Accreditation 2020

General Information
West Valley College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

Accreditation Process
West Valley College maintains its accreditation by fulfilling criteria that are determined by the ACCJC. Throughout the continuous six-year review cycle, the college conducts and publishes several review instruments, including an annual report, annual fiscal report, midterm report, comprehensive institutional self-study, and an evaluation review by a team of peers.

Accreditation Status
West Valley College is working on its 2020 Institutional Self Evaluation Report. See Accreditation Status (https://accjc.org/institution/west-valley-college/).
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ISER Review

The Institutional Self Evaluation Report (ISER) is a community based collaboration. The documents that comprise the ISER are available for review at this link. This link will ask you to log into MyPortal, and then you will be directed to a SharePoint page to begin reading. Feedback forms are available to give feedback to the writing teams. Building our self-evaluation is an iterative process, and so the community will be directed back to this link to read revisions as significant updates are provided.

### Accreditation 2020

#### Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Fall 2018</strong></td>
<td></td>
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<tr>
<td>Standard teams complete Draft One of the ISER</td>
<td>December 7</td>
</tr>
<tr>
<td>ASC submits Draft One to Editor</td>
<td>December 14</td>
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<tr>
<td>ASC assigns work to Editor as appropriate throughout the term</td>
<td>Open</td>
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<tr>
<td><strong>Spring 2019</strong></td>
<td></td>
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<tr>
<td>ASC Meeting: Release Draft 1 Edited to standard writing teams</td>
<td>February 8</td>
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<tr>
<td>ASC Meeting: Standard Team Reports</td>
<td>March 8</td>
</tr>
<tr>
<td>Deadline to re-submit Revised Draft 1 Edited (HQ Sloppy Copy)</td>
<td>March 22</td>
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<tr>
<td>ASC/ALO/Editor Review/Standard Teams keep working</td>
<td>March 25 – April 12</td>
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<tr>
<td>ASC Meeting: Plan for Advanced ISER Training</td>
<td>April 12</td>
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<tr>
<td>Draft 2 Preview for campus and governance groups</td>
<td>April 15</td>
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<tr>
<td>Collect feedback and continue to refine work. Begin campus messaging; inform community that we will rely on the ASC composition during the Summer term for feedback. Stipends available for interested faculty; reviewing resources for classified.</td>
<td>April 15 – May 3</td>
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<tr>
<td>Advanced ISER Training (confirmation pending)</td>
<td>April 16–17</td>
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<tr>
<td>Deadline to submit Draft 2</td>
<td>May 3</td>
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<tr>
<td>ASC Meeting: Make arrangements for Summer 2019</td>
<td>May 10</td>
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<tr>
<td><strong>Summer 2019</strong></td>
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<tr>
<td>Draft 2 Edited is returned to standard writing teams</td>
<td>May 27</td>
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<tr>
<td>Deadline to submit Draft 3</td>
<td>July 22</td>
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<tr>
<td>Deadline to submit Draft 3 to Editor</td>
<td>July 29</td>
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<tr>
<td><strong>Fall 2019</strong></td>
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<tr>
<td>Draft 3 Edited is ready for final review. Made accessible to standard writing teams and community on All College Day</td>
<td>August 22</td>
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<tr>
<td>Campus–wide review</td>
<td>August 22 – September 20</td>
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<tr>
<td>Revised Draft 3 Edited presented to the Board at Mission College</td>
<td>October 1</td>
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<tr>
<td>Deadline to submit Draft 4 to Editor</td>
<td>October 18</td>
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<tr>
<td>Editor returns complete ISER</td>
<td>December 1</td>
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<tr>
<td>ALO submits complete ISER to ACCJC</td>
<td>December 9</td>
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<tr>
<td><strong>Spring 2020</strong></td>
<td></td>
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<tr>
<td>ACCJC Peer Review Team Visit</td>
<td>March 9–12</td>
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</tbody>
</table>
Accreditation 2020

Membership

Accreditation Steering Committee
- Dooru Barife
- Jasmine Colon
- Chris Dyer
- Gretchen Ehlers
- Pat Fenton
- Max Gault
- John Hannigan
- Hideo Iida
- Stephanie Kashima
- Ana Lobato
- Jose Martinez
- LeAnn McGinley
- Sonia McVey
- Cheryl Miller
- Leslie Pollock
- Betsy Sandford
- Meghan Vaughn
- Mel Vaughn

Standard Writing Teams

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.A: Mission
- Donna Breckenridge
- Jasmine Colon
- Sonia McVey

Standard I.B: Assuring Academic Quality And Institutional Effectiveness
- Gretchen Ehlers
- Ray Gamba
- John Hannigan
- LeAnn McGinley

Standard I.C: Institutional Integrity
- Chris Dyer
- Max Gault
- Ana Lobato
- Leslie Pollock

Standard II: Student Learning Programs and Support Services

Lead: Stephanie Kashima

Standard II.A: Instructional Programs
- Angelica Bangle
- Laura Hyatt
- Faux Maddix
- Tanya Southworth

Standard II.B: Library And Learning Support Services
- Betsy Sandford
- Rachel Sandoval
- Meghan Vaughn

Standard II.C: Student Support Services
- Maritza Cantarero
- Elise Johnson
- Scott Ludvig
- Aleksandra Martin
- Angela Sias

Standard III: Resources

Lead: Pat Fenton

Standard III.A: Human Resources
- Renee Paquier
- John Vlahos

Standard III.B: Physical Resources
- Heidi Davis
- Pat Fenton

Standard III.C: Technology Resources
- Pat Fenton
- Daniel Niemann
- Donna Nguyen
Lead: Brad Weisberg

Standard IV: Leadership and Governance

Lead: Brad Weisberg

Standard IV.A: Decision-Making Roles And Processes

Lance Shoemaker

Standard IV.B: Chief Executive Officer

Brad Weisberg

Standard IV.C: Governing Board

Daniel Le Guen-Schmidt
Brenda Rogers

Standard IV.D: Multi-College Districts Or Systems

Ngoc Chim

Reader: Pat Andrews
Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district/system is reflected in the accredited status of the institution(s).
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Resources

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- Standard II: Student Learning Programs and Support Services
  - Accreditation Evaluation Template Standard II (/committees/accreditation/documents/templates/Accreditation_Evaluation_Template_Standard_II.docx) (28 KB)

- Standard III: Resources
  - Accreditation Evaluation Template Standard III (/committees/accreditation/documents/templates/Accreditation_Evaluation_Template_Standard_IIIA.docx) (35 KB)

- Standard IV: Leadership and Governance
  - Accreditation Evaluation Template Standard IV (/committees/accreditation/documents/templates/Accreditation_Evaluation_Template_Standard_IV.docx) (34 KB)
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Accreditation 2014 Status

- 2014 Self-Study Report (Committees/Accreditation/self_study_2014/West_Valley_College_Accreditation_Follow-Up_Report_2015.docx)
- 2008 Certificate of Accreditation Letter (Committees/Accreditation/documents/2008_Reaccreditation_Ltr_ACCJC.pdf)