Peer Review Team Report

West Valley College
14000 Fruitvale Ave
Saratoga, California 95070

This report represents the findings of the peer review team that visited
West Valley College from March 9 to March 12, 2020.

Henry Yong
Team Chair

Contents

West Valley College
Comprehensive Evaluation Visit

Team Roster

Mr. Henry Yong, Team Chair
Yosemite Community College District
Chancellor

ACADEMIC MEMBERS
Ms. Shawn Abbott
College of the Siskiyous
Faculty, Business and Computers

Dr. Dina Humble
San Bernardino Valley College
Vice President of Instruction

Dr. Kathryn Nette
Cuyamaca College
Chair, Science & Engineering

Dr. Teresa Palos
El Camino College
Professor, Biology and Microbiology

Dr. Brian Sanders, Team Assistant
Columbia College
Vice President of Instruction

ADMINISTRATIVE MEMBERS
Mr. Alex Adams
Clovis Community College
Director, Institutional Research, Evaluation,
and Planning

Mr. Pedro Avila
Santa Rosa Junior College
Vice President Student Services

Mr. Bill McGreevy
Grossmont College
Interim Vice President of Administrative
Services

STAFF LIAISON
Dr. Janet Fulks
ACCJC

Summary of Evaluation Report

INSTITUTION: West Valley College

DATES OF VISIT: March 9-12, 2020

TEAM CHAIR: Henry Yong

A nine-member accreditation team visited West Valley College from March 9 to March 12, 2020, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USE regulations. The team was accompanied by a member of the ACCJC staff to provide support and ensure that the team remained focused on the Standards. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended a team chair training workshop in December, 2019. The team chair and team assistant conducted a pre-visit to the campus on January 31, 2020. During this visit, the chair and assistant met with the three Accreditation Liaison Officers - the executive ALO, Stephanie Kashima, who is now the College President; the faculty ALO, John Hannigan; and the classified staff ALO, Ana Lobato. Together, these ALOs led the self-evaluation preparation process and coordinated the team visit. They also met with District Chancellor Bradley Davis. The entire external review team received team training provided by staff from ACCJC on February 4.

The evaluation team received the college's Institutional Self-Evaluation Report (ISER) and related evidence several weeks prior to the site visit. Team members found the ISER to be a concise, well-written document describing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In their review of the College's ISER, team members appreciated the brevity of the overall report. According to the ALOs, the College strove in its authoring process to closely follow the training provided by the Commission to be concise and focus on policy matters, refrain from over-explaining, and aim for an ISER of approximately 250 pages. However, as a result, team members struggled to find sufficient evidence described and linked in the ISER to support some portions of the narrative. Team members spent a large amount of time reviewing the College and District websites seeking evidence to corroborate what they were reading in the ISER. After this research, members provided a list of 53 remaining evidence items to add clarity to their understanding. The College responded in a timely manner with effective evidence to triangulate with their narrative. However, in some cases a brief paragraph or two in the ISER would have

provided sufficient clarity to avoid additional queries. The brevity also made it difficult to ascertain the specific areas where the College is performing in excess of the expectations of the Standards.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, requested additional evidence (as noted above), and provided a list of interview requests. The College arranged for the full slate of requested meetings, thoughtfully scheduling such that team members and College/District employees could meet without time conflicts.

The team convened on the morning of March 9 to discuss their initial observations and their preliminary review of the written materials and evidence provided by the College. The team members then attended a reception at West Valley College and were provided a tour of the campus.

During the visit, attendees at formal meetings, group interviews and individual interviews numbered approximately 217 faculty, administrators, classified staff, and students. Team members collaborated with members of the Mission College visiting team to meet with West Valley-Mission Community College District officials regarding standards primarily within district responsibilities, as denoted in the ISER's Functional Map, and correlated the district-level findings between the teams. Team members also met with three district trustees. The team held two open forums and provided the College community and others the opportunity to meet with members of the evaluation team.

During the visit, the College and District were actively addressing the COVID-19 outbreak, including a decision to cancel on-campus class meetings starting Wednesday during the team visit and extending through the end of their scheduled spring break at the end of March. Despite the intensity of these circumstances, the College maintained its hospitality in support of the visiting team and continued to hold scheduled meetings with team members.

Major Findings and Recommendations of the
2020 External Evaluation Team

Team Commendations

College Commendation: The team commends the College for ensuring equitable access to its students by providing appropriate, comprehensive, and reliable services to students. Included among these are innovative, equity-minded services such as Food for Books, Safe Park program for housing insecure students, free on-campus child care from morning through evening for students enrolled in at least six units, and the Veterans Resource Center and its associated Veterans Flight Deck outdoor convening area overlooking the creek. (II.C.3)

District Commendation: The team commends the District for its creation of processes, programs, and services to increase faculty equity and diversity, consistent with its mission, including implementation of the Faculty Diversity Internship Program (FDIP) and EEO planning. (III.A.12)

Team Recommendations

Recommendations to Meet Standards:

District Recommendation #1: In order to meet the standard, the team recommends that the District systematically evaluates all personnel at stated intervals in accordance with college policies. (III.A.5)

Recommendations to Improve Quality:

College Recommendation #1: In order to improve effectiveness of broad-based, systemic evaluation and planning, the Team recommends that the College follow through with its self-identified Actionable Improvement Plans (I.B, III.D.2, III.D.3, IV.A, IV.D.5) to regularly evaluate its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes. (I.B.7, I.B.9)

College Recommendation #2: In order to improve, the team recommends that the College establish institutional procedures to ensure that the officially approved course outlines include student learning outcomes commensurate with the scope of each course, and that students in every class section receive a course syllabus that includes those approved learning outcomes. (II.A.3)

College Recommendation #3: In order to improve the effectiveness of budgeting and resource allocation, the team recommends that the College conduct a review of planning cycles to ensure adequate time for substantial dialog about department- and division-level priorities. (III.D.2)

College Recommendation #4: In order to improve, the team recommends that the College conduct an evaluation of the effectiveness of leadership roles and communication in governance and college-wide processes and procedures. (IV.A.7)

District Recommendation #2: In order to improve quality and ensure that capacity of technology is adequate to support the College's mission, operations, programs, and services, the District should continuously plan and coordinate technology updates and replacements with the colleges. (III.C.2)

Introduction

West Valley College was established in 1964 as West Valley Junior College. The following year, the name was changed to West Valley College. The college is situated on a 143-acre site in Saratoga, California, and serves the geographic areas surrounding Saratoga, Los Gatos, and Campbell. These communities comprise a large portion of the College's enrollment, however large numbers of students also come to the College from Blossom Valley, Almaden Valley, and western and southern San Jose.

West Valley College is a comprehensive community college that offers transfer programs, associate degree programs, career and technical education programs, basic skills, life-long learning opportunities, and a full complement of academic and student support services.

The College has made significant changes since its last accreditation review, including construction of four new buildings on campus, establishing a new academic administrative structure led by deans, and investing in the Information Technology systems and infrastructure needed to support the college into the future. Specifically, they purchased and launched a new Enterprise Resource Planning [ERP] system (Banner), implemented a new Learning Management System [LMS] (Canvas), implemented Virtual Technology across the campus, implemented a new integrated curriculum and student learning outcome system (eLumen), and refreshed classroom, laboratory, and office technology. Coupled with high turnover in IT leadership in recent years, these changes have resulted in some communication challenges regarding IT matters and priorities that the College and District are working to resolve.

Based upon the College's Institutional Self Evaluation Report (ISER), interviews with College and District personnel and students, and open forums, it is clear that the College has identified both its areas of strength and goals for improvement in areas to work on, and the College has been proactive in its response.

The College faces some unique challenges and opportunities over the next several years. First, because of the high cost of living in the area and the preference of local families to send their children to four-year universities, the population of traditional college-age students at the College is dropping. Coupled with a strong economy and low unemployment, this has resulted in consistently declining enrollment for several years.

Second, the technological and administrative changes cited above represent significant modifications to the culture and operations of the institution. As a result, the College is experiencing "evolutionary pressures" as they determine how to operate in a manner that is most effective, maximizes their investments in technology, and attends to the input of its constituent groups. The College's Actionable Improvement Plans (following Standards I.B, III.D.2, III.D.3, IV.A, and IV.D.5 in their ISER) illustrate that they are aware of the need to assess their operational effectiveness, actively planning to conduct such assessments, and committed to collaboratively identifying and implementing methods and tools for improvement.

Third, the College and District have benefited greatly from recent bond measures. They have invested these resources strategically to add new buildings, modernize others, and better serve their students and community. The District utilizes additional sources of funding, including the

Land Corporation and their status as a Community Supported District, to strategically improve services to students, diversify their faculty, increase effectiveness, and support technology and facilities.

Fourth, colleges are increasingly relying on research, planning, and institutional effectiveness services beyond data queries and reports to ensure that systematic evaluation leads to continuous improvement. The District is currently investing in new technologies and data systems to support visualizing data and making data-informed decisions. The College may need to consider staffing adjustments to support effective use of these augmented data resources.

Eligibility Requirements

1. Authority

The team confirmed that West Valley College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provided educational services to 7,875 students for the fall 2018 term. Approximately 58 percent of these students are pursuing goals that relate to degree, certificate, or transfer.

The College meets the ER.

3. Degrees

The team confirmed that the majority of courses offered lead to a degree, certificate, or transfer. A majority of West Valley College's students are enrolled in courses leading to transfer and/or a degree or certificate.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that the Governing Board employs a Chancellor as the chief executive officer of the West Valley-Mission Community College District. The CEO does not serve as a member of the board nor as the board president. The team also confirmed that the Governing Board employs a President as the chief executive officer of West Valley College. The team found that the Governing Board vests requisite authority in the Chancellor and President to administer board policies. There have been changes in the CEO position since the last full accreditation visit. These changes were appropriately reported to the ACCJC.

The College meets the ER.

5. Financial Accountability

The team confirmed that the West Valley-Mission Community College District engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately. Audit reports are made available to the public.

The College meets the ER.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

The College provided opportunities for third party comments in advance of the team visit as expected by this Policy. West Valley College publishes the process for third party comment on its website. Open forums with the visiting team were advertised on the college website to provide an opportunity for all interested parties to address the team.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has established clear and appropriate institution-set standards for degree completion and course completion (set at an overall improvement of 1%). Performance on these standards is assessed via program review. Additionally, the College is working to incorporate the California

Community College Chancellor's Office (CCCCO) Vision for Success goals into its standards for student achievement.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets the expectations in this area, as described in the narrative for II.A.9.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets the expectations in this area, as described in the narrative for II.A.10.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
☒	The institution demonstrates regular and substantive interaction between students and the instructor.
☒	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
☒	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☐	The college does not offer Distance Education or Correspondence Education.

Narrative:
The team reviewed several randomly selected courses in the College's learning management system, Canvas, and found regular and effective contact between students and instructors and among students. The team also reviewed links to online student services within Canvas and met

with the distance education leadership group. It was determined the College provides sufficient staffing and technical support for faculty and students in distance education.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed student complaint files and the College's new electronic database for student complaints. The files and database properly documented student complaints as expected by this policy. The college catalog and website properly represent the College's Accreditation Status and provide information about filing complaints against the institution, in keeping with this policy.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Information about programs, locations, and policies is communicated to students and to the public through the course schedule, catalog, and College website. The team examined these materials and found that the information presented is an accurate reflection of the College. The College also provides information about its accredited status, which is easily accessible on its website.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
☒	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
☒	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
☒	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team examined the report of the independent auditor. The most recent audit resulted in no findings requiring the institution to improve its tracking of withdrawn students and reporting timeliness in accordance with Title IV Compliance 602.16(a)(1)(v).

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The mission of West Valley College demonstrates a commitment to supporting student learning and achievement. With a robust program review process and newly implemented structures and processes (dean structure, eLumen, etc.), the College ensures that the mission guides institutional planning, decision-making, and resource allocation.

Findings and Evidence:

The College's mission statement describes the broad educational purpose, its intended student population, the types of degrees and other credentials offered, and a commitment to student learning and achievement. The evidence provided clearly shows that the mission statement is the cornerstone of College planning. (I.A.1)

The evidence provided and discussions with College personnel confirm that the College has a very robust program review process, which guides institutional planning to meet the educational needs of the students. In particular, the annual "Program Review Progress Report Thematic Summary Reports" produced by the Student Learning and Program Effectiveness Committee (SLAPEC) are an innovative way for administrators, faculty, and classified professionals to synthesize how well the College is accomplishing the goals of the Mission Statement. Additionally, the College adopted local CCCCO Vision for Success goals, which have been added to their Education and Facilities Master Plan. (I.A.2)

The College recently implemented a new dean structure with appointment of deans to oversee instructional and student services areas, which will better ensure that the mission guides institutional decision-making, planning, and resource allocation. Additionally, the College is implementing a software system, eLumen, to better track how the mission and college goals are linked to student learning and achievement. In eLumen, course SLOs are mapped to institutional SLOs, which are in turn tied to the College's mission. Regular evaluation and review of learning outcomes occur through the College's strong program review process. (I.A.3)

While the mission was last approved in 2011, all relevant College constituencies reviewed the mission in 2018 and asserted that it continues to appropriately guide the institution. In campus interviews during the visit, constituents related that they feel the mission continues to be relevant for the College. The mission is widely published with a broad understanding across all constituencies. (I.A.4)

Conclusions:

The College meets Standard I.A and related Eligibility Requirements.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

West Valley College's long and short term planning via the Educational and Facilities Master Plan and its strong, well established program review and assessment processes attend to matters of academic quality and institutional effectiveness. In the ISER, the College described several action plans to assess and improve the effectiveness of their operations, which the team endorses.

Findings and Evidence:

Through a review of the evidence and conversations with West Valley College personnel, the team determined that the College engages in sustained, substantive, and collegial dialog to improve student learning and achievement. This dialogue primarily happens via the West Valley College Council through the development and annual evaluation of the Educational and Facilities Master Plan (EFMP) and in the annual program review process, which is led by the Student Learning and Program Effectiveness Committee (SLAPEC). SLAPEC completes an annual report that identifies critical themes, which inform College Council deliberations and annual goal planning. (I.B.1)

The evidence provided by the College shows that there is a process and an expectation for all instructional programs and student and learning support services to define and assess student learning outcomes. The Student Learning and Program Effectiveness Committee uses eLumen to set the schedule for SLO assessments and monitor progress. The assessment process is fully incorporated into program review, which ensures that the College organizes its institutional processes to support student learning and student achievement. (I.B.2, I.B.4)

The College sets standards for student achievement and assesses progress for continuous improvement. As with most colleges in California, this process has been complicated by decisions by the California Community College Chancellor's Office (CCCCO). In the past several years, the CCCCO discontinued the Institutional Effectiveness Goals Framework and Student Success Scorecard and implemented a brand new set of metrics (Student Success Metrics) with required goal setting (Vision for Success). Within this complicated external environment, the College has established clear and appropriate institution-set standards for degree completion and course completion (set at an overall improvement of 1%), which is assessed via program review. Additionally, the College is working on incorporating the CCCCO Vision for Success goals into its standards for student achievement. (I.B.3)

The College primarily uses the program review process to assess accomplishment of its mission and evaluation of goals, objectives, student learning outcomes, and student achievement. All

instructional programs and student and learning support services are required to reflect on disaggregated data as a part of this process. Program reviews provide the opportunity to request additional support to close identified performance gaps. Resource allocation requests are forwarded for consideration by the Budget and Resources Advisory Council, providing a framework for integrated planning and resource allocation. However, there are some questions among constituents regarding the outcomes of and communication about this process that would benefit from self-assessment. (I.B.5, I.B.6)

The College and the District regularly review Board policies and District administrative procedures to ensure they support the missions at the District's two colleges. The Vice President's Council leads this process with recommended changes reviewed by the participatory governance groups. To improve effectiveness, the Team encourages the College to engage in a more formal evaluation of the recently adopted structures, policies, and practices, including the new Dean structure, eLumen adoption, and the merger of Program Review and Student Learning Outcomes and Assessment Committee into SLAPEC. (I.B.7)

The College uses its website and eLumen to communicate the results of its assessment and evaluation activities to all constituent groups. The program review theme reports, which include the assessment and evaluation information, are utilized to set institutional priorities. (I.B.8)

The College engages in continuous evaluation and planning via the Educational and Facilities Master Plan (EFMP). The EFMP includes short and long term goals that were developed with all constituency groups. Progress in achieving the goals is assessed annually. Additionally, all instructional and student and learning support services engage in a robust program review process that leads to accomplishing the College's mission and improvement of institutional effectiveness and academic quality. To improve effectiveness, the Team recommends that the College follow through with its self-identified improvement plans (I.B, III.D.2, and III.D.3) to review and assess the integration of the resource allocation process into this planning and to communicate the results broadly. (I.B.9)

Conclusions:

The College meets Standard I.B and related Eligibility Requirements.

College Recommendation #1 (Improvement): In order to improve effectiveness of broad-based, systemic evaluation and planning, the Team recommends that the College follow through with its self-identified Actionable Improvement Plans (I.B, III.D.2, III.D.3, IV.A, IV.D.5) to regularly evaluate its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes. (I.B.7, I.B.9)

I.C. Institutional Integrity

General Observations:

West Valley College demonstrates institutional integrity in publications provided to its many stakeholders, including students, employees, and the community. The College uses its catalog, website, class schedule, and other print and electronic documents to describe courses, degrees, certificates, programs, student services and accreditation information.

Findings and Evidence:

The College publishes a printed Catalog that provides students with accurate and timely information regarding requirements, course content, policies, outcomes for most of its programs of study, and student support services. Amended Catalog Changes, as well as the Catalog itself, are also posted on the website. In addition, selected program information is organized in a student-friendly format in the "Find a Major" section of the website. A detailed Catalog Development Timeline provides ample opportunity for review and input from campus experts to assure the accuracy of published information. The College publishes its mission statement and accredited status through its website, catalog, and other appropriate sources. The team reviewed the 2019-2020 Catalog and confirmed that all required information is contained within the publication. (I.C.1, I.C.2)

Documented assessments of student achievement are included in Program Reviews. Annually, the Student Learning and Program Effectiveness Committee (SLAPEC) summarizes completed Program Review findings and communicates relevant themes to internal constituents. Just prior to the team's visit, the most current thematic summary, encapsulating 70 program reviews, was made available to the campus community and submitted to College Council. This document communicates program strengths, challenges, needs and highlights in a thoughtful manner. The College uses a variety of communication tools to disseminate academic quality information to students and to the public. These efforts include publishing the Student Success Scorecard, completion and success rates, and disaggregated course and program GPAs. (I.C.3)

The College Catalog, website, and class schedule provide the public information regarding the purpose, content, course requirements and outcomes for the bulk of the College's degrees and certificates. (I.C.4)

AP 2410 establishes the ongoing obligation of administrators to review policies and procedures. In 2019, the Vice Presidents Council established a timeline to systematically review Chapters 4 and 5 of Board policies and procedures, with completion expected in 2020. This review is in conjunction with the Board of Trustees direction to the Chancellor to complete a review of the remaining Chapters within two years. As noted previously, a detailed Catalog Development Timeline drives the annual Catalog production. The class schedule is published bi-annually and any needed updates are available via the Online Searchable Schedule. (I.C.5)

West Valley College publishes detailed cost information on its website, and in its catalog and schedule. Current and prospective students are informed regarding the total costs of education including textbooks and other materials. The West Valley Viking Bookstore directs students to a searchable feature on the B & N College site to assess the potential course material costs. (I.C.6)

Board Policy 4030 addresses academic freedom and responsibility. The policy supports academic freedom for faculty and assures the free pursuit and dissemination of knowledge. Respect for individual student opinions is embedded within the student survey instrument administered as part of the faculty evaluation process. (I.C.7)

The online Student Conduct Handbook notes that dishonesty (such as cheating, plagiarism, or knowingly furnishing false information to the College or to a College/District official) will lead to specified consequences. Course syllabi define and address the consequences of breaches in academic freedom. (I.C.8)

Board Policy 4030 and the Academic Senate's statement on academic freedom robustly support the importance of academic freedom while also alluding to limitations associated with personal opinions. The student survey instrument included within the faculty evaluation process serves as a check and balance on information disseminated to students. (I.C.9)

N/A (I.C.10, I.C.11)

As demonstrated by review of the ISER, accompanying evidence, cooperation during the team's site visit and the accreditation page on the College's web site, the College demonstrates a commitment to compliance with Commission policies, eligibility requirements, and Standards. Despite a vacancy in the formal ALO position and turnover in the designated Executive ALO, the College's prioritization of accreditation was apparent throughout the team's site visit. (I.C.12, I.C.13)

The College is a public institution and demonstrates its commitment to high quality education and student learning over other objectives as evidenced by its mission statement, planning, and a transparent financial resource allocation process. The College is clearly engaged with and supportive of its external stakeholders. Outcomes of this engagement include designation as an Age Friendly University and the successful passage of significant bond measures, both outcomes are consistent with the College's overall mission. (I.C.14)

Conclusions:

The College meets Standard I.C and related Eligibility Requirements.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

West Valley College offers instructional programs consistent with the college mission. Curriculum and programs are of appropriate levels for higher education. Units of credits for courses and programs are consistent with curriculum standards for higher education. The College has clear statements for transfer credits and career and technical educational programs published in the college catalog and website. College faculty meet or exceed the minimum qualifications in the college disciplines. Additionally, the College has sufficient resources available for faculty who are proposing or revising curriculum. The institution has a comprehensive program review process that integrates student learning with resource requests and allocation and supports continuous quality improvement and effectiveness of all programs, regardless of delivery mode or location. Student learning outcomes are assessed by faculty in a variety of teaching modalities. The team reviewed several course outlines of record and syllabi. The team had concern over inconsistencies found in the publication of SLOs in course syllabi. Additionally, the team found systematic inconsistencies in how student learning outcomes align with the scope of each course.

The College provides students a clear pathway to complete transfer level English and Math in one year. Courses and programs are developed by faculty discipline experts and meet or exceed the rigor put in place by a robust curriculum and program review process. The College's deans work in collaboration with the discipline faculty on the effective scheduling of classes in order to maximize the opportunities for students to take the required courses needed. In support of equity in success, the institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students. The College has adopted multiple measures for placement of students into math and English courses, consistent with California's Assembly Bill 705, and utilizes the College Level Examination Program (CLEP) program for credit for prior learning. By incorporating these two aspects into its operations, the College is employing equitable measures for placement.

Findings and Evidence:

The College's Curriculum Committee reviews all instructional programs to ensure appropriateness to the college mission and relevant laws and regulations. The institution has a clear and well-documented curriculum process. The College ensures broad-based dialogue during all steps of the curriculum process. The College has transitioned from a Curriculum Handbook, to all instructions and faculty resources posted on the curriculum committee website. The College has transitioned to eLumen for curriculum and outcomes assessment. In eLumen, when new curriculum is proposed, faculty are given instruction on the mapping of Course SLOs to Program SLOs (PLOs) and Institutional SLOs (ILOs). The outcomes are mapped within eLumen and available for reports. The College has about 75% of course SLOs mapped to PLOs.

The College's master program review and SLO assessment document schedule, track, and monitor course and program-level outcomes assessment. The curriculum committee reviews and approves all distance education courses to ensure that the mode of delivery matches whether it is offered face-to-face, hybrid, or online. (II.A.1)

The quality of curriculum is reviewed and maintained by the curriculum committee. Curriculum is reviewed on a regular basis as part of the program review process that is overseen by the Student Learning and Program Effectiveness Committee (SLAPEC). Faculty systematically review curriculum and report annually on program review in either a full self-evaluation or an update self-evaluation, as they alternate on a yearly basis. As part of the curriculum and program review processes, curriculum is scheduled to be reviewed every five years and every two years for CTE courses and programs. The program review process is integrated and embedded in college planning processes. The program review process has a well-documented schedule to ensure all programs are reviewed and evaluated on a regular rotation. Program review criteria incorporates the disaggregation of data for faculty to review and discuss in order to reduce and close student achievement gaps. Resources as part of the program review process are prioritized and allocated to departments. Departmental faculty, including adjunct faculty, meet to discuss the effectiveness of allocated resources. (II.A.2)

As part of the integrated program review process, student learning outcomes are regularly assessed on a compliant regular rotation. The program review committee has published a schedule, by semester, for SLO review. Departments and divisions can view the document to help monitor where they are in the timeline. Departmental faculty, including adjunct faculty, meet to discuss and analyze the student learning outcomes data in order to make any adjustments in the curriculum or delivery of the curriculum to increase student achievement. The team reviewed several randomly selected syllabi and found that most of the syllabi reviewed contained student learning outcomes. However, team members found inconsistencies between officially-approved SLOs on Course Outlines of Record and those found on syllabi as well as inconsistencies on the distinction between SLOs and course objectives. (II.A.3)

West Valley College offers pre-collegiate curriculum in English, Mathematics, Learning Resources, ESL, GED Preparation, and Reading. The courses are clearly communicated to students in the College catalog and distinguished from degree-applicable and other non-credit courses. Further, the College provides a chart for students in the catalog that highlights the specific area and purpose of the courses including Basic Skills Courses, Support Courses, Preparatory Courses, and Tutoring Courses. The courses are provided in order to help students advance and succeed in college-level curriculum. (II.A.4)

The College has clearly defined and published policies that outline the requirements for all degrees and programs offered. This information is published in the college catalog and website. The College has established general education requirements that align with degree and transfer requirements. The team has verified, through the examination of the college catalog, course outlines of record, and board policies and procedures, that West Valley College offers degrees and programs that are consistent with American higher education in regard to breadth, depth, rigor and unit count, specifically meeting the minimum requirement of sixty units for an Associate degree. (II.A.5)

West Valley College faculty and deans incorporate data review and analysis in the scheduling of courses each term. The College has employed course sequencing in scheduling to enhance student achievement and reduce the time to completion. Working collaboratively with the Office of Institutional Research, faculty and deans coordinate course offerings within the College and District to maximize student achievement. The College distributes scheduling guidelines and class time grids to maximize efficiency and to provide a seamless schedule of classes for students in all time blocks that enable students to progress toward completion of a degree or certificate in a timely manner. Courses offerings are reviewed in totality of the college locations and distance education. The College is also collaborating across academic affairs and student affairs to produce a schedule that will facilitate the college's Guided Pathways work to assist students in completing a chosen pathway efficiently. (II.A.6)

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. The programs under the Office of Student Equity and Success provide students, regardless of learning or physical ability, the resources needed to be successful regardless of delivery mode. Programs like Disability and Education Support Program (DESP), Extended Opportunity Programs and Services (EOPS), Puente, Umoja, and the Veterans Resource Center exist to support the student journey experience and to successful completion. The College has adopted Net Tutor, which is accessible and available for all West Valley College students, including distance education students. (II.A.7)

West Valley College has adopted multiple measures assessments for incoming students in English and mathematics for the implementation of AB705. This multiple measures approach helps to eliminate bias in test-taking. In the direct assessment of prior learning, the College utilizes the College Level Examination Program (CLEP). The exams administered as part of this program allow students to earn credit for their prior learning. (II.A.8)

West Valley College offers units of credits that are consistent with generally accepted norms or equivalencies in higher education. Students are evaluated on competencies based on the student learning outcomes which are mapped to course objectives. Through its program review process and the SLAPEC committee, the College thoroughly reviews and evaluates student learning outcomes assessments. (II.A.9)

The College clearly publishes transfer-of-credit policies in the college catalog, website, and through the transfer center. Students may transfer by completing transfer-level courses, which may be facilitated by articulation agreements with four-year institutions. Students may visit the West Valley College Transfer Center for assistance in the pursuit of transfer and further degree attainment. Additionally, West Valley College utilizes California's assist.org system to evaluate transfer credits from other institutions. (II.A.10)

West Valley College has developed eight core competencies (ILOs): critical thinking and information literacy, quantitative and qualitative reasoning, effective communication, technological competency, personal responsibility, social responsibility, global awareness and diversity, and creative problem solving. Beginning three years ago, the campus began transition

to eLumen for curriculum and outcomes assessment. In eLumen, faculty have the technology resource and opportunity to map SLOs to PLOs to ILOs. Department faculty have been mapping outcomes as courses and programs go through the review process. The team reviewed randomly-selected courses and programs in eLumen and have verified this information. (II.A.11)

All degree programs include an element of general education outcomes. The curriculum committee, along with the SLAPEC, are responsible for the evaluation of the general education outcomes. The General Education Review Subcommittee reviews the general education status and placement of new and existing courses. (II.A.12)

West Valley College offers programs where each program is focused on at least one area of inquiry or an established interdisciplinary core. Department faculty, through the curriculum process, choose the core competency (or competencies), which are mapped to the PLOs and ILOs for the program. The transition to eLumen helps to facilitate this for the faculty, curriculum committee, and the SLAPEC. (II.A.13)

The team has verified that West Valley College maintains advisory committees for all of the offered career and technical education (CTE) programs. Advisory committees, through feedback, help to ensure that the course and program-level outcomes match that of the industry, whereby creating an opportunity for students to obtain technical and professional competencies for successful employment. Additionally, the curriculum committee reviews EMSI labor market data, along with data provided by the Office of Workforce development when approving curriculum. The College also has several programs that have acquired external accreditation and opportunities for students to earn industry certifications. (II.A.14)

The team has verified that West Valley College has developed procedures for Program Discontinuance that meet the requirements of Education Code Section 78016, Title 5 Sections 51022 and 55130, and Board Policy 4020: Programs, Curriculum, and Course Development. Programs go through a regular cycle of review. Non-CTE programs are reviewed every five years and CTE programs are reviewed every two years. The Academic Senate, along with Board policy and procedure, support the process for program discontinuance and is well documented. Several qualitative and quantitative factors are reviewed in order to have the least impact on students. (II.A.15)

The College ensures program relevance, currency, and appropriateness through its established systematic processes. The curriculum committee reviews courses and programs, regardless of mode of delivery, to higher education and college criteria on a regular cycle according to college policies and legislation. In addition, the SLAPEC reviews student learning outcomes, program level outcomes, and is responsible for the oversight of program review. (II.A.16)

Conclusions:

The College meets Standard II.A and related Eligibility Requirements.

College Recommendation #2 (Improvement): In order to improve, the team recommends that the College establish institutional procedures to ensure that the officially approved course outlines include student learning outcomes commensurate with the scope of each course, and that students in every class section receive a course syllabus that includes those approved learning outcomes. (II.A.3)

II.B. Library and Learning Support Services

General Observations:

West Valley College library and learning support services are sufficient in quantity, currency, depth, and variety to support student learning and achievement. One particularly innovative service is the Books for Food program, in which students are able to donate ten cans of food in exchange for the right to borrow textbooks for one class. Library policy and a proactive approach to selection and maintenance of educational equipment and materials ensure that student learning is supported. The library and learning support services utilize student learning outcomes and institutional research data to assess their adequacy in meeting identified student needs.

Findings and Evidence:

The library and other learning support services provided at West Valley College support student learning and achievement. The library includes a 40,000 square-foot facility that provides ample room for learning, including study rooms, collaboration spaces and workstations, computers, and a technology-enhanced classroom. The library also offers services, materials, and resources. The team was particularly impressed with the Books for Food program, where students can donate ten cans of food for the right to borrow textbooks for one class for the semester. The Library Program Review notes that in 2015-16 there were "1,298 textbooks circulated for 67 courses. Since 2013, 20,900 pounds of food have been donated." The College offers four learning support services for students: Success Center, Math Resource Center, ESL Skills Lab, and World Languages Center. These learning support services are offered in a variety of formats to ensure that students are successful in their courses. Overall, these services are sufficient in quantity, currency, depth, and variety. (II.B.1)

The Library Collection Development Policy guides a collaborative and effective approach to selecting and maintaining educational equipment and materials. Librarians are responsible for selecting and purchasing materials based on need and faculty recommendations. It is clear from the evidence and conversations with Library staff that they have taken a very proactive approach to determining need, including development of the liaison program (librarians assigned to each instructional department), sitting in on Curriculum Committee meetings, collaboration with learning support services, and adoption of innovative new technology (e.g., LibGuides and Link+). (II.B.2)

The library and learning support services utilize student learning outcomes and institutional research data to assess their adequacy in meeting identified student needs. While evaluation is ongoing each semester, this work is formally documented and reviewed in the program review process. These data include SLO assessment, evaluations, usage data, comment cards, and

surveys, which are utilized for improvement of services. For example, the library modified the research orientation based on this process of improvement. (II.B.3)

The library relies on several external vendors to provide support with circulation, cataloging records, catalog supplementing, technology services, and a cafe. While vendors are evaluated in library department meetings at the time of adoption and renewal based on satisfaction with services, efficiency, and affordability, this process is not formalized in policy. (II.B.4)

Conclusions:

The College meets Standard II.B and related Eligibility Requirements.

II.C. Student Support Services

General Observations:

Student support services at West Valley College are administered through varied departments, centers and programs. Their tasks align with the College's mission of supporting students in their academic pursuits and goals. Student services, learning communities, Athletics, Health Services and the Disability Education Support Program are regularly evaluated through program review for effectiveness and improved upon when required. Distance education students are supported and extramural monies fund online tutoring, expand online counseling, and support faculty professional development endeavors. The College has made a commitment to student equity and success and has hired a manager to lead the effort. Collaborative practices and processes are in place to solicit input/feedback for institutional improvement critical to student learning and success. Policies and procedures are in place for proper records maintenance.

Findings and Evidence:

Support programs are regularly evaluated through program review as are counselors and instructional faculty members per bargaining unit contract. Evidence for support of student learning is provided by student feedback through surveys and other mechanisms. The college has prioritized the value of student input by hiring a Director of Student Needs. (II.C.1)

The institution has identified and assesses learning support outcomes. The assessment data is used to continuously improve student support programs and services. The mechanism by which this is accomplished is through program review led by SLAPEC. Self-reflection components of program review encompass whether equity goals have been met. (II.C.2)

Equitable access to services by all students is provided in an appropriate and comprehensive fashion, including face-to-face and online services. A priority has been placed on equity as a Dean of Student Equity and Success has been hired. Embedded counselors at various schools (in existence and planned) provide increased access. The Disability Education Support Program appears robust in participation and support. The college also provides innovative, equity-minded services such as Food for Books, Safe Park program for housing insecure students, free on-campus child care from morning through evening for students enrolled in at least six units, and

the Veterans Resource Center and its associated Veterans Flight Deck outdoor convening area overlooking the creek. These services provide an extra measure of support to students with specific needs to provide them an equitable chance to succeed in their courses and programs of study. (II.C.3)

Co-curricular programs and athletics programs are aligned with the institution's mission and are conducted using sound educational policy and standards of integrity. The athletics programs satisfy compliance measures for both the State and Federal agencies. Collectively, the co-curricular and athletics programs contribute to the educational experience of the students. The programs have their respective budgets and the institution has the responsibility for control of these programs. (II.C.4)

The College provides counseling and/or academic advising programs to support student development and success. Counseling is provided in varied centers and programs. Embedded counselors in specific schools increase student access to advising. Counselor training is ongoing, and it allows counselors to provide timely, useful, and accurate information. The college catalog reflects relevant academic requirements, including graduation and transfer requirements. (II.C.5)

The College has adopted and adheres to admissions policies consistent with its mission. Qualifications of students that are appropriate for its programs are specified and the college catalog describes clear pathways to complete degrees, certificates, and transfer goals. Counseling and advising services support these academic student endeavors and goals. (II.C.6)

The institution regularly evaluates admission and placement instruments and practices to validate their effectiveness, while minimizing biases. The College mobilized and formed a taskforce to evaluate and implement the mandates of AB705 regarding placement of students in pre-transfer math and English. A self-placement tool for math and English placement using multiple measures was developed collaboratively. The College is engaged in data collection to inform their practice. (II.C.7)

The College maintains secure student records, permanently, securely, and confidentially consistent with board policies and administrative procedures. The College follows HIPPA and FERPA guidelines, and it has developed a Retention and Destruction of Records Guide. The District also provides support and Title IV regulations are followed. (II.C.8)

Conclusions:

The College meets Standard II.C and related Eligibility Requirements.

College Commendation
The team commends the College for assuring equitable access to its students by providing appropriate, comprehensive, and reliable services to students. Included among these are innovative, equity-minded services such as Food for Books, Safe Park program for housing insecure students, free on-campus child care from morning through evening for students enrolled in at least six units, and the Veterans Resource Center and its associated Veterans Flight Deck outdoor convening area overlooking the creek. (II.C.3)

Standard III

Resources

III.A. Human Resources

General Observations:

The College has procedures and policies in place to ensure the hiring of qualified faculty, administrators, and staff that possess the proper qualifications. Faculty play a significant role in the recruitment and hiring of faculty. Human Resources screen all qualified applicants to ensure they meet minimum qualifications and that they hold the appropriate degrees. There are concerns about the percent of classified employees that have not been evaluated within the required deadline. The College provides training opportunities for part-time and full-time faculty. The institution has a sufficient number of administrators to support the institution's mission except in the area of institutional research. The District's faculty internship program has helped develop new faculty and provide a diverse faculty pool.

Findings and Evidence:

As delineated in the ISER and validated through in-person interviews on campus and a site visit to the District Human Resources office, the College has established proper procedures to ensure the hiring of qualified administrators, faculty, and staff. Personnel selection procedures and employee qualifications are illustrated in job announcements and on the HR website. Job descriptions accurately reflect employees' duties, responsibilities, and authority. (III.A.1)

In both the ISER and HR practices, it is evident that the process for hiring qualified faculty ensures appropriate subject matter expertise and requisite skills to perform duties. Faculty have the appropriate degrees, experience, expertise, and skills to effectively perform their duties and contribute to the mission of the College. Faculty job descriptions outline their general duties as instructors and the specific duties in their field, and include professional duties in curriculum development and assessment of learning. (III.A.2)

HR procedures and established minimum qualifications similarly ensure that administrators and other employees overseeing educational programs and services possess the appropriate qualifications. Human Resources ensures all applicants are screened to ensure they meet minimum qualifications and hold required degrees. (III.A.3)

As noted in the ISER and validated on site, faculty and administrator credentials are from accredited U.S. institutions or, when necessary, are externally validated as equivalent. (III.A.4)

The District Office of Human Resources is responsible for ensuring that all managers and classified employee evaluations are conducted in a timely manner and in accordance with established procedures. Manager contracts cannot be renewed until evaluations are completed. The Office of Instruction handles all faculty evaluations and ensures compliance with established

procedures. It was difficult for the College to gather and provide information from the District's HR Office on the number and percent of employees that were evaluated on time. The initial information provided lacked adequate details. This raised concern from the accreditation team regarding the District HR Office's ability to adequately support the College with data on evaluations. Once the information was provided it was evident that the College has not regularly evaluated classified employees. Only 26% and 83% of classified employees and administrators, respectively, had evaluations completed within the required deadline. (III.A.5)

A review of the College's course offerings provided evidence that the institution employs sufficient faculty members to instruct its array of courses and programs. Moreover, faculty members are active participants in professional duties essential to the quality educational programs and services in pursuit of the College's mission and purposes. (III.A.7)

Part-time faculty are offered opportunities to participate in training. The established Training Educators Advocating Change (TEACH) Center provides full-time and part-time faculty development and support in various areas including orientation, teaching pedagogy, and mentorship. Additionally, the College has earmarked funds for staff development. (III.A.8, III.A.14)

In general, the College has adequate staffing to support its educational, technological, physical, and administrative operations of the institution. Based on interviews with constituents, it is evident that the college lacks sufficient capacity in the area of institutional research. Additionally, based on interviews with students, they shared concerns about the vacant Director of Student Development position. (III.A.10)

The College provided evidence of personnel policies and procedures that are established in support of operational effectiveness. These policies are prominently located on the Human Resources website. HR personnel ensure that these policies and procedures are fairly, equitably, and consistently administered. The District has recently implemented a new policy review process to ensure all policies are regularly reviewed and updated with the most recent regulations and institutional goals. (III.A.11)

In spring 2019, the District approved a Faculty Diversity Internship Program (FDIP) to enhance the College's efforts toward building a diverse and representative faculty. Funding for the paid internship program is through the Land Corporation, which supports several initiatives at both Colleges and the District. The FDIP launched in fall 2019 with an initial cohort of eleven participants from thirty-six applicants. Approximately 70% of the first cohort are Latinx with others of Asian descent. At least four of the eleven have been employed after one semester of participation. This program was part of the District EEO Plan and in keeping with the multiple measures used by the state Chancellor's Office. The team was impressed by the intentional efforts taken by the District to address the inequity in representation when comparing faculty demographics to that of the students. (III.A.12)

Board Policy 3050 establishes an Institutional Code of Ethics for all employees and Administrative Procedure 3050 illustrates both expectations of employees and consequences for

violations, as expected by this Standard. The District has established board policy that upholds a professional code of ethics. (III.A.13)

As previously noted, the established Training Educators Advocating Change (TEACH) Center provides full-time and part-time faculty development and support in various areas including orientation, teaching pedagogy, and mentorship. The Human Resources website also provides guidelines for faculty Professional Growth and Development proposals aligned with the faculty collective bargaining agreement. Similarly, collective bargaining agreements with all other employee groups include growth incentives, which are supported by funds specifically earmarked for staff development, and a variety of in-person and online training opportunities for all employees. (III.A.14)

As described in the ISER and validated on site, the Human Resources office ensures the security and confidentiality of all personnel records. All records are stored in locked file cabinets in a secure location or electronically stored in carefully protected databases. Each employee can access their personnel records in the Human Resources office, as expected by law and this Standard. (III.A.15)

Conclusions:

The College meets Standard III.A and related Eligibility Requirements, with the exception of Standard III.A.5.

District Commendation: The team commends the District for its creation of processes, programs, and services to increase faculty equity and diversity, consistent with its mission, including implementation of the Faculty Diversity Internship Program (FDIP) and EEO planning. (III.A.12)

District Recommendation #1: (Compliance) In order to meet the standard, the team recommends that the District systematically evaluates all personnel at stated intervals in accordance with college policies. (III.A.5)

III.B. Physical Resources

General Observations:

Maintenance and operations for all West Valley College physical resources are provided by the District Facilities Department. Functional responsibilities are clearly articulated and are supported by applicable policies and administrative procedures. The Education and Facilities Master Plans (EFMP), the Five-Year Construction Plan, Bond Program Project List, and Project Priority lists for Measures H, C, and W ensure that the College's short- and long-term facility needs are identified and support the College's mission, strategic plans, programs, and services. Participatory governance processes, both at the College and District levels, ensure effective input from constituencies and help to create positive learning and working environments throughout the District.

Planning, construction, and maintenance of facilities are done to ensure access, safety, security, and a healthy learning and working environment. During construction of new facilities or renovation of existing structures, the District plans and installs a new Access Control and Monitoring System (ACAMS). Each building has life safety systems, including an ACAMS and a lockdown pull station system, with access provided to identified and approved faculty and staff members via an electronic access card. The District is currently in the process of updating their Security Master Plan, guided by the work of a committee led by the District Police Chief and including representatives from both campuses and the District. The department utilizes a web-based work order system, accessible to all employees, to assign and track facilities work orders for both campuses. The District employs adequate staff to efficiently operate and maintain its physical resources. The District employs sustainable practices when designing and maintaining its facilities to promote healthful learning and working environments. West Valley College has three buildings that have achieved Leadership in Energy and Environmental Design (LEED) certification, with ratings of "Gold," "Silver," and "Certified," respectively. (III.B.1)

The College follows the process specified in the CCC Chancellor's Office Facilities Planning Manual for planning, design and construction of new, replacement, and renovated facilities. Tools used when planning projects include the Educational and Facilities Master Plan (EFMP), the Five-Year Construction Plan, the FUSION Facility Assessment Study, the Five-Year State Scheduled Maintenance Plan, and the Land Corp. Capital Improvement Plan. The District has adequate resources in place for the design and construction phases of planned projects, including architects, internal work teams, and two construction management consultants. (III.B.2)

The Educational Master Plan drives the Facilities Master Plan. The combination of the two informs educational and facilities goals and objectives for a long-range capital outlay program. The EFMP is updated every five years, with the most recent update due in 2020. (III.B.3)

The West Valley-Mission Community College District owns valuable land in an area near Levi's Stadium in Santa Clara County. Corporations and developers lease this district-owned land and the revenues go to the nonprofit Land Corporation, which in turn pays rent to the District in an amount equal to 25% of the gross annual (fiscal year) ground lease revenues received. Specific funding is allocated to six categories established by the Land Corporation: two innovation funds, technology refresh and instructional equipment, scheduled maintenance, a scholarship program, an entrepreneurial fund, and capital improvements and special projects. The Land Corporation has an annual independent audit. (III.B.3)

The District and West Valley College recently finalized a Total Cost of Ownership process to inform long-range capital plans. The stated intent of the process is to "develop a standard of Total Cost of Ownership of Facilities that establishes a transparent, holistic, and efficient approach to facility asset management and resource allocation." (III.B.4)

Conclusions:

The College meets Standard III.B.

III.C. Technology Resources

General Observations:

The District has made significant investments in technology during the past five years to support the college's academic programs, student services, and operational functions. Based on interviews with constituents, there is consensus that the new acquisition of technology has helped the college improve services to students and overall work efficiencies. There are concerns about College and District processes for planning and acquiring technology.

Findings and Evidence:

Since the College's last self-evaluation there have been significant technological investments, including the implementation of Banner as an Enterprise Resource Planning (ERP) system, Canvas, virtual desktops, document workflow, and web development. (III.C.1)

IT is a centralized district function. Under the new Dean structure, IT requests are submitted as proposals to Division Deans who are responsible for reviewing those proposals with the VP of Administrative Services. Decisions on what projects are funded are negotiated between department Deans and the VP of Administrative Services. During the team's conversations, some constituents expressed concern regarding the lack of broad-based communication about the results of this process. Furthermore, there appears to be a disconnect between program review and resource allocation. Based on conversations with various constituents, there is no formal coordinated effort from the district to ensure technology decisions are properly vetted. The District's new Associate Vice Chancellor of Information and Educational Technology plans on providing the required coordination by establishing a districtwide committee or workgroup. Furthermore, the college lacks an IT plan. (III.C.2)

The team visited and spoke with constituents about classrooms, offices, meeting spaces, and the library. It was apparent to the team that the College assures its technology resources properly, safely, and securely support instruction and student learning in all locations, including classroom technology, instructional software, library systems, server infrastructure, data storage, virtual desktops, student services, and administrative support. (III.C.3)

As indicated in the ISER and validated through interviews, the District provides appropriate instruction and support for effective implementation and use of technology. For example, extensive instruction was provided to train employees on the usage of their new ERP and Canvas systems. (III.C.4)

A review of the District Board Policies and Procedures website verifies that the College has established policies and procedures to guide the appropriate use of technology in teaching and learning, including BP/AP 3720 Computer and Network Use and BP/AP 3725 Information and Communications Technology Accessibility and Acceptable Use. In addition, the College provides and ensures compliance with guidelines for distance education. (III.C.5)

Conclusions:

The College meets Standard III.C.

District Recommendation #2: (Improvement) In order to improve quality and ensure that capacity of technology is adequate to support the College's mission, operations, programs, and services, the District should continuously plan and coordinate technology updates and replacements with the colleges. (III.C.2)

III.D. Financial Resources

General Observations:

In order to ensure that financial resources are adequate, appropriately utilized, and support student learning and success, West Valley College and the West Valley-Mission Community College District (WVMCCD) partner to manage financial resource planning, fiscal responsibility and stability, internal controls, contractual agreements, and short- and long-term debt instruments and liabilities.

External financial and compliance audits over multiple years with "unmodified" results provide evidence that the College's financial resources are well managed, are in compliance with federal, state, and local requirements, and that sufficient internal control mechanisms are in place.

West Valley College employs participatory governance processes and procedures to ensure input from multiple constituencies in budgeting, planning, and resource allocation. This includes participation from individual departments and areas of operation, the Budget and Resources Advisory Council, College Council, and President's Cabinet.

Due to rising property tax revenues, the WVMCCD became a "Community Supported" or "Basic Aid" district in 2013 and has maintained that status. The District does not receive general FTES-based state apportionment for its General Fund.

Findings and Evidence:

The District's Resource Allocation Model (RAM) closely follows the State of California's funding models with a basic allocation based upon FTES as the driver. Total Computational Revenue (TCR) is calculated using the state's per FTES apportionment rates. As a "Community Supported" or "Basic Aid" district, TCR is then used as a reference point to determine the Unrestricted General Fund revenue. Additional Community Support Funding augments the TCR, with the District's funding per FTES exceeding the state's per FTES apportionment rate. West Valley College notes that the Student Centered Funding Formula (SCFF) has altered the determination of TCR and influences how UG Funds are allocated within the District. The College is working through adjustments necessitated by the new process. (III.D.1)

The College's Budget Development Handbook guides financial planning and budget development processes. The Budget and Resources Advisory Council (BRAC) is in place for the purpose of integrating program review, planning, and funding. Annual integrated planning and resource allocation activities align student and program learning outcomes and assessment, program review, and budget planning. The entire process is reviewed through participatory governance mechanisms. However, numerous faculty members expressed concern about links between completed program reviews, prioritization processes, and eventual expenditures and purchases. As noted in the College's Actionable Improvement Plan for this Standard, the elimination of faculty chairs and addition of division deans has changed the process for budgeting and resource allocation. The team recommends a review of planning cycles to ensure adequate time for substantial dialog about department- and division-level priorities. (III.D.2)

Overall College budget and resource planning processes provide opportunities for participation throughout the budget development cycle. Regular fiscal reports from the District to the Governing Board and to the College executive team provide realistic snapshots of the current budget status and provide budget projections, including compliance with the Faculty Obligation Number. (III.D.3) (III.D.4)

Board policies and administrative procedures ensure that internal control mechanisms are appropriate and comply with state and federal requirements. Annual financial audits of financial statements are conducted to ensure compliance with applicable regulations, including policies and procedures regarding internal fiscal controls. Annual District financial reports are presented to the District Council, the Audit and Budget Oversight Committee, and to the Board of Trustees. All reports presented at Board meetings are available for review online. (III.D.5)

Systems for financial and internal control are in place, including a regular audit process, and compliance with reporting for federal and state grants, special fund allocations, funds from local bonds, and other funds with specific restrictions. A recent FCMAT Fiscal Health Risk Self-Assessment indicated the District has a very low fiscal risk. The College's annual independent audit confirms that financial documents and reports adhere to generally accepted accounting standards and California community college practices. The stated budget development processes ensure a final annual budget designed to support student learning and student support services. Audit reports have noted an "unmodified opinion" for a number of years. (III.D.6) (III.D.7) (III.D.8)

The institution maintains sufficient cash flow as reported in the Annual Financial Report and the quarterly Fiscal 2019-20 first quarter state 311 report. Per Board policy, the institution maintains a 5 percent budgeted reserve in designated unrestricted fund balances, and a contingency reserve of no greater than 3 percent. These reserves are reported in the district's annual budget and confirmed through the District's audit report. Evidence is provided to indicate that the College and District maintain sufficient insurance. Ongoing assessment of potential risks is done through review of financial conditions and state funding levels at the District Council and Chief Budget Officer's meetings and by the Board of Trustees. (III.D.9)

West Valley College and the District conduct a quarterly fund examination to monitor balances and review revenue/expenditure flows. An annual external audit is prepared, including financial

aid review to ensure compliance with state and federal laws and regulations regarding processes and use of funds. Audit reports for 2018 and 2019 rendered unmodified opinions. District oversight of fiscal resources is provided through the Vice Chancellor of Administrative Services, along with management of institutional investments. College-level oversight is led by the Vice President of Administrative Services and the College Fiscal Services Office working with District Administrative and Fiscal Services. Categorical and grant programs are administered based on the requirements of the respective programs. (III.D.10)

Per Board of Trustee policy, budget projections address long-term goals and commitments. The institution tracks and regularly reviews its long-term obligations, consisting primarily of bond measures, revenue bonds, pensions, compensated absences, and faculty banked leave. The District maintains a Standard and Poor AAA credit rating. The District's Vice Chancellor of Administrative Services office publishes a quarterly budget-to-actual variance analysis, which is distributed to the District Council, the West Valley Vice President of Administrative Services, and to the Board of Trustees. Fiscal management practices support a reasonable expectation of short- and long-term financial solvency. (III.D.11)

The District's potential post-employment liabilities are fully funded. A 2019 actuarial evaluation report noted that the District's fiduciary net position exceeded total Other Post-Employment Benefits (OPEB) liability by almost $7 million. All obligations are current with provisions and reserves for predicted future liability payments, taking into account anticipated PERS and STRS contribution increases. (III.D.12)

Per the District's Annual Audited Financial Report, long-term obligations are serviced annually, and debt obligations are summarized in the Annual Financial Report. Revenue bonds were issued in 2009 and 2011 and interest rates on the bonds will be partially offset by federal subsidies. The District has set aside funds to refinance the majority of the bonds in the current fiscal year. (III.D.13)

The Vice President of Administrative Services manages funds from grants and auxiliary resources. Allocations are done in alignment with the District's budget development process and state law. Management of fundraising is done at the campus level and a recently hired Director of Advancement is in the process of developing appropriate activities. A financial audit determined that financial statements for bond funds accurately represent their status and a Citizen's Bond Oversight Committee ensures that the reporting is accurate and done in a timely fashion. (III.D.14)

West Valley College's student loan Cohort Default Rate average for the latest three-year reporting cycle is within federal standards and guidelines. Federal student loan documentation, practices, and funds distribution are audited annually to ensure compliance. An audit recognized that the College previously had not adhered to compliance requirements. West Valley College took steps to improve adherence and was able to lower student loan default rates to within acceptable limits, per the National Student Loan Data System. The College also noted that they had allowed a large accounts receivable amount to accumulate and they took steps to lower it. (III.D.15)

Board of Trustees' policies and administrative procedures are in place to ensure that contracts with external entities comply with Education Code, Public Contract Code, and Board policies. Purchasing, vendor contracts, and similar documents are managed through the District's Office of General Services. (III.D.16)

<u>Conclusions:</u>

The College meets Standard III.D and related Eligibility Requirements.

College Recommendation #3 (Improvement): In order to improve the effectiveness of budgeting and resource allocation, the team recommends that the College conduct a review of planning cycles to ensure adequate time for substantial dialog about department- and division-level priorities. (III.D.2)

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

West Valley College has a long-standing commitment to participatory governance, which is consistent with BP 2510 and the College's Decision-Making Plan. The participatory governance structure includes the College Council, and the executive councils, (Academic Senate (AS), Classified Senate (CS), Division Chair Council (DCC), Executive Staff Council (President's Cabinet-PC), Student Senate (ASB), and Student Services Council (SSC). The College Council is the primary participatory governance body. The College Council membership consists of broad representation across the college. The decisions of each council are considered to be the final decisions and recommendations of the college community.

Findings and Evidence:

West Valley College offers many opportunities for broad input from across the College in various established committees and councils. Each committee and council member represents a constituent group for information dissemination and feedback loops. Leaders validate and encourage one another to strive for innovation and institutional excellence. For example, the Chancellor's Round Table meeting draws faculty and staff leaders together with the Chancellor to work together toward District goals. Additionally, forums are scheduled as needed for initiatives and further dialogue. Through the integrated planning process, college departments and areas document how they are meeting the mission of the College through self-evaluation. (IV.A.1)

The participatory governance structure with regard to decision-making is illustrated in BP 2510. The College's decision-making process includes the input from faculty, students, classified professionals, administrators, and the community. Each committee's by-laws help to ensure the role of each committee in decision-making. (IV.A.2)

In addition to BP 2510, the College's administrative structure is outlined in the WVMCCD Administrative Handbook. The roles of administrators and faculty are clearly defined through participation in governance committees across the College. Upper-level administrators exercise their voices through the VP Council. (IV.A.3)

Faculty members and academic administrators have responsibility for recommendations about curriculum and student learning programs and services through well-defined structures that include Academic Senate subcommittees. Board policies and procedures consistent with state legislation underlie this responsibility. (IV.A.4)

Through its system of board and institutional governance, the College ensures the appropriate consideration of relevant perspectives and decision-making aligned with expertise and responsibility. Campus constituencies work independently and collaboratively through formal mechanisms to meet college goals on institutional plans, policies, curricular change, and other considerations. At the District level, the College participates in district-wide decision making through formal collaborative structures as well. (IV.A.5)

The processes for decision-making and the resulting decisions are documented and widely communicated across the college. Through such mechanisms as formal written reports, participatory governance discussions, and public open meetings, the College communicates plans on college initiatives consistent with the mission statement and annual goals. (IV.A.6)

Through the Board Policy and Administrative Procedures Update Process and Calendar, Board policies and procedures are reviewed and updated on a yearly basis. College-wide input is facilitated through the Academic Senate, Student Services Council, and the College Council. The College acknowledges that college-wide procedures are evaluated on an as needed basis. The team had a concern that a systematic process review was not in place for college-wide procedures and processes. The team also heard concerns from constituents about insufficient communication out to the field regarding the outcomes of governance discussions. (IV.A.7)

Conclusions:

The College meets Standard IV.A.

College Recommendation #4 (Improvement): In order to improve, the team recommends that the college conduct an evaluation of the effectiveness of leadership roles and communication in governance and college-wide processes and procedures. (IV.A.7)

IV.B. Chief Executive Officer

General Observations:

The College's long-term president, Bradley Davis, was elevated to the Chancellor position on July 1, 2019. The new West Valley College President, Stephanie Kashima, was appointed on January 21st, 2020, just prior to the team's visit. The President is empowered by the Chancellor, who is empowered by the governing board, to provide leadership to West Valley College and is responsible for the overall administration of the College's instructional, student services, institutional support, academic support, community education and training programs, and workforce development. An established administrative and participative governance structure supports the President's efforts to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Findings and Evidence:

Board Policy 3100 formally describes the flow of executive authority within the District. As expected by this Standard, the Chancellor has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel,

and ensuring institutional effectiveness. Interviews with campus constituencies coupled with the ISER illustrate that the Chancellor holds and carries out these responsibilities effectively. (IV.B.1)

The Board has delegated oversight and evaluation of the College's administrative structure to the President. As documented in the organizational chart, the Vice President positions are direct reports to the President. The prior President provided leadership in the relatively recent reorganization in the instruction area, which included the introduction of academic deans. Recently, President Kashima selected a Provost and Vice President of Academic Affairs. President Kashima is focused on mitigating the impact of remaining open or interim executive positions, creating "consistency and stability in" and providing effective mentorship as needed. Evidence reviewed by the team illustrates a culture supportive of appropriate delegation to senior administrators. (IV.B.2)

President Davis actively guided the planning, evaluation and implementation of efforts to support systemic improvements in teaching and learning. The District's expectation that the President perform this critical role is memorialized in the "Opportunities and Challenges" section of the September, 2019, Job Announcement for the President of West Valley College. Based on interviews with President Kashima, she is keenly aware of these critical responsibilities and is focused on strategies to enhance the teaching and learning environment at the College. (IV.B.3)

Board Policy 3200 assigns primary responsibility for the accreditation process to the Chancellor. The Accreditation Timeline is developed locally at the College and approved by the College President. Agendas from the Executive Management Team identify that College leadership reports out to the Chancellor, and the Executive Management Team, on the accreditation process. Minutes from College Council meetings indicate that the College community is informed about the operational implications of the accreditation standards. As directed by the President, the campus community documented in the ISER that the College adheres to accreditation standards. (IV.B.4)

The President's ability to implement statutes, regulations, and governing board policies is enhanced by the expertise of staff within the College and District. The President, through regular meetings of the Cabinet, Executive Management Team, and Budget and Resources Advisory Council, oversees the College's operational activities and monitors the College's compliance with relevant statutes, regulations and governing board policies. Fiscal monitoring is ongoing and is supported by regular communication with fiscal experts at the College and District. (IV.B.5)

The prior President worked extensively and creatively with communities served by the College, with a particular focus on social justice issues. Of the many noteworthy collaborations between the College and community stakeholders, former President Davis is particularly proud of the facility enhancements made possible through the community's support of the bond measures. President Kashima's background, as well as the expectations of the Board, provide evidence that this will remain a priority for the College. (IV.B.6)

Conclusions:

The College meets Standard IV.B.

IV.C. Governing Board

General Observations:

The West Valley-Mission Community College District (WVMCCD) governing board is composed of a seven member elected Board of Trustees that oversees West Valley College, one of two accredited colleges within the District. Governing on behalf of citizens of the WVMCCD, the Board of Trustees maintains policies consistent with the mission of the district and that assure the academic quality, integrity and effectiveness of student learning programs and services, and the financial stability of the college. Board members are elected in staggered terms to ensure continuity of the board. Board members undergo orientation and training on a regular basis. The Board publishes its policies and procedures, assesses them as deemed necessary, and has a clear process for assessment of its own efficacy on a yearly basis. Board members act collectively, and in a manner consistent with the Board's policies and procedures, to support decisions made by the Board. Policies exist upholding a code of ethics and prevention of conflict of interest for Board members.

Clearly defined policies exist for selection and evaluation of the Chancellor. Authority to operate the District and its Colleges is also delegated by the Board to the Chancellor. The Chancellor is authorized to delegate assigned responsibilities, but is still responsible for those responsibilities assigned to others.

The Board reviews data regarding student learning and achievement and information on statewide initiatives, fiscal initiatives and audits, and the budget. The Board also receives information on Accreditation, the accreditation process, and the ISER.

Findings and Evidence:

Board of Trustees membership is clearly defined in BP 2010 and its authority over and responsibility for policies and administrative procedures in BP 2410. The duties and responsibilities of Board of Trustees Members is clearly outlined in BP2200. The Board of Trustees maintains policies to assure the academic quality, integrity and effectiveness of student learning programs and services and the financial stability of the college (BP 2220). Each year the Board adopts a budget development calendar and approves the tentative and final budget (BP6200). (IV.C.1)

The Board of Trustees acts as a collective entity on matters before it (BP2330). Once a decision is reached, all board members act in support of the decision (BP2715). On site discussions with members of the Board provided evidence of the collective and collaborative nature of the Board members. As one member stated, "Once the votes are in, the votes are in." Even in circumstances where there has been vigorous discussion surrounding a particular topic, the Trustees all pull together to support the Board decision. They clearly stated that the important thing is the support of the students, and that all of the Board members clearly work together to support the students in the District. (IV.C.2)

The WVMCCD has clearly defined policies for selection (BP2431) and evaluation (BP2435) of the Chancellor. Evidence was provided for the manner in which the District contracted for services to assist in the search and selection process, and also for the materials that are used in the evaluation process including chancellor job description and performance goals and objectives (BP 2430). Upon request, the college provided evidence in the form of Board agendas and minutes that evaluations of the Chancellor are conducted and reviewed by the Board in closed meeting sessions on a regular basis. (IV.C.3)

The WVMCCD Board of Trustees is an independent, policy making, elected body (BP 2010) that reflects the public interest. It has responsibility for supporting the colleges and representing community constituents based upon specific designated service areas for each trustee (BP 2100). Board policies 2200 and 2715 delineate the Board members' responsibilities regarding conflict of interest and reporting processes to ensure that there are no Conflicts of Interest (FPPC Form 700) that would cause undue influence or political pressure on board members. (IV.C.4)

The WVMCCD Board of Trustees adopts, revises and reaffirms policies that are consistent with the mission of the District (BP1200). BP 2200 states the duties and responsibilities of the Board with respect to ensuring the quality and integrity of student learning programs and services, and in providing the resources necessary to carry out this mission. The governing board has ultimate responsibility for educational quality, legal matters and financial stability and integrity. (IV.C.5)

Board policies and administrative procedures are published on the WVMCCD Board of Trustees website and are available to all members of the public. These board policies contain all necessary information regarding size, duties, responsibilities, structure and operating procedures. Significant policies concerning this information include BP2010, BP 2200, BP2220, BP 2410. (IV.C.6)

Board members engage in discussions, act on items, and review information consistent with the WVMCCD policies as evidenced by board meeting agendas and minutes. Administrators are assigned specific areas of responsibility for review (AP2410) on an ongoing basis and make recommendations for revisions as necessary. Additionally, a comprehensive policy review was conducted in 2012, and a partial review was completed in 2015. Evidence was presented in the ISER that all board policies are currently being reviewed and that this review should be completed and included in an updated website by March 30, 2020. The ISER also indicated that this would lead to the establishment of an ongoing yearly review cycle for the policies and related procedures to would be led by the District's Vice-Presidents Council. (IV.C.7)

Evidence was presented in the ISER supporting annual February board meetings where institutional researchers present student success data on persistence, matriculation, transfer, and certificate completion. Additionally, education and student support presentations are conducted monthly at board meetings, and additional focus presentations are conducted at 6-8 meetings per year. Examples were presented as evidence in the ISER. (IV.C.8)

WVMCCD Board Policy 2740 describes the Board's ongoing commitment to education for Trustees, including initial orientation for new board members. Board members are encouraged to attend two conferences each year held by the Community College League of California (CCLC);

multiple board members have attended over the last five years. The Board also holds supplemental meetings throughout the year that focus on a wide variety of topics such as state-wide initiatives, fiscal initiatives and audits, the budget, student success and instructional programs. BP2100 provides for continuity of board membership and staggered terms of office. (IV.C.9)

BP 2745 establishes the requirement, procedure and timeline for conducting a yearly, comprehensive board evaluation. The evaluation includes a self-assessment instrument, progress review of its annual performance goals, and a survey of all employees of the colleges and the district. The yearly board goals are updated as a result of this process on a yearly basis. Evidence of this process is found in the governing board minutes found on the Board of Trustees web page of the WVMCCD web site. (IV.C.10)

The WVMCCD Board of Trustees establishes board policies and administrative procedures that establish ethical practices and conflict of interest policies. BP 2710 states that board members may not have a financial interest in any contract made by the Board, or in any contract they may make as board members. If there appears to be a conflict of interest, or if there is a conflict of interest, the Trustee will not vote or debate the matter in question. Additionally, each Trustee fills out a State of California Conflict of Interest Form 700 to verify there are no perceived or real conflicts of interest. (IV.C.11)

Board policy 2430 delegates full authority for operation of the District and College to the Chancellor. The Board holds the Chancellor accountable for operation of the District and College through an annual evaluation. The Chancellor may delegate assigned powers and duties, but the Chancellor still maintains responsibilities for those delegated powers and responsibilities as stated in the Board Policy. Discussions with Trustees and with the District Chancellor provided evidence that the Chancellor clearly has the authority for all day to day operations in the district, and that the Board of Trustees is only involved in policy decisions, not in operations. (IV.C.12)

BP3200 sets forth the requirement for Board members to receive regular updates on the College accreditation process and the ISER for the College. The Chancellor is responsible for ensuring that the Board is involved in any accreditation process in which Board participation is required. The Board received accreditation training in 2018 through a scheduled Board meeting focus topic and a Board member reviewed ISER standard IV.C to provide input and clarification as necessary. The Board went through accreditation training during the Board meeting May 16, 2017, where members were trained on the ACCJC Standards that would be used for the 2020 ISER for the college. The training particularly pointed out changes in the Standards since the prior accreditation visit. The Board approved the ISER for the College at the December 10, 2019 Board meeting. (IV.C.13)

Conclusions:
The College meets Standard IV.C and related Eligibility Requirements.

IV.D. Multi-College Districts or Systems

General Observations:

West Valley College is one of two colleges in the West Valley-Mission Community College District (WVMCCD). The organizational structure is clearly defined along with roles and responsibilities. Information is communicated throughout the District through meetings of the District Council, the Executive Management Team, the Chancellor's Roundtable meetings, and the District Administrative Services Council. Communication between the District and the Colleges is regular and effective as evidenced by the presence of minutes from many of the meetings, and through the testimony of members of many of the council and committee members who were interviewed by team members.

A district Resource Allocation Model (RAM) is used to ensure fair and adequate allocation of resources throughout the district. The model was recently restructured to align with California's new Student Centered Funding Formula (SCFF). The funding formula provides adequate resources to the College. A Fiscal Workgroup and an annual audit ensure sound fiscal practices and expenditures for the College and District.

The Chancellor delegates full responsibility and authority to the College President who is held accountable through an annual evaluation process. Roles, decision making processes and governance structures are regularly reviewed and the outcomes are brought to the college for discussion and changes if necessary. Integration of District and College planning is carried out through various councils and committees including District Council, Executive Management Team, and the District Administrative Services Council. Facilities planning, for example, is accomplished through groups composed of members from the College and the District Facilities group, who work together to develop an Educational and Facilities Master Plan for each of the Colleges. Discussions in each of these groups supports the development of outcomes that supports the needs of the College.

Findings and Evidence

BP3100 defines the multi-college structure of the district; an organizational chart for the district is published which includes the district organization and the core administrative organization for the two colleges. The Chancellor provides leadership and communicates expectations through the District Council, Executive Management Team, Board of Trustees, Chancellor's Roundtable meetings and Administrative Services Council. During meetings with each of these groups, the interrelationships among these groups were clearly delineated both verbally and through a diagram that shows the relationships. District Council and workgroup meeting agendas and minutes were found that include information through the beginning of 2020. (IV.D.1)

The organizational structure, delineating the basic roles and responsibilities of the District and the College, is defined in BP3100 and published in an organizational chart shared with the team. Strategic planning and College needs are communicated and discussed at meetings with the District Management Team (EMT) and at District Council meetings. A district Resource Allocation Model (RAM) is used to allocate funding resources between the two colleges in the district. The RAM was most recently revised in April 2019 to align with the State's SCFF and to

provide additional transparency. As of the team visit, the RAM is undergoing its yearly evaluation process to determine if further adjustments need to be made to update the model further. The Educational and Facilities Master Plan, Board Administrative Procedures and Charter Materials each address components of the comprehensive services provided to each College in the District. District services, resources and support provided to the colleges are sufficient and equitable, as was confirmed in meetings held during the team visit. (IV.D.2)

The District has a resource allocation model (RAM) that ensures the fair and adequate distribution of resources. The RAM model allocates resources to West Valley College, Mission College, District Services and District wide. In conjunction with the RAM model, the associate faculty funding model allocates funding for part-time faculty and reassign time to the colleges. The models were vetted through the participatory governance process. They are also reviewed biannually by the Fiscal Workgroup and District Council. Community Support funds are allocated according to AP6240. The Fiscal Workgroup reviews quarterly financial reports. An annual audit including compliance and findings is published yearly. These processes ensure proper expenditures and sound fiscal practices for the College and District. (IV.D.3)

BP 2430 and AP 2430 authorize the Chancellor to delegate full responsibility and authority to the College President for the implementation and administration of operations at the College. The Chancellor holds the President accountable through an annual evaluation process. The most recent evaluation of the President was June 14, 2019; the signed evaluation is maintained in the employee file in Human Resources. (IV.D.4)

Planning at the District level and the College level are integrated through the District Master Plan and the College Educational and Facilities Master Plan. However, the team did not see examples of evaluations of processes that would support the effectiveness of the systems. The team supports the College's self-identified improvement plan for this area to evaluate the effectiveness of operations through surveys and other instruments. (IV.D.5)

District Council is where District and College personnel meet to discuss issues, share information, and make recommendations to the Chancellor. Additionally, the Chancellor also meets weekly with the District Executive Management Team which consists of the Chancellor's direct reports. Information is communicated between the District and the Colleges, and the Presidents share relevant information appropriately throughout the college community. The District and Colleges also share information through other sub-committees such as the 320 Workgroup. (IV.D.6)

The District regularly reviews roles, decision making processes and governance structures through the review and revision of Board Policies and Administrative Procedures. District Council and the Chancellor's Roundtable meetings are the final stage in the review of the Board Policies and Procedures. The District Council, District Enrollment Management Committee, and District Administrative Services Council engage in regular review of their operating principles and procedures. Outcomes of these reviews are brought back to the college for review, discussion and further assessment and are incorporated into the College's goals and objectives. (IV.D.7)

Conclusions:

The College meets Standard IV.D.

Quality Focus Essay

The peer review team reviewed the West Valley College QFE and found that the College has established two worthy goals to support student learning and student achievement, both of which are reasonable and actionable.

The first goal is to adopt Guided Pathways to ensure that students can enter and follow a clear pathway to their educational goals, with an explicit goal of creating an action plan for addressing needed improvements in the student onboarding experience, and retention to implement in the 2020-21 academic year.

The second goal is focused on student success and equity, addressing persistent educational disparities including achievement gaps, and supporting the personal and educational goals of the College's most vulnerable populations: Hispanic, African American/Black and Native students. This goal is tied to the College's Educational Master Plan and Student Equity Plan.

The team found that the identification of these projects was based on assessment of the College's long-term goals with respect to improving student learning and achievement. The College has had sufficient institutional dialog to identify the focus of these efforts for the future. Team comments regarding each action project are documented below:

Quality Focus Essay #1: Guided Pathways

West Valley College has identified a one-year timeline for development of a work plan that will address needed improvements in student onboarding and retention. The team encourages the College to build a work plan that has clear, measurable goals in each of these areas, and includes a plan for evaluation of the goals.

Quality Focus Essay #2: Student Equity and Success

The College has identified a comprehensive plan for development and implementation of Student Equity and Success programs and services including Equity and Success Ambassadors; Faculty Fellow Program; Center for Identity, Exploration and Inclusion; Office of Student Needs; President's Commission on Diversity; and a Faculty and Staff Professional Development Series. The team finds these ideas to have great potential. The team encourages the college to establish and conduct evaluations to determine the success of each program and the potential need for incremental improvements.