval.

3. Using the institution's governance and decision-making processes, the institution reviews its

   - The District mission statement is reviewed annually as part of the
   - Through their participatory governance processes, the
mission statement on a regular basis and revises it as necessary.

<table>
<thead>
<tr>
<th>Regular revision process for District policies. The participatory governance groups regularly review the policy and make suggestions for revisions. The mission statement was most recently revised in 2007.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges regularly review and revise as necessary their Mission Statements.</td>
</tr>
</tbody>
</table>

4. The institution's mission is central to institutional planning and decision-making.

<table>
<thead>
<tr>
<th>Administrative Services and the Chancellor's Office use the District mission statement as a foundation for planning and budget allocation within its area. The Services and Facilities Master Plan (S&amp;FMP- the district services counterpart to the college E&amp;FMPs) is founded on the mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Colleges use their Mission Statements in their institutional planning processes; for example educational planning, program review, and resource allocation.</td>
</tr>
</tbody>
</table>

### B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

<table>
<thead>
<tr>
<th>District Council and the District Budget Advisory Committee (DBAC) are the highest level district wide participatory governance groups and provide advice to the Chancellor and Vice Chancellor. They meet regularly and engage in dialogue concerning the issues herein.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, as represented by the Academic Senates, take leadership for ongoing dialogues on student learning and learning outcomes. Administration and staff contribute to these dialogues through the participatory governance process.</td>
</tr>
</tbody>
</table>

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

| Faculty, as represented by the Academic Senates, take leadership for ongoing dialogues on student learning and learning outcomes. Administration and staff contribute to these dialogues through the participatory governance process. |
### 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

The District’s strategic plan and the S&FMPs and E&FMPs serve as the foundational documents for these efforts. In Administrative Services and the Chancellor’s Office, progress on the synthesis strategies of the S&FMP are regularly reviewed (and published in the minutes of the Administrative Services Council) and the priorities outlined in the S&FMP are used as the basis for decisions regarding discretionary funds available.

Through their participatory governance processes, each college conducts educational planning including the establishment of goals and measures of effectiveness. Each college’s highest shared governance body ensures that goals are widely disseminated, discussed, and collaboratively pursued. The Colleges’ educational master plans serve as the foundational documents for these efforts.

### 3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

District Council, DBAC, EMT, and the Board regularly review the goals and budget priorities of the District. This is done through study sessions, workshops, and participatory governance meetings. The Board and the Chancellor annually review progress and approve goals for themselves based on institutional planning and priority setting. The budget process is directly related to the goals of the district.

Through their educational planning processes, each college has the responsibility for monitoring progress toward all educational, facility, and strategic planning goals as well as collecting data and assessing institutional processes.

### 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional

Open and regular meetings of participatory governance groups, and their minutes and report outs in various venues; all user emails communicating initiatives, seeking

Each college holds open and regular meetings of their participatory governance groups. They establish agendas, maintain minutes, and
effectiveness.

| input and feedback, and reporting progress; and regular reports to the Board or Board study sessions and workshops address this standard component. | provide opportunities for input through representatives and/or through college-wide communications. Each college has a participatory budget process designed to support and enhance instructional programs and services and improve institutional effectiveness. |

### STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission

| District Policy on Educational Programs, specifically 4.1 and 4.3 address instructional programs and their connection to the mission | Each college’s Office of Instruction, in conjunction with the Curriculum Committees and Academic Senates, ensures |
of the institution and uphold its integrity. | mission and goals of the District/colleges. | that educational programs are congruent with college missions.

| a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. | The Colleges fulfill this responsibility through the collaborative efforts of each Academic Senate, Office of Instruction, Office of Student Services, Office of Research, Assessment Coordinator, Curriculum Committee, and SLO Committee. |
| b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. | College faculty, the College Curriculum Committees, and, where appropriate, the Distance Learning Coordinators, determine student needs and appropriate delivery modes. |
| c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. | The College Academic Senates, Curriculum Committees, SLO Committees, departments and faculty, working with the Offices of Research and Assessment Coordinators, establish SLOs and assess student achievement of outcomes. |

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

| a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution | The College Academic Senates, Curriculum Committees, SLO Committees, departments and faculty, |
recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

| b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes. | working with the Offices of Research and Assessment Coordinators, establish SLOs and assess student achievement of outcomes for the purpose of sustaining and improving the quality of instructional courses and programs. | Each college’s Academic Senate and its Curriculum Committee provide the faculty expertise necessary to develop and revise curriculum. Where appropriate colleges establish advisory committees. The Office of Instruction, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, and departmental faculty all contribute to the development of SLOs and the assessment of student progress. |

| c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. | | Each college’s Office of Instruction, the Office of Research, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures share responsibility in this area. |

| d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. | | College faculty, the College Curriculum Committee, and, where appropriate, the Distance Learning Coordinator, determine student needs and appropriate delivery modes. |

| e. The institution evaluates all courses and | Through their participatory |
programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

governance processes, the Colleges have responsibility for conducting systematic program review and other educational planning activities, including Student Learning Outcomes, to ensure that current and future student needs are addressed.

| f. | The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies. | Through their participatory governance processes, the Colleges have responsibility for conducting systematic program review and other educational planning and assessment activities, and disseminating and discussing results to improve outcomes. |
| g. | If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases. | The Assessment Coordinator, the Office of Research, and the Matriculation Committees work with the departments to validate effectiveness of assessments. |
| h. | The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. | The District’s policy on Academic Standards (5.6) sets forth all options for receiving credit and establishes grading symbols and grade point regulations. The College Office of Instruction, Academic Senate, the Curriculum Committee, articulation officer, department chairs and faculty fulfill this function. |
| i. | The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes. | District policy 4.3, Educational Planning, Programs, and Courses, delineates the role of the college curriculum committee, college academic senates, and the Board in program development and approval. The Office of Instruction, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, and departmental faculty fulfill this function. |

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the

| | | District policy 4.4, Graduation and Degree Requirements, establishes General Education requirements for all degrees granted by the Colleges. |
expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

| a. | An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences. | The Office of Instruction, the College Research Office, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures fulfill this function. |
| b. | A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. | District Policy 1.4, Educational Role and Mission, Purpose, and Responsibility, addresses life long learning. The Office of Instruction, the College Research Office, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures fulfill this function. |
| c. | A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. | See above. The Office of Instruction, the College Research Office, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures fulfill this function. |

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

5. Students completing vocational and...
occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

| 6. | The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline. |
| 6. a. | The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. |
| 6. b. | When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. |
| 6. c. | The institution represents itself clearly, accurately, and consistently to prospective |

division chairs, and departmental faculty are responsible for ensuring compliance with applicable standards, licensure and certification.

As coordinated by the Office of Instruction and Office of Student Services, each college produces and distributes the College Catalog, Schedule of Classes and Student Handbook. Departmental faculty take responsibility for the creation and distribution of course syllabi.

The Curriculum Committee, in conjunction with the Counseling Department, develops and recommends policies on the transfer of credit. These policies are clearly stated in the College Catalog and Student Handbook. The Office of Instruction, Curriculum Committee and articulation officer insure the transferability of college courses.

The Academic Senates are responsible for policies regarding discontinuation or substantial change. The Office of Instruction, Counseling, and affected departments are responsible for ensuring that students may complete in a timely manner.

The Board regularly reviews and revises (as appropriate) all

The Office of Instruction and Office of Student Services are
and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

<table>
<thead>
<tr>
<th>7.</th>
<th>In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</th>
<th>District policies 4.8, 5.19, and 1.4 address these respective subjects and are published on the District Web site.</th>
<th>The Offices of Instruction and Student Services are responsible for ensuring that relevant policies are utilized and made public.</th>
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<tbody>
<tr>
<td>a.</td>
<td>Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>The Academic Senates and college administrations are responsible for ensuring this standard is met. The Colleges espouse the Ethics Statement of the American Association of University Professors, as expanded by the State Academic Senate.</td>
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<td>b.</td>
<td>The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</td>
<td>District policy 5.19 and 5.20, which are published on the District Web site, cover academic honesty and consequences for dishonesty.</td>
<td>The Academic Senates, Offices of Instruction, and Offices of Student Services are responsible for this function.</td>
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<td>c.</td>
<td>Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.</td>
<td>District policy and collective bargaining agreements govern in this area.</td>
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<td>8.</td>
<td>Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and</td>
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applicable Commission policies.

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

   The Office of Student Services is responsible for this function in collaboration with the Office of Instruction and the Academic Senate, and with the support of the Office of Research and the SLO Coordinator.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
   a. General Information
      • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
      • Educational Mission
      • Course, Program, and Degree Offerings
      • Academic Calendar and Program Length
      • Academic Freedom Statement
      • Available Student Financial Aid
      • Available Learning Resources
      • Names and Degrees of Administrators and

   The Offices of Instruction and Student Services are responsible for ensuring that the College Catalog is precise, accurate, current, and contains the required information.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>b. Requirements</th>
<th>c. Major Policies Affecting Students</th>
<th>d. Locations or publications where other policies may be found</th>
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<tr>
<td>• Names of Governing Board Members</td>
<td>• Admissions</td>
<td>• Academic Regulations, including Academic Honesty</td>
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<td>• Student Fees and Other Financial Obligations</td>
<td>• Nondiscrimination</td>
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<td>• Degree, Certificates, Graduation and Transfer</td>
<td>• Acceptance of Transfer Credits</td>
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3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

   | Using information provided through the research and assessment functions, the Offices of Student Services, in collaboration with the Offices of Instruction, are responsible for ensuring that the learning support needs are identified and met. |
   | District Policy Chapter 5 governs in this area. |
   | The Offices of Student Services, disabled student service coordinators, and college webmasters are responsible for assuring equitable access. |
   | Under the leadership of the college president, all college |

a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

b. The institution provides an environment that encourages personal and civic responsibility.
as well as intellectual, aesthetic, and personal development for all of its students.

| c. | The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. | Through the program review process, and in collaboration with the Academic Senate, the Office of Student Services is responsible for ensuring the planning, implementation, and evaluation of academic advising programs. The Office of Student Services is responsible for ensuring that advising personnel are appropriately trained. |
| d. | The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. | Under the leadership of the college president, all college programs and services are responsible for providing programs and services that support and enhance student understanding and appreciation of diversity. |
| e. | The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. | The College Office of Research, Assessment Coordinator, and the Articulation Officer coordinate with departments, matriculation, and counseling to evaluate and validate all placement instruments. |
| f. | The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. | Specific policy language in this area can be found in District Policy 5.5. The College Admissions & Records and Financial Aid Offices are responsible for maintaining secured student records. Service programs such as Health Services disabled student programs also |
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The Academic Senates and the Offices of Student Services are responsible for ensuring that program review is conducted for non-instructional programs and services.

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The Colleges are responsible for ensuring the ongoing assessment of Library and other learning support services. Through the program review
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resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

| 2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. | The Academic Senates and the Offices of Instruction and Student Services are responsible for ensuring that the Library and other learning support services participate in program review. |

| **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. | |

| **A. 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. | |

| 1. The institution assures the integrity and quality of its programs and services by employing | The District follows the Faculty Minimum Qualifications as | College administration has the responsibility to ensure that |
personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

established by the Board of Governors and those local minimum qualifications established by the Academic Senate and the Board of Trustees.

The Human Resources Department screens all applicants for classified and management staff positions to ensure that staff are qualified.

The Human Resources Department oversees every phase of the recruitment and selection process for faculty, classified and management hiring. All hiring committees follow the Recruitment and Selection Procedures as developed by the Academic Senate for faculty positions and developed by Human Resources for classified and management positions.

hiring committees adhere to district policies and procedures for ensuring that qualified personnel are selected to provide and support programs and services.

<table>
<thead>
<tr>
<th>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. 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</th>
<th>The Human Resources Department oversees the definition and dissemination of all classified staff positions. The job announcements include information regarding equivalency of foreign degrees as stated in Title 5. The applicants are responsible for contacting an agency and paying the fee to evaluate the degree(s) and equate the documentation to domestic standards.</th>
<th>College administration has the responsibility to ensure that the requirements of this standard are met. In respect to faculty positions, College administration has the responsibility to work collaboratively with the Academic Senates and ensure that faculty play a significant role in selection of new faculty. The college administrations and the Academic Senates have the responsibility to ensure</th>
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</table>
accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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.

b. Human Resources Division coordinates evaluations required by collective bargaining agreements and agreements with unrepresented groups. College administrators, working in collaboration with faculty and staff, are responsible for assuring that all administrators, faculty and staff are evaluated in accordance with Board Rules and collective bargaining agreements.

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.

c. The District and the faculty union have the responsibility for developing an evaluation instrument that measures effectiveness in student learning outcomes. College Offices of Instruction, Academic Senates, and department chairs are responsible for guaranteeing that faculty evaluations comply with collective bargaining agreements.

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

d. The performance appraisal process includes professional, collegial and institutional criteria. See Board Policies 2.13, 2.15, and 2.16. College administrators and Academic Senates are responsible for establishing codes of ethics for all faculty and staff.

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.

2. The Human Resources Department monitors faculty assignments districtwide, to insure that the State’s 75%/25% full-time/part-time faculty ratio is maintained. Colleges are responsible for planning and resource allocation processes that provide for sufficient faculty and staff in light of college resources.

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

3. The Human Resources Department develops Board policies and procedures, obtains input and Board approval as College administrators are responsible for applying such policies and procedures at the local level.
administered. appropriate, and publishes them on the District’s intranet website.

Coordination of all policies and procedures as they relate to collective bargaining agreements, Board Rules and the Ed. Code are also the responsibility of the Human Resources Department.

| 4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. | The WVMCCD has adopted an Equal Employment Opportunity and Non-Discrimination policy, 2.6 and 2.7, affirming that all programs and activities shall be conducted in a manner which is free from discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual orientation, age, disability or veteran status. The policies and procedures were reviewed in fall 2006 to comply with new changes as directed by the State Chancellor’s Office and other changes in law and are scheduled for Board review in | College administrators and compliance officers are responsible for applying and monitoring such policies and procedures fairly at the local level. |
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.

Each recruitment is reviewed to ensure that no group is adversely impacted by any policies and practices instituted by the District.

The District Staff Development Department develops and presents diversity and cultural competency training in face to face and online workshops to celebrate diversity and foster cultural competency of faculty, staff, and administrators.

<table>
<thead>
<tr>
<th>a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</th>
<th>College administrators and staff development are responsible for working Human Resources to provide programs and services that support all personnel.</th>
</tr>
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<tbody>
<tr>
<td>b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
<td>The Human Resources Department and the Faculty and Staff Diversity Advisory Committee review annual reports to ensure that no group is adversely impacted by any policies and practices instituted by the District.</td>
</tr>
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</table>

WVMCCD faculty and staff represent a range of ethnicity, including 14.4% Asian, 11.4%
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. The District’s non-discrimination policy in contained in District Policy 2.6, Non-Discrimination and Unlawful Discrimination. Under the leadership of the college president, all members of the institution are responsible for ensuring that all collective bargaining agreements and policies relating to ethical standards and academic freedom are enforced.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. Collective bargaining agreements with classified employees and supervisors include professional growth incentives. College staff development offices are responsible for providing ongoing professional development in collaboration with the District staff development office.

   a. The institution plans professional development activities to meet the needs of its personnel. District Staff Development creates ongoing plans that align with organizational strategies, goals, and mission. In addition, assessments are conducted to determine training and development needs of personnel. College staff development offices are responsible for providing ongoing professional development in collaboration with the District staff development office.

   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. District Staff Development Training includes evaluations at the conclusion of its programs. The information gathered is compiled and analyzed and then used to improve future training. College Offices of Staff Development fulfill this function in collaboration with Academic Senates and shared governance committees.

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. Colleges are responsible for evaluating human resources needs via administrative, academic, and support services program review and as part of overall institutional planning.

B. 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.

<table>
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<tr>
<th>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.</th>
<th>The College Facilities Managers meet with the Facilities Advisory Committees to ensure that the campus meet state regulations regarding health &amp; safety.</th>
<th>College administration, facilities managers and Facilities Advisory Committees are responsible for ensuring safe and sufficient physical resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Every year, the District updates its five year construction plan. This plan is developed with each College President’s Council 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 Master Plans.</td>
<td>Through the participatory governance processes, colleges are responsible for developing and updating college Facilities Master Plans.</td>
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<td>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.</td>
<td>The Director, Facilities, Construction and Maintenance develops an annual Schedule Maintenance Five Year Plan of all facility maintenance needs district wide is developed to and requires replacement.</td>
<td>College administration, facilities managers and Facilities Advisory Committees are responsible for ensuring safe and sufficient physical resources.</td>
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</table>

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.

| The Director, Facilities, Construction and Maintenance along with his staff had developed a maintenance program for equipment at each of the colleges. State Chancellor Outlay Applications are submitted to the State for Renovation and new construction. Projects based on Master Plans. | Through the participatory governance processes, colleges are responsible for developing and updating college Facilities Master Plans. |
| a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. | The Board of Trustees approves on an annual basis a Five Year Construction Plan. This is developed in conjunction with each college. | Colleges are responsible for ensuring that Facilities Master Plans reflect college Institutional (Strategic) and Educational Master Plans goals. |
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.

C. 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.

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

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

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

      | The District Office of Facilities, Construction and Maintenance coordinates an annual Space Inventory Report to recognize current space uses and allow for effective planning of future space | Colleges are responsible for ensuring that Facilities Master Plans reflect college Institutional (Strategic) and Educational Master Plans goals. | The District Information Systems department maintains enterprise systems, wide area network, desktop computers, and software acquisition to meet the academic needs of the colleges. Evidence: IT Strategic Plan | The Colleges' Instructional Technology Offices and Technology Committees ensure the appropriate type and level of technology support in collaboration with District Information Systems. The Colleges are responsible for ensuring that planning processes address technology services.

      | District Staff Development partners with the Office of Information Technology to provide system training to District employees. The District Information Systems department works with HR Staff Development to provide system training to District employees. Evidence: IT Strategic Plan | The Colleges' Offices of Instructional Technology, Staff Development Coordinator, and where appropriate the Distance Learning Coordinator, are responsible for providing technology training.
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.  
   The District Information Systems department systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet districtwide needs.  
   Evidence: IT Strategic Plan  
   As part of the participatory planning process, the College’s Instructional Technology personnel and staff are responsible for developing, implementing, and evaluating the colleges’ Technology Plans.

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.  
   The District Information Systems department maintains IT staff to support the development, maintenance, and enhancement of its programs and services.  
   Evidence: IT Strategic Plan  
   The Academic Senate, Administration, Departments and Student Services are responsible for this function.

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.  
   District Information Systems Planning and Advisory Committee (DISPAC) is a participatory governance committee that includes district and college stakeholders, that ensure planning goals and objectives of the colleges are being met.  
   Evidence: DISPAC Charter  
   The College’s Technology Plan is developed collaboratively by all campus administrators, faculty and staff in support of the goals and objectives of the College’s Strategic Plan.

**D. 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 that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.  
   The District’s financial planning is based upon the Board’s review of District policy (refer to Chapter  
   Through its participatory planning processes and designated budget advisory
6.6 Fiscal Standards) along with direction and parameters set by the Board during its annual review of budget priorities. The Board adopted a funding allocation mechanism (1994/95) that distributes funds and allows central services and the colleges to set funding priorities to accomplish their own institutional plans and mission (refer to S&FMP and College E&FMPs). groups, each college is responsible for ensuring that all college wide financial planning is driven by the college’s mission and is linked to program review and educational planning.

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<td>a.</td>
<td>Financial planning is integrated with and supports all institutional planning.</td>
<td>The District Fiscal Services Office provides and facilitates consistent and efficient financial and business services on a district-wide basis. This office makes an effort to provide complete, accurate, and timely financial reports to assist the institutional planning process. The Vice Chancellor of Administrative Services is responsible for revenue projections and estimated expenses. It is the responsibility of the VC of Adm. Services to communicate and share information with all staff if estimated expenses will exceed projected revenues. Sharing information in a timely manner allows adjustments to be made to the budget based on priorities identified within the institutional plans. Through the participatory governance processes and designated budget advisory groups, the Colleges are responsible for developing integrated planning processes that link resource allocation with educational planning.</td>
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<tr>
<td>b.</td>
<td>Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
<td>Each college, Administrative Services, and reporting staff to the Chancellor develop their own operating budgets based on prior year expenses plus known</td>
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increases for the next year. Personnel costs are reconciled by staff from the District Budget office and the Colleges’ Adm. Specialist personnel and Colleges’ Adm. Svcs. Offices based on Board approved positions. The budget is developed in conjunction with the Board approved budget priorities, collective bargaining agreements, fiscal standards and communicated through the District Budget Advisory Committee (DBAC). DBAC serves as the primary shared governance body. The link between instructional planning and service needs is being developed as part of an allocation model that incorporates Activity Based Costing (ABC). This model would eliminate the need for rollover budgets and would identify resources necessary to support planned programs during the upcoming year. The concept of the ABC model is to assign a cost of “doing business” at a departmental level.

<p>| 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. | Historically, the District has met all bonded indebtedness and other long-term obligation repayments. The District maintains its reserve at 5% of its projected unrestricted general fund expenditures and is setting up a 3% contingency reserve to be used for any unanticipated changes in expenditures or revenues when impending. | The College Vice President of Administrative Services is responsible for providing information to the colleges’ fiscal planning groups to ensure that long range financial priorities are addressed. |</p>
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<th>Changes in operations would result in significant service reductions.</th>
<th>The District has a Board adopted budget allocation mechanism to distribute funds to colleges from 1994/95. The District also has an adopted fiscal policy in Chapter 6. A budget development calendar is created each year to provide the Colleges and District Office guidelines, processes, and templates to develop their annual operating budgets. The District budget is developed each year through extensive consultation with the DBAC.</th>
<th>The Colleges have the responsibility through their participatory processes to develop guidelines and processes for financial planning and to ensure that all constituencies have the appropriate opportunity to participate in the processes.</th>
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<td>d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</td>
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| 2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. | The Fiscal Services Office is responsible for providing financial and accounting services to the colleges and district as a whole. It has the following functions and service areas:  
- Budget  
- Accounting  
- Disbursement, including Accounts Payable, Student Financial Aid, Student Refunds  
- Student Accounts Receivable(Collections)  
The Vice Chancellor of Administrative Services presents District Financial reports on a quarterly basis and presents the Annual Financial and Budget Report (311) for the prior fiscal year to the Board of Trustees and DBAC. The Board also approves monthly budget adjustments in | The Colleges’ Offices of Administrative Services are responsible for monitoring budget development, expense trends, and working with budget administrators. |
accordance with CCR Section 58307 for transfers between major expenditure classifications. Additionally, all warrants and purchase orders are reviewed and approved by Board action on a bimonthly basis. Updated financial information is available and accessible to all staff that has requested a logon through the computerized integrated software referred to as Colleague or Datatel. The finance module has a notification system for funds availability to control expenditures being made to an account having insufficient funds. In FY 06/07 the Information Systems department released the web-based information management tool that allows staff to access financial information online through WebAdvisor’s “My Budget.” Staff Development provided training with the District Budget Office and an online tutorial navigates the user through the budget screens.

<p>| a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. | The Fiscal Services Office is responsible for ensuring strict adherence and compliance with the budget and accounting manual prepared by the California Community Colleges Chancellor's Office, with various applicable provisions of the California Education Code, and with Title 5 Regulations. An annual audit of the District's financial statements and the related budget and accounting methods of the | The Colleges' Offices of Administrative Services are responsible for working with District Fiscal Services to keep fiscal practices up to date and in compliance with applicable regulations and policies. |
| b. Appropriate financial information is provided throughout the institution. | The District implemented the Colleague Financial Module in January 2000. The District is currently in the process of reviewing the Human Resources module to fully integrate the position control system with the budget process for personnel. Ongoing online budget information is available through the MyWebAdvisor system. Each college is required to update its financial plan and submit monthly adjustments to Fiscal Services for budget and expense transfers. The Vice Chancellor of Administrative Services is responsible for periodic financial reports to the Board and for developing the Tentative and Final Budget for Board adoption. The books and records of the District are recorded and Through their participatory budget processes, the Colleges are responsible for ensuring that financial information is made available to all constituencies. College representatives to the District Budget Advisory Committee are responsible for ensuring that information is communicated to and from the district and each college. | District, including its colleges, is conducted by an independent auditor. The Fiscal Services Office is responsible for coordinating the audit with the Colleges and the independent auditors. The financial statements presented in the audit are in accordance with the GASB 34/35 requirements and based on the business type activities model. The annual Audit (which includes an implementation plan to correct the finding) is presented to the Board of Trustees and audit findings are disseminated to appropriate departments and/or colleges for response. |</p>
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<td><strong>c.</strong> 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.</td>
<td>As provided in the Education Code, the District's cash balance is invested with the Santa Clara County Office of Education Treasurer. The District has demonstrated its ability to fulfill cash flow requirements to cover necessary operation expenditures and is not dependent on Tax and Revenue Anticipation Notes (TRANS) in order to meet cash flow needs during the fiscal year. The District maintains a 5% Reserve in the designated Unrestricted Fund Balance and is building a 3% contingency reserve for unforeseen occurrences. The District also maintains a comprehensive set of policies, administrative regulations and business procedures, governing risk management practices. The District is a member of two Joint Powers Agreements (JPA), both for liability transfer purposes. NCCCP is a JPA for combining Workers' Compensation claims and working directly with the injured employee. The Bay Area Community College JPA provides coverage for a wide variety of liability claims, including general liability, property damage, etc. Claims are reviewed by the WVMCCD Board of Trustees and...</td>
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<td>The Colleges are responsible for operating under district cash flow policy and procedures and for effectively managing their resources.</td>
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<td><strong>d.</strong> 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.</td>
<td>The Fiscal Services Office and DBAC, under the direction of the Vice Chancellor of Administrative Services, are responsible for ensuring that the District’s finances are conducted in accordance with sound business practices, District policy, the District’s Business manual and operating procedures, the Grant Application and Management handbook, the Education Code and other state and federal regulations. The District outsources such services as the bookstore and food services. The Colleges Foundation and Advancement Foundation are auxiliary organizations, recognized and established for the purpose of providing activities which are an integral part of the District’s educational programs. The Dean of Advancement is responsible for ensuring that the auxiliary organizations are operated in compliance with all applicable laws and regulations. Auxiliary organizations submit quarterly reports to the Board and have an annual fiscal audit of all funds performed by a certified public accountant with an independent audit firm.</td>
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<td><strong>e.</strong> All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.</td>
<td>The Fiscal Services Office also monitors the auxiliary organization, foundation operations, and grants to ensure adherence to all the appropriate</td>
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<td>f. 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.</td>
<td>The District maintains a comprehensive set of District policies (6.11) and administrative procedures governing contracting and specific Board actions delegating authority. The policy defining the dollar limits of contracts that need to go to the Board for approval helps clarify processes relating to contractual agreements. The General Services Office facilitates and oversees contracts and purchase orders.</td>
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<tr>
<td>g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.</td>
<td>The Administrative Services Council meets each month and often reviews, modifies, and makes recommendations to affect financial procedures, policies and reporting changes. In 2006, the Vice Chancellor of Administrative Services formally invited the Fiscal Crisis and Management Assistance Team (FCMAT) to perform a Fiscal Health Analysis and review specific fiscal processes as per the scope and agreement. DBAC is reviewing the findings and recommendations and has provided a mechanism for communication to evaluate an implementation strategy.</td>
</tr>
<tr>
<td>3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.</td>
<td>In 2007, the District established an internal auditor position to help perform periodic internal audits for self-evaluation of the District’s internal controls and policies and through their participatory governance processes and their designated budget advisory groups, the colleges have the responsibility for</td>
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The Vice Chancellor of Administrative Services has the authority to establish internal controls to safeguard assets from loss and to ensure operating policies and procedures are being followed. In addition, the Administrative Services Council and District Office staff created an updated Administrative Services procedure manual for every Board policy in Chapter 6 (Business Operations) in 2006-07.

<table>
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<tr>
<th>STANDARD IV: LEADERSHIP &amp; GOVERNANCE</th>
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<tr>
<td>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.</td>
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A. 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.

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 systematically assessing whether budget needs have been met and for using the results to make necessary adjustments or improvements.

The District’s participative governance roles are outlined in Policies 2.17, 3.2.6, 3.3.4, and 5.15, and District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures. The Chancellor regularly meets with a roundtable composed of the senate presidents and all user constituencies—faculty, staff.
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.

<table>
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<tr>
<th>a. Faculty and administrators 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.</th>
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<tr>
<td>Participative governance roles are outlined in District Policies 2.17 (Administrators), 3.2.6 (Classified Staff), 3.3.4 (Faculty), and 5.15 (Students)</td>
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<td>Each college has the responsibility for clearly defining its participatory governance structure and for clearly defining the roles of each constituency—faculty, staff, administration, and students.</td>
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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.

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<th>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.</th>
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<td>District Policies on the role of the Academic Senate (3.3.4) and the curriculum committees (4.3), and the Administrative Handbook address the reliance on the Senate, curriculum committees and academic administrators in this area.</td>
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<tr>
<td>At each college, the Academic Senate, the Curriculum Committee and academic administrators have primary responsibility for recommendations on student programs and services.</td>
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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.

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<th>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.</th>
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<tr>
<td>The District Council and the District Budget Advisory Committee (DBAC) are the highest level district wide participative governance bodies and provide input to the Vice Chancellor, Chancellor and Board as outlined in District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures</td>
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<td>The Colleges have the responsibility to actively participate in district governance committees to ensure collaboration and communication among all constituencies.</td>
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The institution advocates and demonstrates

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<th>4. The institution advocates and demonstrates</th>
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<td>The District participative</td>
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<td>The Colleges have the</td>
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honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and 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.

governance process, culminating with Board review and approval, ensures that honesty and integrity are maintained and compliance is continuous. There is proposed District Policy language that outlines this commitment, which is scheduled to be taken to the Board in the next policy review cycle.

| 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. | The District Council holds “orientation” sessions at its first meetings in the months of February and October to provide an opportunity for new members to be oriented to the working of Council, for current members to refresh their memories, and for the Council as a whole to review its Operating Principles (which include mission, purpose, ground rules, operational guidelines, and membership). DBAC plans to move to an annual review of its operating documents in line with the processes used by District Council. | Under the leadership of college presidents, the Colleges have the responsibility to regularly review and evaluate their governance decision-making structures and processes and to ensure that the results of these evaluations are utilized to improve institutional effectiveness. |

B. 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.

| 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the institution. | District policies and procedures on the role and responsibilities of the Board of Trustees are N/A |  |
student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system. Included in Chapter 1 of the District Policy Manual. When seeking to select a new Chancellor, the Board adopts specific procedures for the selection process in accordance with District policies 1.6.5 and 2.3.2 (proposed).

<table>
<thead>
<tr>
<th>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.</th>
<th>District policy 1.6 addresses the role, composition, and rules governing the behavior of duly elected Board members.</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The Board reviews each of the six chapters of the District Policy Manual once each year with an eye to improving service to the community in general and to the students in particular. The District subscribes to the Community College League of California (CCLC) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and their semi-annual updates to revise existing policies and procedures. The District Council reviews all proposed changes and additions to policy and provides advice to the Chancellor. Since the last accreditation reaffirmation, many new policies have been added, including detailed policies on fiscal standards for the development and administration of the District’s budget. The policy manual also includes the</td>
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<tr>
<td>c.</td>
<td>The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</td>
<td>The Board of Trustees derives its authority and duties from Education Code 70902 and sets it forth in District Policy 1.5. Chapter 1 of the Policy Manual also addresses the roles and responsibilities of Board members (including educational, legal, and financial matters) and its code of ethics and standards of practice. The Board does delegate authority for day-to-day operations to the Chancellor and senior executives as indicated in policy. (District Policy Manual 1, 2.1, 2.3, and 6.2)</td>
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<tr>
<td>d.</td>
<td>The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
<td>Chapter 1 of District policy outlines all regulations and requirements concerning the Board of Trustees. Many administrators have hard copies of the Policy Manual in their offices and all District policies are available electronically at <a href="http://www.wvmccd.cc.ca.us/board/policies/index.html">http://www.wvmccd.cc.ca.us/board/policies/index.html</a></td>
</tr>
<tr>
<td>e.</td>
<td>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.</td>
<td>The Board uses its District Policy Manual to guide its functioning and inform its practice as a board. Despite a one year hiatus in 2006, the Board has committed to and completed a review of each of the six chapters of the District Policy Manual once each year.</td>
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<tr>
<td>Using the Community College League of California (CCLC) Policy and Procedure Service as a beginning point, the Special Assistant to the Chancellor has primary responsibility for working directly and consistently with the Chancellor and the Board to regularly review and revise policies as necessary.</td>
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<tr>
<td>f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
<td>District policy 1.6.2.a requires staggered terms of office for trustees and 1.6.8 governs Board development and new member orientation.</td>
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<tr>
<td>g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</td>
<td>District policy 1.6.8.c sets forth the purpose of self-evaluation, mandates that an instrument be used, and allows for the use of facilitator for the evaluation process.</td>
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<tr>
<td>h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</td>
<td>The Board’s adopted Code of Ethics can be found in policy 1.6.6 and violations of the Code are addressed in 1.6.6.n.</td>
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<tr>
<td>i. The governing board is informed about and involved in the accreditation process.</td>
<td>The Board of Trustees has one member on the Standard IV committee at each college. The Board receives regular updates on the accreditation process and reviews and approves (as necessary) the Self Study, and MidTerm and Progress reports.</td>
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<tr>
<td>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.</td>
<td>The Board has established District policy language addressing the District’s administrative organization, the Chancellor, and senior executive management evaluation. These policies include chancellor selection and succession.</td>
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| The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. |
| delegation of responsibilities, and annual evaluation requirements. (District Policy Manual 2.1-2.3) |

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

| 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. |
| College presidents have responsibility for this function. |

| 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. |
| College presidents have responsibility for this function. |

| b. The president guides institutional improvement of the teaching and learning environment by the following: |
| College presidents have responsibility for this function. |
| • 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... |

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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
<td>The first sections of Chapter 2 of the District Policy Manual (District Governance and Administration) provide for the delineation of responsibilities of the Chancellor and the College Presidents. Chapters 3 (Human Resources) and 6 (Business Operations) set forth administrative services and human resources policies that outline services provided centrally to both of the colleges. Delineation of responsibilities is further articulated and supported in operating procedures that implement District policy and a mapping document developed using the accreditation standards and providing a snap-shot of delineation of responsibilities.</td>
</tr>
<tr>
<td>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.</td>
<td>College presidents have responsibility for this function.</td>
</tr>
<tr>
<td>d. The president effectively controls budget and expenditures.</td>
<td>College presidents have responsibility for this function.</td>
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<tr>
<td>e. The president works and communicates effectively with the communities served by the institution.</td>
<td>College presidents have responsibility for this function.</td>
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</tbody>
</table>
across the District. Regular meetings of the Executive Management Team and District participatory governance groups reinforce and help maintain clarity in the area of responsibility delineation. (District Policy Manual 2.1-2.5, 3, and 6; District procedures manuals; and this document)

<p>| b. The district/system provides effective services that support the colleges in their missions and functions. | Chapters 3 and 6 of District policy address the provision of comprehensive services to each college and the central offices of the District. Advancement; District Police; Facilities, Construction and Maintenance; Fiscal Services; General Services; Human Resources and District Staff Development; Information Systems; Public Information; and Sponsored Research and Grants are examples of centralized services that are provided to the colleges. In some cases, there are staff members from these operations assigned principal responsibility to a particular college and in others, the services of the District are provided in partnership with similar functions completed by college staff. District policies and procedures, and the District mapping document provide clarification of roles, responsibilities, and coverage. (District Policy Manual 3 and 6, District procedures manuals, and mapping document) | College presidents have the primary responsibility to identify program and service needs that are necessary to meet their missions and functions. |</p>
<table>
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<tr>
<th>c.</th>
<th>The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</th>
<th>Fair and adequate distribution of resources is ensured by adherence to a budget allocation model that was created and implemented by the District and colleges through the participatory governance process. The District Budget Advisory Committee (DBAC) is a district wide organization that meets on a regular basis to advise the Vice Chancellor of Administrative Services in all areas related to the budget and financial functioning of the District. Since the last accreditation process, a subcommittee of DBAC has worked on creating a new budget allocation model that better meets needs and improves the equity of the budget itself. A new model is being piloted at both of the colleges and the District office. In the meantime, fixed costs are removed first in the budgeting process and then discretionary funding is passed through to the Colleges based on FTES. Currently, West Valley receives 53.776 percent in this model. (District Policy Manual 6; District procedures manuals; and DBAC Roles, Responsibilities, and Operating Procedures)</th>
<th>College presidents and vice-presidents have the primary responsibility to clearly articulate their needs and to ensure that district resource allocation processes result in a fair distribution of resources.</th>
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<tr>
<td>d.</td>
<td>The district/system effectively controls its expenditures.</td>
<td>The District reviews and reports the actual expenditures on a quarterly basis to the Board of Trustees. This quarterly report (CCFS 311) is also submitted to</td>
<td>The Colleges are responsible for developing college spending plans and the continuous monitoring of college spending throughout the fiscal year.</td>
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the State Chancellor’s Office. Budget adjustments are also submitted monthly for approval for each major object of expenditure classification to the governing board for authorization for transfers between major classifications or from the reserve for contingencies 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 College for all funds is presented at the mid-year. The district’s business operations are decentralized, which allows each college to operate more or less autonomously within established board policies, legal requirements, and internal control procedures.

| 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. | District policy addresses the delineation of responsibilities for the Chancellor and the College Presidents. This is ensured through regular meetings of the Executive Management Team and clear communication between senior executives at regular supervision meetings. (District Policy Manual, Chapter 2) | College presidents are responsible for implementing and administering delegated district policies. |
| 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, | District Council and DBAC serve the function of liaising between the District and the Board of Trustees in that the Council | College presidents are responsible for ensuring that there is effective and timely communication between each |
and they exchange information in a timely manner.

| serves as the highest level participatory governance group and provides advice to the Chancellor, and DBAC serves a similar role as an advisory body to the Vice Chancellor. All members of the senior executive staff serve on both of these bodies and attend all Board of Trustees meetings. With input from the College presidents, the Chancellor regularly communicates with the District community via email and intradistrict mail concerning issues that have district wide implications. (District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures) |
| college and the district. |

| 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. |
| The District regularly reviews its role delineation and governance and decision-making structures through the regular review and revision of the District Policy Manual and regular work on updating strategic plans. The District Council and DBAC have regular review of their own operating principles and procedures (as often as twice annually) as mandated by District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures. (District Policy Manual, Chapters 2 and 3, and those documents mentioned immediately above) |
| The Colleges have the responsibility for actively participating in district/system evaluation and for providing feedback as appropriate that can be used to improve district system effectiveness. |

| g. | The District regularly reviews its role delineation and governance and decision-making structures through the regular review and revision of the District Policy Manual and regular work on updating strategic plans. The District Council and DBAC have regular review of their own operating principles and procedures (as often as twice annually) as mandated by District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures. (District Policy Manual, Chapters 2 and 3, and those documents mentioned immediately above) |
Appendix E

Institutional Assessment Matrix
<table>
<thead>
<tr>
<th>Standard I: Institutional Mission and Effectiveness</th>
<th>Participatory Governance</th>
<th>Other Resources</th>
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</thead>
<tbody>
<tr>
<td>I. A. Mission</td>
<td>College Council</td>
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<tr>
<td>I. B. Improving Institutional Effectiveness</td>
<td>Academic Senate</td>
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<td></td>
<td>Classified Senate</td>
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<td>President’s Cabinet</td>
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<thead>
<tr>
<th>Standard II: Student Learning Programs &amp; Services</th>
<th>Participatory Governance</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. A. Instructional Programs</td>
<td>Division Chair Council</td>
<td>Information Competency</td>
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<td>Basic Skills</td>
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<td>Student Learning Outcomes</td>
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<td>Advisory Boards</td>
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<tr>
<td>II. B. Student Support Services</td>
<td>Student Services Council</td>
<td>Matriculation Steering Comm.</td>
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<tr>
<td></td>
<td></td>
<td>Advisory Committees</td>
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<tr>
<td>II. C. Library and Learning Services</td>
<td>Library Staff</td>
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</tbody>
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<thead>
<tr>
<th>Standard III. Resources</th>
<th>Participatory Governance</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. A. Human Resources</td>
<td>Faculty/Staff Diversity Advisory Committee (FSDAC)</td>
<td>Staff Development</td>
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<td></td>
<td>District Administrative Services Council</td>
<td>Prof. Growth/Devel. (PGD)</td>
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<td></td>
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<td>Sabbatical Leave</td>
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<td>District HR</td>
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<tr>
<td>III. B. Physical Resources</td>
<td>Facilities Advisory Committee (FAC)</td>
<td>Safety Committee</td>
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<td></td>
<td>District Administrative Services Council</td>
<td>SEMS</td>
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<td>Director of Facilities</td>
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<tr>
<td>III. C. Technology Resources</td>
<td>Technology Advisory Committee (TAC)</td>
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<td></td>
<td>District Administrative Services Council</td>
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<tr>
<td>III. D. Financial Resources</td>
<td>Administrative Services Council</td>
<td>DBAC</td>
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<td>Finance</td>
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<tr>
<th>Standard IV. Leadership and Governance</th>
<th>Participatory Governance</th>
<th>Other Resources</th>
</tr>
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<tbody>
<tr>
<td>IV. A. Decision Making Roles and Processes</td>
<td>Academic Senate</td>
<td>District Council</td>
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<tr>
<td></td>
<td>Classified Senate</td>
<td>Executive Management Team (EMT)</td>
</tr>
<tr>
<td>IV. B. Board and Administrative Organization</td>
<td>College Council</td>
<td></td>
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<tr>
<td></td>
<td>Student Senate</td>
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<td></td>
<td>Board of Trustees</td>
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