Accreditation Midterm Report

Submitted by
West Valley College
14000 Fruitvale Ave.
Saratoga, CA  95070

To the
Accrediting Commission for Community
and Junior Colleges of the Western
Association of Schools and Colleges

March 2011

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# Statement on Report Preparation

In July 2010, the College's Accreditation Liaison Officer, Dave Fishbaugh (Vice President, Instruction), initiated the development of the Accreditation Midterm Report. Assignments were given to specific members of the administration, classified staff and faculty in regard to investigating and reporting on progress made on:
> 1. the recommendations from the 2008 visiting team, and
> 2. the College's self-identified planning agendas from the 2007 Self-Study.

Leaders and team members were convened in August and September to undertake the investigation and reporting phase of the overall report. Those participants are listed below:

| Standard | Preparer | Position |
|---|---|---|
| **Standard I** | Victoria Hindes | Vice President, Student Services |
| | Heidi Diamond | Faculty ALO |
| | Inge Bond | Research Analyst |
| **Standard II** | Dave Fishbaugh | Vice President, Instruction |
| | Ginny Aragon | Dean, Student Support Services |
| | Celine Pinet | Dean, Instruction |
| | Fred Prochaska | Dean, Career Education and Workforce Development |
| | LeAnn McGinley | SLO Coordinator |
| **Standard III** | Michael Renzi | Vice President, Administrative Services |
| | Fred Chow | Dean, Information Technology and Services |
| | Frank Kobayashi | Program Manager, Business and Professional Training |
| **Standard IV** | Lori Gaskin | President |
| | Lance Shoemaker | Academic Senate President |
| | Laurel Kinley | Classified Senate President |

The Accreditation Midterm Report in its draft form was submitted to the College Council, the College's highest-level participatory governance body, for a first reading on November 11, 2010. The second reading followed on December 9, 2010, at which time the College Council voted approval and recommended the report to the West Valley-Mission Community College District Board of Trustees. The Board of Trustees reviewed the Midterm Report on January 18, 2011.

John Hendrickson                                        Date
Chancellor
West Valley-Mission Community College District


Lori Gaskin, Ph.D.                                      Date
President
West Valley College


Lance Shoemaker                                         Date
President, Academic Senate
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Laurel Kinley                                           Date
President, Classified Senate
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Sergio Gonzalez                                         Date
President, ASB
West Valley College


David Fishbaugh                                         Date
Accreditation Liaison Officer
Vice President, Instruction
West Valley College

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**Response to 2008 Visiting Team Recommendations
and the Commission Action Letter**

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**Preface:**

West Valley College completed its last self study and Application for Reaffirmation of Accreditation in November 2007.  The College had its team visit in March, 2008. Subsequent to that visit, the following events occurred:

- June 30, 2008 letter from ACCJC: Action to reaffirm accreditation, and request a follow-up report with a visit in March 2009.
- February 23, 2009 follow-up report on five recommendations.
- March 2009 team visit.
- June 30, 2009 letter from ACCJC: Action to accept the follow-up report.

The five recommendations shown below are derived from the June 30, 2008 action letter from the Commission.   All recommendations were substantially addressed and described in the February 23, 2009 follow-up report **(see Appendix A),** as acknowledged during the March 2009 team visit and subsequent acceptance of the report by the Commission on June 30, 2009.

The text below reiterates each of the five recommendations and reports additional progress made on each recommendation since March 2009.

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## Recommendations and Responses

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**Recommendation 1:**

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

**Please see Appendix A for the text of the February 23, 2009 Follow-up Report.**

**Progress made since March 2009**

**West Valley College Goal Development Process**

West Valley College has further responded to this recommendation through a deliberate restructuring of its annual setting of goals and objectives. These restructured methods adhere to the underlying Educational and Facilities Master Plan (E&FMP) of 2009, coupled with the College's well-established annual program review process. College goal development is now clearly linked to the District's goal development and both connect to a cyclical mechanism of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The goal development process now institutionalized at West Valley College achieved a level of maturity in the fall of 2009. The solidification of the process came about during an effective transition between the past college president, who retired, and the entry of the current president within the same timeframe, during the summer of 2009. The College Council held a retreat during which the goals and objectives from 2008/09 were evaluated for their progress and the goals and objectives for 2009/10 inaugurated. The president added a further component, whereby the College Council receives periodic updates on goal attainment and completion throughout the year.

During this same period it was recognized that the College's goals were not impacting District goals *a priori*, but working in reverse. This was viewed as a distinct shortcoming by the West Valley College president and the president of Mission College. Thus, the process of goal development at the district level was thoroughly revamped, as explained in the next section. As a result of this revamping, the College Council determined to carry its 2009/10 goals and objectives forward into the 2010/11 year, with minor modification, Doing so allows a smooth transition to the recently revised district goal development process and timeline. The planned integration of West Valley College goals and objectives and those of the District are further explained in the final section of the Response to Recommendation 1.

Most recently, the College Council established College goals and objectives for 2011/12 at its retreat held in October, 2010. As is now established practice, these sets of goals and objectives are informed by the 2009 Educational Initiatives drawn from the Educational and Facilities Master Plan and the most recent set of annual program reviews from 2009. The next annual program reviews are slated for completion during the latter stages of 2010. The texts of West Valley College Goals and Objectives for 2009/10, 2010/11 and 2011/12 are found in Appendix B.

**West Valley-Mission Community College District Goal Development Process**

To help implement this annual review process and to stimulate the development of measurable objectives for the District Goals, the Board established an ad hoc committee on District Goals in 2009. The Ad Hoc Committee membership included two trustees, a

student trustee and a college president serving as staff to the committee. The Ad Hoc Committee met several times over four months and developed the following guideline for District objectives.

The Ad Hoc Committee then forwarded a recommended list of objectives and a timeline for annual review to District Council for a first reading on April 29, 2009. District Council approved the recommended objectives on May 13, 2009. The 2009/2010 District Goals and Objectives were formally approved by the Board on July 16, 2009. (See Appendix C)

In 2010, the Board President appointed a Task Force composed of two trustees to review implementation activities aligned to 2009/2010 District Goals and the District goal-setting process. On June 28, 2010, the Task Force met with the Chancellor, the two College presidents, and the Special Assistant to the Chancellor.

At that meeting, a report on activities undertaken by staff throughout the District to implement District Goals was reviewed and discussed. Most goals of 2009/2010 had either been achieved or substantially met during the past year. The Task Force also considered the process and timeline for annual development and review of District Goals. The conclusion was that the schedule did not allow for the establishment of goals far enough out to allow for real planning and implementation at the district and college level. It was the recommendation of the Task Force that future District Goals development follow the below timeline:

<center>Process and Timeline for Annual Development and Review<br>of District Goals/Objectives</center>

| Month | Activity |
|---|---|
| November/December | ▪ Colleges and District Services undertake process to develop and approve goals for succeeding year.<br><br>▪ College and District participatory governance groups generate and forward to the District Council recommendations on:<br>(a) continuation of current District Goals/objectives into succeeding year;<br>(b) modification of current District Goals/objectives for succeeding year; and/or<br>(c) new District Goals for succeeding year. |
| January | ▪ District Council establishes District Goals/objectives for succeeding year. The goals developed by the Colleges and District Services are used to inform the District Council in the development of District Goals/objectives. First and second reading of District Goals/objectives by District Council. |

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|---|---|
| | ▪ First report to the Board of Trustees on progress to date on current year District Goals/objectives. |
| February | ▪ Board review and action to approve the District Goals/objectives for the succeeding year. <br><br> ▪ Approved District Goals/objectives are used to inform the budget development process for the upcoming year. |
| June | ▪ Final report to the Board of Trustees on progress to date on current year District Goals/objectives. |

The District Goals process and timeline outlined above, it was reasoned, will substantially support college accreditation standards to link budget allocations to program planning and strengthen the role of the Board of Trustees in the annual budget development process. On an annual basis, in the late fall, the Colleges and District will commence the District Goals-setting process through participatory governance structures. Goal identification starts with the review of current year goals with the objective of setting District Goals for the succeeding fiscal/instructional year.

In the early spring, the District-level planning body, District Council, will meet to develop a first reading of proposed District Goals, which are based on the goals developed at each college and District Services. A first report is made to the Board of Trustees on progress to date on current year goals. At this time, the Board is also advised on the process and tentative goals to be recommended for the succeeding year. In February, Board review and action to approve District Goals will be scheduled. Approved District Goals become drivers for the annual budget development process for the upcoming fiscal year.

In June of each year, a final report on District Goals is presented to the Board. This process will align program planning to budget allocations, and will link now distinct education, facilities and budget planning activities. Further, this process will enable early Board member participation in the initial conversations on goal identification and the final decision on adopting District Goals.

The Board may provide goals for consideration. Board members are encouraged to participate at several stages of District Goal development. First, in the November/December stage, Board members may address current year goal attainment challenges and/or the identification of succeeding year goals through individual meetings with administration or members of participatory governance committees. Second, in January of each year Board members are asked to reflect on current year events and actions when the District Goals progress report is made at a regular Board meeting. Third, the Board will be asked to approve succeeding year Goal statements in February. Finally, the Board-approved District Goals will be a platform for staff preparation of the annual Board Budget Study Session to be held in mid-February. In this manner, a direct link is established for District Goals to be the driver for budget development and later allocation of revenues to accomplish specified objectives.

The later development and adoption of Board self-evaluation Goals and Chancellor Goals will also be supported by the proposed process and timeline for annual development and review of District Goals. The revised goals and objectives timeline was accepted by the Board of Trustees on August 3, 2010, and will take effect as the goal setting process begins for the 2011-2012 academic year.

Most recently, the District has contracted again with the College Brain Trust (CBT; formerly the California Collegiate Brain Trust, or CCBT) to assist the District in the development of a Strategic Long-range Plan. The purpose of the plan is to further delineate the use of:

- college-level program review and its inputs;
- the use of more sophisticated and data-intensive enrollment projections; and,
- the identification of specific instructional program opportunities that will serve the projected student bodies of both Colleges between 2011/12 through 2016/17 (including the roles of technology, facilities improvements, student services and the resources needed to implement the identified instructional program opportunities).

The Strategic Long-range Plan will rely primarily on the array of goals and objectives and related planning documents produced by the Colleges and the District over the last several years. The plan will also develop a linkage between the District's Land Corporation policies that pertain to the support of the two Colleges, as well as each College's Educational and Facilities Master Plans and educational program planning documents.

**Integration of College and District Planning and Resource Allocation**

The two restructured processes described above link college goal development to district goal development. This now occurs to the extent that the college goals from both West Valley College and Mission College inform District goals. As a result, budget development and resource allocation at the district level and the college level are now preceded by goal development. At the college-level, the recent Education and Facilities Master Plan and its list of Educational Initiatives is a constant underpinning for goal development, as is annual program review. West Valley College has developed and implemented a process that achieves an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation as stressed in this recommendation.

**RECOMMENDATION 2**

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

**<u>Progress made since March 2009</u>**

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

Beginning in the spring of 2008, the program review committee (composed of faculty and administration) initiated a formal program review evaluation and improvement process, using a variety of approaches focusing on evaluation, feedback and improvement. Many of these changes are exemplified in the 2008/09 program review process and questionnaires, when compared to the previous 2007/08 program review process and questionnaires. Subsequent refinements were also made to the 2009/10 and 2010/11 program review processes. These modifications have improved the College's ability to tie resource allocation to specific program needs, even in a time of declining resources. The adoption of a zero-based budgeting plan incorporated into the 2010/11 program review is expected to make this process even more precise.

Prior to the program reviews conducted during October 2008 for the 2008/09 academic year, the dean of instruction and the program review committee identified and tallied questions that were left unanswered by participants in the 2007/08 program reviews. As a result, instructions and questions were modified and enhanced for the 2008/09 program reviews, resulting in significant improvements in the completion of specific program reviews. In 2009/10, all program reviews were complete.

In previous years, not all departmental faculty members were involved in the program review process. In 2008/09, program review questionnaires were sent to all full-time faculty members, inviting them to participate in collaboration with their department chairs or deans, fostering inclusiveness and an internal peer review process. Upon completion, the division chairs or assigned deans read all submissions, assessed them for completion and substance, and rendered feedback when needed, improving the program review content and intra-departmental dialog, which has continued for subsequent cycles.

In an effort to continue evaluating and refining the review process, the dean of instruction annually seeks feedback from the various constituency groups, such as the Academic Senate, the Division Chair Council and the program review committee. The feedback is compiled into recommendations for improvements to be addressed as the College prepares for the next cycle of program review.

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

Student learning outcomes and assessment are developed, tracked and evaluated through two well-instituted college processes:
- program review
- curriculum development and approval.

The College's assessment coordinator, under the guidance of the Office of Instruction and the advice of the Academic Senate, trains and assists faculty members and departments in the development of course level, program level, and institutional level student learning outcomes. The College's Academic Senate served as the SLO committee until the appointment of an SLO committee in the spring of 2010. The Senate approves the timeline for SLO assessment activities from SLO development, to measurement, to data analysis, to the determination of course or program changes. The assessment coordinator provides updates to the Academic Senate, consults with the Division Chair Council, and advises and receives feedback from the vice president of instruction. The constancy of this process allows for effective, ongoing evaluation, development and assessment of SLOs.

## Program Review and Student Learning Outcomes

The program review process enables departments to annually audit and review course, program, and institutional level SLO activities. As a part of this process, the assessment coordinator gives each department/program a data sheet that tracks every course's SLOs through the stages of development, assignment, measurement tool, measurement and analysis, and conclusion for change. This data is compiled from faculty and department chair input. Departments use this information as they respond to the program review questions pertaining to SLOs.  The assessment coordinator examined all program reviews for 2008/09, 2009/10, and 2010/11 and contacted departments regarding their SLO plans. The resulting follow ups and dialogs allow the assessment coordinator to monitor all SLO activities to ensure that College and ACCJC standards are met and that SLO information is accurate. The assessment coordinator contacts departments during the academic year to assist with SLO assessment efforts and to track SLO activities between program review cycles. The assessment coordinator uses these findings to complete the ACCJC annual report.  As the program review process evolves, the responsibility for updating the tracking sheets is transitioning to the departments. The newly purchased SLO module for the College's automated curriculum system (CurricUNET), when fully implemented, will make the tracking process more transparent and effective at all levels.

## Curriculum Development and Approval

Whenever a new course or program is proposed, or an existing course or program is revised, it must be submitted to the curriculum committee for approval. Between March and December of 2008, more than three hundred courses submitted to the curriculum committee were reviewed for course level SLOs. During the fall semester of 2008 there

was a major effort to complete program level SLOs. The 2009-2010 college catalog contains department and program level SLOs for all academic and student support services. At the end of spring 2010, 73% of the College's 1500 courses designated SLOs and related assignments. Assessment for many of these course SLOs is completed or underway. Institutional level SLOs were approved by the Academic Senate in the spring of 2010 and are included in the 2010/2011 catalog. Assessing program and institutional SLOs was the focus of division chair and department training during the fall of 2010.

During the curriculum review and approval process, the assessment coordinator works with faculty to develop SLO assessments. SLOs and assessments are part of the official course outline of record recommended for approval by the curriculum committee, the Office of Instruction, the Academic Senate, and the Board of Trustees. All course outlines are in CurricUNET, the College curriculum management system. CurricUNET has help menus to assist faculty develop SLOs, and an SLO report can be generated to help compile SLO data. As part of the larger ongoing effort to develop SLOs for all courses and programs, each department works with the assessment coordinator through group trainings (e.g. Spring 2010) and one-on-one consultations to develop SLOs, assignments, and measurement and analysis tools for courses and programs.

The College is fully engaged to meet the Proficiency level for Institutional Effectiveness for SLOs and is confident that it will achieve the level of Sustainable Continuous Quality Improvement by 2012.

- SLOs and assessments are in place for most courses, all programs, and most degrees. Assessment results are used to improve instruction and learning.
- The institutional dialog about SLOs and assessments is leading to effective decision making, and resources are appropriately allocated to continue SLO processes.
- Assessment data sheets are compiled for each program during the program review process and the sheets are updated in a timely manner.
- In cooperation with the academic senate, course SLOs are being aligned with program SLOs and institutional SLOs.
- Program and college level SLOs are published in the college catalog in order to increase student awareness of course and program purposes.

**RECOMMENDATION 3**

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

**Please see Appendix A for the text of the February 23, 2009 Follow-up Report.**

<u>**Progress made since March 2009**</u>

As part of the program review process, departments evaluate their distance education courses and take steps to ensure that distance education instruction is comparable to that of traditional instruction.

Instructional departments consider the following factors when determining whether to offer a course in a distance education format.
- Whether the course content is well suited for this delivery method;
- Whether the faculty member has received the training and resources necessary to successfully teach a distance education course;
- How the course can achieve an appropriate depth and breadth of content to fulfill student learning outcomes and an effective level of student - faculty interactivity.

Once a decision has been made to offer a course in a distance education mode, the course must be approved via the College's curriculum process. In order to receive curriculum committee approval, the faculty member presenting the request must indicate in CurricUNET that the course fulfills the following criteria:
- The course contains synchronous and asynchronous components that facilitate ongoing and consistent student – faculty interaction.
- The course offers students a variety of communication methods to ensure that they are involved with the course. (i.e., discussion forums, email, blogs, live chat sessions, online office hours, phone conversations, face-to-face meetings, calendars, course announcements)
- There are substantial student benefits for offering the course via this method. (i.e. – students learn new skills, students engage with a faculty member and other students online, students might not otherwise be able to take the course)

During the program review process, faculty review student success and retention rates for all courses in order to develop strategies for improvement. Since success rates for distance education courses are generally lower than those for traditional courses, faculty members are employing a variety of approaches for keeping students on track for successful course completion. Some of these approaches include:
- Asking students to complete a "gateway" assignment within the first two weeks of the course to ensure that they are active in the course.
- Keeping in touch with students on a consistent basis through a variety of channels to make sure they understand the course content and the assignments.

- Enhancing course content with multi-media presentations, video clips, and web links.
- Letting students know how to reach various student support services that may be needed for successful course completion.

During department chairs' ongoing evaluations of faculty who teach distance education courses, levels of course activity are observed and "distance education best practices" are shared. Faculty members have the opportunity to be trained in Distance Learning Course Design via training provided by the College's distance learning coordinator.

With a reflective program review process, a consistent curriculum approval process, and an ongoing system for evaluating faculty who teach distance education courses, the College is ensuring that its distance education instruction is comparable to that of traditional instruction.

**RECOMMENDATION 4**

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

**Please see Appendix A for the text of the February 23, 2009 Follow-up Report.**

**Progress made since March 2009**

In the February 23, 2009 Follow-up Report West Valley College asserted that it did not foresee a continuing fiscal impact to negatively affect the on-going ability to carry out its mission. Today it can be said with certainty that the fiscal concern expressed in Recommendation 4 has been resolved; the College and District are fiscally stable and able to meet applicable accreditation standards. Continuing fiscal urgencies at the state level are ever present. However, the College and District have developed improved strategies for handling the vicissitudes and have a clear focus on strategically planning and managing enrollment to maximize access to education while maintaining the College＇s fiscal health. The following sections detail the efforts the College has made to achieve these positive results.

**Recovery from the Apportionment Penalty**

In 2009/10 and the first half of 2010/11 the College experienced substantial enrollment increases. This was largely attributable to a combination of factors common throughout California that drove students to the community colleges. These included double-digit unemployment, large numbers of returning veterans and system-wide reductions within the UC and CSU systems. Another important contributing factor at West Valley College and Mission College was responsiveness to a set of California Collegiate Brain Trust (CCBT) recommendations as to how the District could reduce its costs, while maximizing revenue through a district wide organizational review. The review set into motion a number of coordinated activities that resulted in curriculum revisions and enrollment management practices that yielded better efficiency, concomitant with the enrollment increases. Both Colleges successfully restored all enrollment funded through the state's "stability funding" mechanism and have had measurable growth in FY2010 to FY2011. This has occurred despite the state's implementation of "workload reduction" further described below.

**The State Economy and Workload Reduction**

As the College was preparing for the 2009-10 Academic year (FY10), the State underwent serious fiscal challenges. The *2009-10 Budget Act* required the State Chancellor's Office to adjust each district's base workload measures commensurate with the reduction in general apportionment revenues. Initially, districts were notified of

workload reductions in August 2009 at the statewide budget workshops. Workload reduction estimates were based on 2008-09 P2 funded FTES figures. The State Chancellor's calculation of the statewide workload reduction equaled $192 million, which translated into a 3.39 percent reduction to each district's total computational revenue.

Additionally, many of the categorical programs underwent a series of budget reductions at the state level (32% to 100%) with the expectation that they would be partially restored with one-time federal backfill funding from the American Recovery and Reinvestment Act (ARRA). As the final budget came to fruition, most categorical programs were backfilled by only a fraction of available ARRA funds. West Valley College was the beneficiary of approximately $380,000 of the $35M distributed among the 112 colleges.

The College's participatory governance councils maintained responsibility for communicating information to constituent groups about the effects of the 3.39% workload reduction and severe reductions to categorical programs. Most communications originated from the President's Office and via the College Council, which includes in its membership the Academic Senate President, Classified Senate President, SEIU representative, the vice presidents, delegates from the Division Chair Council, Student Services Council and the Student Senate). The Student Services Council and the Division Chair Council were most actively involved in the implementation of workload reduction and categorical fund reductions and continuously relayed information to the College through posted meeting minutes and updates made to the College Council.


**The District's Budget Reduction & Enrollment Restoration Plan**

The District adopted implementation strategies from the College's existing plan and recommendations from the CCBT organizational review. Each College worked with the District Chancellor's office to develop an overarching reorganization plan and implementation matrix. The College's vice presidents worked within the participatory governance structure of the College to implement many of the strategies that helped the College increase efficiencies in instructional and service areas. This is a brief summary of the process:

**(1)** During the stability funded period for the District (FY09 and FY10), each College implemented a curriculum revision process to ensure that attendance accounting methods met the State Chancellor's requirements. This process included working with the respective Performance Goals Committee and training department and division chairs.

**(2)** Each College developed rational, criteria-based processes for determining which vacant positions should be restored. The College's vice presidents and the participatory governance bodies apply this system when deciding whether to restore or refill positions. To the extent possible, job functions are reorganized to existing staff in order to avoid reductions to critical service levels and the quality of instruction.

**(3)**  The District extended a rational and fiscally responsible early retirement plan to help reduce costs. Furthermore, most of the District's bargaining units assisted in reducing costs by negotiating salary reductions and medical cost caps.

**(4)**  Participatory governance groups at the College and District were regularly informed and provided input about fiscal changes. The primary committees involved in this process were the District Budget Advisory Committee, the District Council, the College Council, the Division Chair Council, and the Student Services Council. These councils were provided clear and consistent information from state, district, and college level perspectives and helped regenerate the apportionment lost from disallowed enrollment in courses containing To-Be-Arranged hours of instruction (TBA; also known in the WVMCCD as "hours by arrangement" or HBA).

**College Improvements in Course Scheduling & Budget Reduction Planning**

During the end of FY2009 and FY2010, the College Council considered possible implementation strategies in order to meet the CCBT organizational review recommendations. The implementation strategies recommended by the College Council were formulated from comments, suggestions, and ideas solicited throughout the campus community. The strategies flowed up to the District Council as part of a district wide planning matrix. From the matrix, each College was aware of the progress made in the organization.   These are the main strategies the College deployed:

**(1)  College's Performance Goals Committee (PGC).** The PGC is led by the vice president of instruction and the vice president of administrative services and is composed of the division chairs.  This is the group responsible for establishing the College's enrollment goals and course offering plans for the academic year, which coincides with the fiscal year. Through department and division chair training, the PGC facilitated the restoration process by adopting a revised enrollment planning worksheet that sets the enrollment plan for the following years.  These plans took into account the myriad of curricular revisions either made or in process in response to Title 5 regulations and other state advisories apropos to HBA. Since FY09, the work of the PGC has helped the College and the District meet and exceed enrollment goals in order to attain restoration and efficiency goals in compliance with the District's budget reduction plan.

**(2)  Ongoing Processes & Planning for Staff Reductions During FY2009 to FY2011**
The College reduced its operating budgets by carefully and thoughtfully reorganizing vacant positions and functions within the College, while attempting to meet the needs of the service areas and instructional programs.  Functions once carried out by individuals in vacant position were realigned to the highest priorities of need, or eliminated through attrition.  Several classified staff and one administrator at the College received layoff notices in 2010, as a result of the budget reduction decisions made at the College or through bumping. Through the exercise of reemployment rights most of those individuals have returned to employment.  In the end, the College's costs were reduced, and the District's budget was balanced in FY2010 and FY2011.

**(3)  College Council's Budget Reduction Process for FY2011 Budget Development.** As FY2010 progressed, the College restored its enrollment by following the CCBT recommendations, responding to enrollment demands, and implementing the PGC enrollment management plan.  Once the College was fiscally at par with most other Districts, and as it was preparing to develop the FY11 Budget, the College Council had to adopt a budget reduction plan for FY11 in order to deal with the State's substantial fiscal challenges.

**Related Details Concerning the CCBT Organizational Review and Implementation Plan Matrix**

Based on the CCBT recommendations that had been published in late-2008, a comprehensive organizational review was undertaken to identify ways for both Colleges to reduce costs while continuing to provide students with an excellent education.  The review resulted in over 130 recommendations that were assigned to each college vice president in a planning "matrix."  Updates regarding the organizational review were provided periodically, and throughout the process to District Council and other constituent and leadership groups.  By late 2010, nearly all of the recommendations have been addressed and completed.  At West Valley College the planning matrix focused on three main areas, shown below.

**(1)  Implementation Plan & Outcomes for Instruction.** The basic implementation plan to address the CCBT recommendations pertinent to instructional programs began by (a) refining the collection and distribution of enrollment data; (b) reviewing the division chair structure to see whether a "dean's structure" would be more "efficient" or "cost effective"; and (c) reviewing all academic programs in order to decide which underperforming programs would be placed on "academic watch" or considered for discontinuation. Through this process the Office of Instruction, in concert with the Academic Senate, curtailed course offerings in the Journalism discipline and restructured the curriculum and certificates in the Drafting Technology / Engineering program.  What has emerged is an Engineering program that is updated, more relevant and responsive to student needs.  Similarly, the Court Reporting program was considered for program discontinuation and has now more firmly reestablished itself through a prescribed change effort.

**(2)  Implementation Plan & Outcomes for Student Services.**  Student Services developed a reorganization plan in conjunction with the 2010 Budget Act and the substantial loss of funding for categorical programs, such as Matriculation, EOP&S and Disabled Students. Part of the reorganization plan was to eliminate the dean of matriculation position. The dean of matriculation's function is now absorbed by the dean of student services position. A reclassification of the admissions and records director was imperative to help validate enrollment data in accordance with Title 5.

**(3)  Implementation Plan & Outcomes for Administrative Services.** There has been a coordinated effort between the District and Colleges. First, when there was a retirement in the Printing Services department, the position was eliminated to help with the 2010-11

reduction plan. Existing positions were reorganized and a confidential employee became a supervisor to help manage administrative services (including printing). Second, administrative processes have been refined within the district office to reduce redundancies. Administrative functions that support student services and instructional divisions are more successful and efficient.

**November 2, 2010 Fiscal Conditions Update:**

The District Chancellor posted the following statement to all staff on November 2, 2010:

" *With the adoption of the state budget on October 22, 100 days after the constitutional deadline, better-than-expected news has been received for community colleges. With the analysis of this budget, and in light of the many efforts already undertaken by our employees and by the District, I am happy to share with all employees that the one-day-per-month unpaid furlough requirement has now been cancelled. We have prepared a District Final Budget that is balanced and that will strengthen future financial planning focused on service and support for employees.*

*Effective November 1, 2010, furloughs are ended and salaries are restored. Base salaries will be restored on the November 30, 2010, paychecks. Further, return of reduced salary for the four-month period of July 1 to October 31 will be made as soon as possible. We are working out these matters with collective bargaining units at this time.*

*The main reason for an improved District financial condition is better-than-anticipated support for community colleges in the state's final budget. The Governor's announced negative COLA for community colleges is replaced with a 0% COLA. The state budget provides for a one-year shortfall protection for a key funding component of community college budgets: the property tax share of base apportionments. This protection is unprecedented and allows us to build a final District budget that does not include a special contingency reserve for this purpose.*

*In addition, we have made changes to the Tentative Budget plan based on our collective actions to more efficiently focus resources on student success. The $3 million in College and District Services cuts identified last year have been verified and fully budgeted, District-wide organization changes have been completed, and higher faculty and staff efficiencies to meet higher enrollments have been institutionalized to recognize the loss of HBA enrollment funding and to meet the state's funding model. We have also fully restored our FTES within the timelines of our HBA settlement with the State Chancellor.*

*Further, one-time costs for the final year HBA settlement payment to the state and election costs imposed by the county are being paid with prior year balances, freeing General Fund revenues to meet our on-going expenditure requirements. With this new information, a reduction in employee salaries is no longer needed to achieve a balanced budget.*

*The Vice Chancellor presented an overview of the 2010-11Final Budget at the October 28, 2010, meeting of the Board of Trustee's Audit and Budget Oversight Committee. The Committee will continue its review of the Final Budget at its November 8, 2010, meeting. The District Final Budget is scheduled for adoption at the November 16, 2010, Board meeting. Never has the state acted this late to adopt its budget. All California local governments have been waiting for a final state budget to complete local planning. The greatest concern at this time is the knowledge that the state did not address state-wide over-spending that must be corrected by either developing additional tax revenue or by further cutting state expenditures. I anticipate that the state legislature and the new Governor will act to revise the current year state budget within the next 3 or 4 months. This action could result in unpredictable reductions to community college budgets throughout the state. We will continue to work closely with the State Chancellor and statewide support agencies to monitor these developments.*

*This message is posted on the District website. We will collect frequently asked questions and use the website to give answers, and will continue to use the website to communicate new and important information on District finances, budget issues, and matters of general interest to employees. I will again send a general notice to all employees as additional information is gathered and to answer employee questions. I also encourage employees to continue reading updates provided by the State Chancellor's office, the Community College League of California, and other statewide sources.*

*I greatly admire and appreciate all faculty, staff, and administrators for your tremendous work as we continue to collectively address the critical fiscal issues facing the District. In such challenging times, your outstanding efforts to deliver the quality educational and student services for which our District is known are the reasons for college success, and the success of our students."*

**RECOMMENDATION 5**

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

**Please see Appendix A for the text of the February 23, 2009 Follow-up Report.**

<u>**Progress made since March 2009**</u>

Goal development at the district and college levels has been proceeding in an effective manner with annual processes in place. The goals emanating from these processes have been the product of participatory governance and have resulted in a focus that emphasizes the quality, integrity, and effectiveness of the educational programs. However, what has become apparent to the institution is the need to more effectively align and link the goal-setting processes at the district and college levels. To that end, the Board of Trustees revised the district's goal development process in August 2010 to allow for college planning informing district-level planning through this annual process. This new process and timeline for the annual development and review of district goals is detailed in the response to Recommendation 1 contained in this midterm report. The connection between the two processes has been strengthened principally through an adjustment of timelines. That is, through the College's participatory governance process, annual goals for the subsequent year will now be established each fall. In January of each year, the district's participatory governance process will then utilize the outcome of the college's fall planning efforts to establish district goals for the upcoming year. This process allows for a clear linking of college goals to district goals and connects such planning in a more systematic and timely way to resource allocation through the annual budget development process.

The implementation of this newly revised timeline for goal development is requiring some adjustment at the college level. As detailed in West Valley College's Follow-up Report submitted to ACCJC in March 2009, the College has a goal development process which is well established and is overseen by College Council. Goals are developed and executed on an annual basis. With the restructuring of the district's timeline and process for goal development, the College will utilize the 2010-11 academic year to adjust its timeline and process accordingly. Thus, the College will be "rolling over" its 2009-10 goals and continue with the plans of action associated with those annual goals throughout 2010-11. During the fall 2010 semester, College Council will transition to the new timeline resulting in the establishment of goals for the upcoming 2011-12 academic year.

What remains a stable presence throughout this timeline transition is West Valley College's alignment of its annual goals with its strategic plan. Updated in June 2009, the college's Educational and Facilities Master Plan (E&FMP) articulates five specific strategic goals which mirror its values and support its mission: *learning community, diversity and inclusion, collaborative leadership, physical resources,* and *fiscal*

*innovation.* These strategic goals are supported by a set of 39 educational initiatives embodied within the E&FMP focused in four specific areas: educational programs and services, technology, staffing, and facilities. West Valley College's annual goal development uses this strategic roadmap to align its focus with this broader-based planning agenda.

# Response to Self-Identified Planning Agendas

**Planning Agenda Summary**

The self-study process that culminated in the 2007 Application for Reaffirmation of Accreditation provided the college with an opportunity to evaluate the quality of the institution in its service to students and the community.

Through the self-study process a plan for institutionalizing continuous improvement was developed. The self-study process linked specific participatory governance groups with each standard team. During the writing of the self-study, these groups acted as resources to the standard teams and have continued to provide oversight to ensure that the planning agendas in each standard area were addressed. As the highest participatory governance group, College Council provides general oversight of the completion of the planning agendas identified throughout the 2007 self-study. In coordination with other participatory governance groups, College Council conducts periodic reviews of the planning agenda items to provide appropriate support and to ensure their completion.

The following is a summary of the major planning agenda items as established in 2007. These have been the centerpiece planning items the College undertook between 2008 and 2010, and which in some cases will continue into 2011 and beyond.

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

**2. The College recognizes that accurate, transparent and accessible data is necessary for continual institutional assessment and strategic planning. It is committed to developing a strong research function to provide data that is easily assessable to the entire college community.**
- The College will increase the utility and efficiency of Datatel as a source of qualitative and quantitative data. It also will develop a stronger research function within the responsibilities of the research analyst.
- The College will provide the research analyst with a research agenda and outline for an annual data bank that will provide a transparent information base that is accessible to all. The College will refine its information dissemination process to better allow appropriate staff and faculty to utilize information for the betterment of the College and its students.
- The College will work with the new research analyst to develop a consistent and ongoing research plan that provides data support for continual institutional assessment and strategic planning, that addresses the student equity plan, and that provides for the regular and systematic evaluation of student support services.

**3. The College is committed to continue to refine program review, to use it as a major strategic planning tool, and to link it with budget and staffing.**

**4. The College is committed to continue the development and implementation of both course and program level SLOs for both instructional and non-instructional programs and to work collaboratively through the campus participatory governance structure to develop institutional SLOs.**

**5. The College is committed to support distance learning as a mode of delivery. The college will develop methods to assess and meet the needs of distance learning students to ensure that achievement of student learning outcomes through on-line delivery is consistent with traditional modes of delivery.**

**6. The College is committed to creating a safe, secure, and state-of-the-art educational facility. The College will carry out the planned facility and infrastructure additions, improvements, and reconstructions as set forth in evolving construction plans in collaboration with the program and construction management companies.** .

**7. The College is committed to supporting its technology infrastructure and to addressing the changing technology needs of its students.**
- The College will seek additional technology funding through on-going state funding and business and industry partnerships and by forecasting for a future bond measure to support its instructional needs.
- The College will revise the college's Strategic Technology Plan using a pragmatic approach to support and implement future technology, including staffing needs and new facilities.

**8. The College is committed to continuous improvement of institutional effectiveness.**
- The College will complete the updating of its strategic plans in conjunction with district goals and the college's program review process.
- The governance councils will review current governance councils to determine if existing councils are sufficient in number, assignment, and purview to effectively ensure that all operational and programmatic needs of the college are adequately represented in the participatory governance process.
- West Valley College will develop a regular and ongoing training program for new campus leaders, department heads, and division chairs including annual budget training for all budget managers as part of a coordinated training program.
- The College will establish a regular budget review process with the office of instruction, office of administrative services, and the district fiscal services office to ensure continued compliance with the state 50% law and other state requirements.
- The College will respond to relevant recommendations contained in the FCMAT report and will actively support and participate in the development of a new district budget allocation model as suggested in the that report

- The College will develop written material on history, basic principles, and goals to append to existing procedural documents to provide a better orientation for individuals new to the college.
- The College will develop a college wide basic skills initiative in conjunction with the new state-wide basic skills initiative.

## Standard I:

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

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

### Status and Progress Made:

West Valley College has greatly expanded its efforts to engage students, faculty, staff, and administrators in an interactive and collaborative conversation that leads to tangible and sustainable improvements in student learning and institutional processes. Constituent groups have the opportunity to participate in the college dialogue in both formal and informal ways.

### Formal Modes of Communication/Dialogue--Examples

Formal interaction is scheduled on a regular basis for governance groups such as: College Council, the Academic Senate, the Classified Senate, the Associated Students Senate, the Program Review Committee, the Student Services Council, and the Division Chair Council. The participatory governance bodies address important collegial issues and initiatives in order to promote positive and productive college-wide innovations and solutions.

In November 2009, College Council conducted a college wide Budget Reduction Survey that solicited input from students, faculty, staff, administrators, and the community regarding ways the College could modify its budget to "Reassess and align the organization to be responsive to fiscal imperatives and change."(West Valley College, College Council, 2009/2010 College Goals and Objectives, 2.c) The resulting feedback was both thoughtful and constructive. Respondents suggested that West Valley College:
- Optimize resource use in order to conserve and sustain for current and future needs.
- Offer more distance education and flexible schedule course options.

- Engage in more e-communication that is both energy and time efficient.
- Provide more affordable textbooks options, including e-books.
- Create revenue generating opportunities such as corporate training and contract education.

Constituent group recommendations are now incorporated in college-wide integrated planning efforts and activities.

The professional development committee has broadened college-wide dialogue by expanding each Professional Development Day to an All College Day that is offered twice a year and includes all employees. Methods for enhancing student learning and improving institutional processes are addressed in creative and interactive ways on All College Day.

The career program departments have responded to meet a College goal that extends ". . . strategic partnerships with select business/industry sectors to strengthen programmatic offerings" The result of this improved interaction is the creation of more skill-based courses and certificates that prepare our students for current marketplace careers. These efforts and results exemplify the ongoing, reflective dialogue used to improve student learning and success.

The SLO committee has strong support from the Academic Senate as West Valley College continues to solicit college-wide input into the development, implementation, and measurement of SLOs at the course, program, and institutional level. The assessment coordinator and the faculty accreditation liaison meet with faculty and staff on an ongoing basis to ensure that student learning is assessed and assessment results lead to improved student learning approaches.

**Informal Modes of Communication/Dialogue--Examples**

The establishment of monthly district-wide managers meetings has improved communication between West Valley College, Mission College, and the District. This regular and productive dialogue promotes greater understanding of the College cultures and processes, and better implementation of a clear, consistent district wide approach to issues affecting both colleges and their constituents. Through the recently established Collaborative for Advancing Leadership (CAL), West Valley College administrators and managers participate in monthly meetings that focus on professional development and improved communication.

Increased informal interaction among employees via both face-to-face and electronic channels is improving college wide morale and cooperation so that students, faculty, staff, administrators, and the community are motivated to work together towards common goal achievement.

The president provides the College with weekly, Monday morning email updates that share vital information with the college community. The emails cover topics ranging

from the status of the state budget, to employee accomplishments and their value to the college's vision and mission.  The college community benefits from this open and honest dialogue because it creates a climate of candid and productive discussion about daily and long-term activities at the College and in the District.

The president also hosts biweekly brown bag lunches in the campus center cafeteria.  On these occasions, the president meets with students, faculty, staff, administrators, and community members to discuss matters of interest and concern.  This open and honest communication has been very well received.

The President's Cabinet, the Division Chair Council, the College Council and some college divisions participate in informal retreats. The retreats foster valuable personal connections that refresh and energize group members who then have a more informed perspective and a better rapport when the group meets in a formal setting.

West Valley College has redesigned its college website, www.westvalley.edu.  The CLARUS Corporation study recommendations have been incorporated into the new website design in order to "facilitate interactive communication and ease of access to information."(West Valley College, College Council, 2009/2010 College Goals and Objectives, 1.a)   The modified website is logical and easy to navigate with quick access to critical links and pull down menus.  Students, staff, faculty, administrators, and community members can easily navigate their way through important institutional processes.  For example, "new and existing technology resources have been used to improve the matriculation processes." (West Valley College, College Council, 2009/2010 College Goals and Objectives, 3.b)

West Valley College is actively involved in many types of social media.  Through Facebook, www.facebook.com/westvalleycollege, Twitter, West Valley College (WestValleyCC) on Twitter, Linked In, www.linkedin.com/groups?gid=3072414, the College maintains an honest, interactive and contemporary dialogue with a large group of users in all constituent groups.  Social media platforms offer virtual venues for disseminating important college wide information, and they provide a safe channel for participants to give constructive feedback to the institution.

West Valley College uses a variety of formal, informal, face-to-face, and virtual channels for engaging in an ongoing, collegial, self-reflective dialogue.  The valuable insights garnered from these conversations are part of a continuous improvement cycle that enhances student learning and institutional processes.

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

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

**Status and Progress Made:**

The implementation of the Cognos data warehouse has improved the college's ability to extract data from Datatel and use it in the decision-making process. Using the data warehouse, the research analyst provides daily enrollment reports from two weeks before the start of each term until census, which are used to track student attrition, full-time/part-time status, average number of units, distance learning enrollments and other related enrollment metrics. Working with the program review committee, the research analyst has expanded the program review data provided to instructional programs to include comparative data for courses offered in both distance and classroom formats. In addition, program review data has been enhanced to include efficiency data for all students regardless of residency, along with apportionment-based enrollment trends. In 2011 – 2012 program review data will be expanded to include equity data for student success metrics.

The research analyst publishes periodic research briefs that focus on developmental education initiatives and outcomes, student performance, transfer patterns, and other research-based topics of interest to the campus community. They are available at:
http://www.westvalley.edu/research/Documents/Research_Briefs/

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

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

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

*The College will work with the new research analyst to develop a consistent and ongoing research plan that provides data support for continual institutional assessment and strategic planning.*

**Status and Progress Made:**

The president and the research analyst developed a research agenda that was approved by the executive cabinet. The research agenda is available at the following link: http://www.westvalley.edu/research/Documents/Research_Department_Forms_And_Policies/Research_AgendaV2.pdf

A College Fact Book is published yearly to inform the campus community of student characteristics, performance measures, and institutional effectiveness. Course retention and success rates are provided as part of the annual program review and planning cycle. Research in support of the student equity plan and basic skills initiative are contained in the following link: http://westvalley.edu/research/Documents/Success_Indicators_By_Ethnicity/

Three weeks after the start of the fall and spring terms, the research analyst generates "Fast Facts"– a one-page summary of current and recent student enrollment, demographics, and performance. "Fast Facts" is distributed via email to all faculty and staff.

To encourage the utilization of research-based practices and sound data sources, the research analyst has distributed a list of internal and external data resources for use by the campus community. It can be found at the following link: http://www.westvalley.edu/research/Documents/Research_and_Data_Sources_JAN_2010.pdf

## Standard II:

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

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

### Status and Progress Made:

Our College has streamlined its program review process so that summary information is used to foster thoughtful and strategic decision-making, resource allocation, and program development.

**Decision-making:** Program review summaries and data extracted from the 2008/09, 2009/10, and 2010/11 program reviews are incorporated into planning, decision making, and resource allocation processes. Summary information is accessible to the college community and has been disseminated through printed hard copy, on the Program Review website, by CD-ROM, and email.

At the program level, department members review course enrollments, economic and demographic trends, and innovations in their disciplines to arrive at thoughtful decisions about program improvements. An example of that is found in the Library Department's Program Review: In the LIBR 004 Information Competency course sections, instructors observed that their students completed assignments without first reviewing online lessons and readings. Since the resulting assignments were very poor, course instructors instituted a "gateway exercise" that students must complete with at least a 70% in order to access lessons and readings. This program level decision has resulted in higher success rates for students in the course.

**Resource allocation:** During the resource allocation process, program review summaries that address specific requests, such as new faculty hires and facility upgrades, are distributed to participatory governance committees for their consideration. When department members write their program reviews, they base their requests on how resources will improve classroom instruction, increase the relevancy of course offerings, expand student outreach, or provide program innovations that distinguish the College. For example, faculty members in the Music department who believed their classrooms lacked essential technology for presenting contemporary, interactive lessons requested

resources for an upgraded music lab.  The request was granted through the resource allocation process, and now classes offered in an upgraded lab are dynamic and engaging for students.

**Program Development:** In order to contribute to planning and program development, every 2008/09 program review was read and incorporated by the consultants working with the College on its Educational and Facilities Master Plan (E&FMP). Further program reviews were consulted in various ways in subsequent years to determine resource allocation needs.  Program reviews are a component part of annual budget development for programs, as each program review now includes program cost data.  The program review process for instructional programs enables each department to establish plans for degrees, certificates, and active versus inactive courses.

Instructional departments also integrate advisory board input and economic trend analysis into the development of new certificates and degrees. For example, the advisory board for the business department recommended that a Project Management Certificate be developed in order to train students in critical workplace skills sought by employers. The development of this successful certificate is in part the result of the reflective activity that occurs during the program review process.

All West Valley College instructional and non-instructional programs use the program review process to develop and monitor student learning outcome activities in order to promote continuous improvement and a culture of evidence.

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

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

**Status and Progress Made:**

The Basic Skills Advisory Committee (BSAC) meets monthly to discuss basic skills on the campus and to recommend funding of projects to improve basic skills services and outcomes. The retired director of the disabled students program (DESP) serves as the committee chair and coordinates activities with the vice president of instruction, the dean of student services, and the dean of instruction.

Some of the major projects funded by BSI funds that benefit basic skills students and improve student learning outcomes are:

- Additional tutoring on campus through the adjunct program, the PAL program and the math resource center;

- Funding support for the development of a campus assessment center;
- Partial funding of the research analyst and instructional research and educational testing assistant positions each year;
- Funding of administrative hours associated with basic skills elements of the Puente and SUCCESS programs;
- Funding of faculty training and conference opportunities including slots at the Great Teacher's Seminar;
- Funding of additional counseling and hours for a targeted program for basic skills and ESL students;
- Presentations at professional development days and other on-campus training sessions;
- Update of a yearly action plan and budget that provides direction to the committee and campus community involved in basic skills planning activities and priorities. This includes decisions related to Basic Skills Initiative (BSI) fund expenditures;
- Coordination between the BSAC committee, departments, the management team, the Academic Senate and other shared governance bodies to improve both provision of services to basic skills level students and eventual outcomes;
- Recoding of state MIS designations to provide more accurate information on basic skill level class outcomes;
- Funding of "over and above" assessments to diagnose learning problems and provide learning strategy recommendations to students struggling academically; and
- Coordination of data evaluation with the campus research analyst.

Use of project funds relies upon research and analysis to identify student needs and assess progress towards achieving outcomes. For example, the Math Department faculty struggled with low student success rates in beginning and intermediate algebra courses, with a success rate of 51%. Their brainstorming led to the idea of a math "Boot Camp," a one-week intensive preparatory class offered the week prior to the start of the semester. Their hard work paid off: students who complete the "Boot Camp" have posted success rates an average of 43% higher than those who have not. The Boot Camp is now included in a recently funded TRIO grant, as a continuation of the pilot.

In general, all basic skills courses are tied to student learning outcomes. Not all English basic skills courses have gone through assessment at this time, but the SLO, assessment, and change cycle has been completed for all basic skills courses in Mathematics, Reading, and ESL.

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

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

**Status and Progress Made:**

West Valley College continues to integrate SLOs at the course, program, and institution level. Activities include a college wide initiative to develop assessments that generate "change" recommendations for positive improvements in student learning and general education areas.

In the fall of 2009, four academic senators, the assessment coordinator, and the faculty accreditation liaison served on an SLO task force whose mandate was to develop institutional SLOs and comprehensive core competencies. Faculty members, senators, and task force members engaged in an ongoing dialogue that culminated in a broad, inclusive documentation of the College's institutional SLOs. The College's institutional SLOs and core competencies were approved by the senate in March 2010 and published in the College's 2010 – 2011 catalog.

During the spring 2010 semester, the office of instruction initiated a college-wide SLO campaign entitled: "SLOs – Just Do It!" As part of this campaign, the faculty accreditation liaison and the assessment coordinator developed easy to access and use Word and Excel templates for faculty use. http://www.westvalley.edu/faculty/slo/docs/ With these templates, faculty can input data, complete course assessments, and document proposed pedagogical and course recommendations for improvements.

On March 5, 2010, the vice president of instruction, the assessment coordinator, the faculty accreditation liaison, and an SLO task force member kicked off the SLO assessment campaign with an SLO assessment presentation and interactive workshops for division and department chairs. Division and department chairs were encouraged to bring course data for "hands on" use of assessment templates. Division and department chairs used the workshop time effectively by inputting data and completing assessments. The dialogue was productive and positive and a better understanding of SLO assessments was achieved.

In order to reinforce the importance of the SLO assessment process, the academic senate president wrote a letter to all faculty members soliciting their commitment and involvement. The assessment coordinator and the faculty accreditation liaison communicated with faculty to identify one-to-one training opportunities for completing

SLO assessments. Throughout the spring 2010 semester, the assessment coordinator and the faculty accreditation liaison met with division and department chairs in order to assist them with streamlined methods for assessing their course SLOs.

After an active semester of SLO assessment training and one-to-one interaction with department and division chairs, a positive SLO dialogue continues to unfold. Since more progress needs to be made, the newly elected SLO committee has launched a timeline and plan for tracking and maintaining SLO progress during 2010 – 2011.

In order to integrate SLOs and assessments into the program review process, this year's program review questionnaire includes web links to SLO assessments and templates. By emphasizing the critical relationship between SLO assessments, program review conclusions, and budget requests, departments and divisions are expected to complete more SLO assessments.

In sum, West Valley College is using a variety of formal, informal, and institutional channels to further address the integration of SLOs at the course, program, and institution level. Expanded SLO activities and campaigns are planned for the 2011-2012 academic year. These will primarily address assessment, follow-ups to assessment and the linking of program SLOs to the institutional SLOs.

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

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

**Status and Progress Made:**

In fall 2010, the Curriculum Committee recommended to the Academic Senate a goal for 2010-11 to ensure that all course outlines are current. That goal was adopted and solidified a number of processes developed over the last two years to more cohesively address the currency and relevancy of courses. The chair of the Curriculum Committee, in concert with the Office of Instruction and Academic Senate, leads and coordinates activities to identify outdated or inactive courses. The chair also serves the College as its articulation officer, assessment coordinator and SLO coordinator. These fortunate coincidences aid in the overall integration of curricular processes at the College.

Out-of-date and irrelevant curriculum is either revised or deactivated through the following means:

- All courses are tracked, since 2007, via the CurricUNET automated curriculum system. An audit process to identify older course outlines is underway. Reports are generated to help determine which courses are not current or compliant with Title 5 regulations and guidelines. A recent audit of degrees and certificates has followed a similar procedure.

- When reviewing revised and new course proposals, the Curriculum Committee uses the "rationale" section of the CurricUNET course proposal template to ensure that courses are relevant and current. Questions are directed back to the department prior to recommending approval of a proposal if there are concerns that need to be addressed.

- The chair of the Curriculum Committee serves on the Program Review Committee and receives recommendations from the Curriculum Committee to ensure that curricular issues are adequately addressed in the program review process. The annual program review process is the primary process for requesting course and program changes, including plans for new curriculum and for course and program deactivations.

- The chair of the Curriculum Committee, and as Articulation Officer, informs the committee of the impact of out-of-date course outlines on Title 5 compliance, accreditation, and transferability. In addition, the chair (in the roles of Assessment Coordinator and SLO Coordinator) sends lists of active courses without SLOs to departments as part of the SLO monitoring process. Department chairs then can identify courses for deactivation, which are then reviewed by the committee. During 2009/10 over 200 courses were identified and deactivated through this process.

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

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

**Status and Progress Made:**

The appraisal of instruction in online courses, including student surveys, is implemented on an on-going basis and the methodology used is consistent with the way face-to-face courses are evaluated.

On a regular and systematic basis, the College implements a confidential and secure appraisal system for online courses. The system has been approved by the academic senate, the faculty union, and the district. The College's office of instruction initiates the

evaluation process each fall and spring semester by notifying department and division chairs of which faculty members are due to be evaluated in their face-to-face and/or online courses.

Upon receiving notification, the evaluation team chair schedules a pre-evaluation meeting with the faculty member to explain the procedure, provide the job description, and share the relevant contract language. Then the evaluation team meets with the faculty member in front of a computer to view and discuss the various course components. The course lessons, discussion forums, PowerPoint slide shows, video and audio clips, homework assignments, and email correspondence are reviewed to assess the course's breadth, depth, and level of student interactivity. The evaluation team also reviews the results of confidential student surveys. Based on course observations and student surveys, the evaluation team provides the faculty member with positive feedback and suggestions for improvements, if they are necessary.

The College has excellent resources to support a faculty member's aptitude for designing and teaching effective and interactive online courses. The distance education department offers ongoing training and one-to-one assistance with the College's course management system, Angel Learning, as well as other aspects of distance education. The distance learning coordinator also offers faculty training in Distance Learning Course Design. The College's Fox Center is equipped with video and audio editing technology so that instructors can film themselves or their classes and this content can be uploaded in online courses. There are many opportunities for enriching online courses so that courses can be robust and rich with varied and interactive content.

The evaluation of online courses has become a systematic institutional process that enables the College to provide faculty with valuable feedback. In so doing, it fosters the College's ability to refine its distance education program by embracing the most appropriate pedagogical and technological approaches for engaging our students.

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

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*The College will further implement the practices and processes of SLO assessment at all levels of the institution.*

**Status and Progress Made:**

In addition to the SLO activities described in the response to the planning agenda for Standard II.A.1.c, the College has focused particular attention on SLO assessment. In October 2010 the assessment coordinator and the faculty accreditation liaison participated in a Level II, WASC Retreat on Student Learning and Assessment. This informative conference featured interactive workshops on assessment planning, faculty engagement,

and effective data management practices.  Participants were asked to develop a college-wide project during the conference with a goal of bringing improved approaches back to the institution.  The College project was *to develop a plan to connect each college course to at least one core competency, to design SLO measurement tools, and to implement and manage the college-wide assessment process.*

The assessment coordinator and the faculty accreditation liaison received valuable guidance on how to further delineate a college-wide SLO campaign.

These are some highlights:

- Expand the SLO committee to include a faculty member from every college division, the research analyst, and a student leader.
- Have SLO committee representatives in each division assist full time and associate faculty members with SLO completion, assessment, and program level learning outcome maps.
- Focus All College Day activities on mapping course and program level SLOs to institutional SLOs and core competencies.
- Encourage division chairs to motivate faculty involvement in the SLO assessment process.
- Engage in a positive dialog about valuable improvements that result from the SLO assessment process.

The WASC conference also featured a *gallery walk* that gave colleges the opportunity to share their promising SLO practices with others.  The West Valley College team showcased *college wide linkages* and *division and department training*. The College's team presentation included PowerPoint slideshows, posters, and handouts describing assessment practices.  The gallery walk was a great opportunity for exchanging ideas and acquiring new practices.

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

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

**Status and Progress Made:**

The College's SLO assessment process builds from the course level to the program level, with course SLOs mapped to program SLOs.  For example, while completing a recent cycle of the assessment process, the department of business administration and real estate discovered noteworthy change outcomes.
- When mapping course level outcomes to program level outcomes, the department realized that few of its courses mapped to the program level outcome *to use math*

*skills to solve business math problems.* As a result, the department is now including more math and quantitative skill training in its courses. This change will better prepare students for competitive workplaces and four year institutions.

- When reviewing a business communication course with a SLO that required students to give a PowerPoint presentation, the faculty member realized that this skill was not taught in the class. A class survey concluded that 80% of the students already knew how to use PowerPoint. For the 20% of the class who did not know how to use PowerPoint, the faculty member provided instruction so that all students would be well equipped for effective oral presentations. This also ensured that the course fulfilled this SLO.

As the College proceeds with its SLO campaign, and more assessments are completed, courses and degrees will be awarded on the basis of successful SLO achievement. Currently, some degrees and certificates require a capstone course where most program SLOs are measured. Other degrees and certificates require single program SLOs to be measured in separate courses when there is no capstone course or summary experience. With clearly delineated SLOs and measurements in place at the course, program, and institutional level, the College will be able to ensure that courses provide the skill sets, knowledge, and aptitudes that students need for success.

When mapping is in place for all degrees and certificates, and when continuous improvement is based on SLO assessment results, there will be high assurance that all students have achieved a program's stated learning outcomes. Please see also the planning agenda responses for Standards II.A.1.c and II.A.2.e.

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

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

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

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

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and**

**interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

*The College will develop and assess measurable learning outcomes for each general education area. These outcomes will be used in the future in the Curriculum Committee review process for granting GE certification for new and existing courses.*

## Status and Progress Made:

The Academic Senate appointed an SLO task force in fall 2009. The charge of the committee was to research the options of developing SLOs for the existing general educations areas or for newly-created institutional core competencies. Faculty members, senators, and task force members engaged in an ongoing dialogue that culminated in a broad, inclusive documentation of the College's institutional SLOs.

**College Core Competencies:**
I. Critical Thinking and Information Literacy
II. Quantitative and Qualitative Reasoning
III. Effective Communication
IV. Technological Competency
V. Personal Responsibility
VI. Social Responsibility
VII. Global Awareness and Diversity
VIII. Creative Problem Solving

The College's institutional core competencies and related SLOs were approved by the Academic Senate in March 2010 and published in the college's 2010 – 2011 catalog. These core competencies and SLOs encompass the knowledge, skills, and methodologies designated by II.A.3.a, II.A.3b, and II.A.3c.

The SLO assessment process for institutional SLOs and core competencies began in fall 2010 with the launch of the newly acquired SLO module in CurricUNET. The module is used by department faculty to request SLO certification, and document the assessment process. It is anticipated that a general education committee, appointed by the Academic Senate, will oversee the certification and monitoring process.

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

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

<u>**Status and Progress Made:**</u>

The College has made a deliberate effort to include student service and non-instructional programs in the program review process. The process addresses the unique ways that student service programs meet specific outcomes for effective service delivery in non-instructional programs. For the past three program review cycles, feedback from administrative and faculty areas has been used to modify the program review tool and process to better meet specific needs. Student Learning Outcomes for student service areas are routinely listed in the College catalog under the description of each program.

The Student Activities program, including student development, Health Services, and EOP&S (Extended Opportunity Program and Services) are examples of programs that have instituted ongoing surveys and other opportunities for input from students in order to assist with their success. To better promote dialogue about SLOs, the assessment coordinator is a regular member of the Student Services Council, a participatory governance body that meets twice monthly. The assessment coordinator also meets with the supervisors and directors of various services within student services to develop assessment strategies (Admissions and Records, Financial Aid, Outreach/Recruitment) .

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

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

**Status and Progress Made:**

Student Service programs and services have developed SLOs that are indicated in the college catalog and are applied during the program review process. This past program review cycle netted 100% SLO compliance from the various student service programs. (This percentage does not include the technology center and the work experience program.)

Data from the research analyst has substantiated that some students enrolled in distance education courses are not as academically successful as those in 'face to face classes'. The distance learning committee has responded to this important student success indicator by making college wide recommendations on how the College can standardize effective practices for distance education that improve student learning. For example, a representative from the Disability and Education Support Program (DESP), is an active participant in the distance education committee. A key recommendation from the group included: "Equitable access to student services (e.g. assessment, orientation, counseling, tutoring, library, financial aid)."

The College recently submitted a Title 3 federal grant partially to address the support and success needs of students enrolled in distance education courses. Although the grant was not awarded to our institution, it has spurred a conversation about addressing the needs of the College's online learners in a more comprehensive way. The distance learning committee's report details ways to respond to important student success issues.

The college website has a web link for online student services that offers students a distance learning readiness quiz "Are distance education courses right for me?" This section of the website provides students with strategies for making their online course experiences more successful. Students can also access online counseling through this website section. This service is growing very popular because many students taking distance education courses are seeking assistance and counseling. An FAQ (Frequently Asked Questions) section and access to an online counselor provide students with ongoing support and answers to common distance education questions. Currently, the College's online orientation component is being reviewed and updated by a counseling department subcommittee to ensure that it is more relevant and useable for students. Students who completed this module were awarded college orientation credit as described in matriculation standards.

In order to give students a streamlined, web experience when accessing student services, a task force is developing a "one stop student services portal" for the college website that will provide students with quick and easy connections to all student services. The portal will give students greater access to information and enable them to manage their own college responsibilities in a smooth, reliable way.

A recent report and recommendations from the CLARUS Corporation addresses the improvement of communication and access services for all students. This report has been

presented to participatory governance groups, including the Associated Student Organization (ASO), and is posted on the college website.

Our Information Systems (IS) department continues to work with college and district stakeholders to improve the retrieval of information from the CCC Apply Application. This issue is an ongoing discussion topic in monthly student service team meetings. A smooth system for retrieving student information from the VTEA questionnaire has been developed. Additional system improvements are under review designed to enhance information downloads from CCC Apply.

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

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*The College will develop the elements of a comprehensive research plan that identifies the needs addressed in the Student Equity Plan, as well as additional needs of student services programs.*

**Status and Progress Made:**

The College utilizes information from the college research analyst, the basic skills initiative, California Community College Chancellors Office (CCCCO) Data Mart, Accountability Reporting for the Community Colleges (ARCC) data, and other sources to understand and address needs. This information is posted on the College website. The College research analyst also publishes a FACT Book, which is a comprehensive profile of our College and our student body. The Educational and Facilities Master Plan (E&FMP, July 2009) guides and prioritizes construction and educational decisions, including the needs of support services. The E&FMP recommends that student services develop better means for student access and success. In response, students are now receiving assistance through these tailored programs, including: Basic Skills Initiative, First Year Experience, Global Education, and the K-16 Bridge program. The College's Campbell Center, designed to reach neighborhoods and communities not readily accessible to the Saratoga campus, is also addressed in the E&FMP. In order to address outreach/retention needs, the student services program wrote a High School-of-Origin (HSO) report, which provides a profile of students who attend West Valley College from local high schools. This information is shared with high school counselors at the College's annual High School Counselors Conference held every October. This report provides outreach staff with important information about the College's efforts within each high school.

Recently, the College president requested a comprehensive campus change initiative to address equity issues. Jumpstarting this initiative was a presentation at the All College Day (open to all faculty and staff) on success measures for West Valley students by

ethnicity.   This report, as well as ARCC data, is posted on the College website in the faculty/staff section. The data and outcomes have been a call to action for this forming group.  The College is also filling a long vacant seat on the College Council that focuses on diversity and inclusion.

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

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

**Status and Progress Made:**

The College's Health Services and EOP&S programs have integrated surveys and assessments into program improvement strategies. In the spring of 2010, the research analyst surveyed 725 students using the National College Health Assessment tool (NCHA). This semester-long process involving over 30 faculty indicated that the following factors have an impact on student performance: stress, sleep difficulties, work, illness, anxiety and depression.  This valuable information will assist college-wide efforts to address student support issues.

In the fall of 2010, the EOP&S staff surveyed all incoming students in their program using the SSK (Student Success Kit). The SSK identifies academic skill preparation, personal issues, study and thinking skills, plans for the future, and resource needs.  This self-administered questionnaire helps students, counselors and staff to identify student success factors and potential obstacles.  This proactive tool is useful for identifying student strengths and support needs.

Student services programs will clarify key research elements in order to identify emerging trends for diverse student populations.  The demographic data presented in the president's All College Day shows a disparity in success rates for students from certain ethnic groups. The president requested that the College engage in a comprehensive change initiative to more fully address equity and access issues at West Valley College. To accomplish this objective, the student equity and access committee has reconvened. In order to ensure that this issue is addressed at the highest institutional level for participatory governance, a member of this committee will serve as the Student Equity and Access committee representative on College Council.

With an active student equity committee in place, and a place for this committee on College Council, a systematic process for identifying research elements and gathering

pertinent demographic data can be established and utilized to address the needs of all student groups.

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

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*The research analyst and matriculation office will provide guidance to instructional and student support programs to create surveys that measure student satisfaction, retention, and success in a diverse, equity-oriented learning environment.*

**Status and Progress Made:**

West Valley College continues to support and enhance the campus community's understanding and appreciation of diversity. The College recently received a federal TRIO grant which will enable the College to better provide academic and educational support services to a diverse student population. As part of the application, the College analyzed its strengths, needs, and demographics.

The College's student governance group participates in several leadership training and development experiences throughout the year. In order to gain a more in depth student perspective, students were asked to participate in a comprehensive survey (Student Leadership Programs Survey, fall 2009). The demographic data on the characteristics of student leaders has been analyzed, and the results indicate that there has been an increased rate of participation for males and students of color.

The student leadership and the student services staff foster ways to reach under-represented students through specific programs. These programs include: Puente, Students Using Cross Cultural Educational and Support Services (SUCCESS), Disability and Educational Support Program (DESP), Educational Transition/Adult Re-entry (ET) and Global Education. These programs participate in program review and draw upon a variety of surveys and analysis to further develop their programs.

Our first year experience program, now in its second year, creates a learning community for students. The students, who are one level below college readiness in math, English and reading, enroll in these three classes and in a counseling course with a cohort group of students. The construct for this program is an avenue for students enrolling in the new TRIO program. The Office of Instructional Research surveyed the fall 2008 student cohort to analyze persistence, retention, and success over varying spans of time. This analysis led to program modifications based on success factors for this group of academically challenged students. Although the numbers are relatively small, a demographic profile of the participating students is part of the analysis.

Many the College's student support programs conduct data analysis in order to better focus service offerings, especially in times of budget constraints. This year, the College's Extended Opportunity Programs and Services program (EOP&S) initiated an extensive survey to students on initial contact, with subsequent follow-up. Counselors and staff review the self-reported information and survey responses. This student assessment kit has great promise for students and the EOP&S staff, allowing them to more thoroughly assess the learning and support needs of EOP&S students. In spring 2010, the Student Health Services program conducted the widely recognized National College Health Assessment and surveyed 12 percent of the College's student population. The resulting data formed the basis for health and mental health program actions and funding requests.

The College's basic skills program is coordinated through a campus-wide task force comprised of faculty, staff, and administrators. Accountability Reporting for the Community Colleges (ARCC) data reported statewide is used to support the efficacy of the basic skills program at the College. Over a three year period, the College's Office of Institutional Research collaborated with the basic skills task force to assess the various measures for basic skills courses and to make changes as needed.

Understanding regional high school partners is critical for providing student access and matriculation services. The outreach program funded a contract programmer who extracted useful information about graduates from the College's feeder high schools. This high-school-of-origin (HSO) report provides details about the students coming to West Valley College each year. The information can be sorted by gender and ethnicity to highlight enrollment trends.

Recently, the College president provided the campus community with research that depicts a pronounced achievement gap based on ethnicity. The underlying longitudinal data and its analysis are currently under review. Student Services will use the data as a jumping off point for a concerted effort to promote student success. The College will also include performance data based on ethnicity in next year's program review cycle.

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

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*Student services programs will work with matriculation and the research analyst to develop regular and systematic evaluations of support services.*

### Status and Progress Made:

Student Services participates in the program review process as a way to provide regular and systematic evaluations of support services. This iterative process evaluates student

success outcomes so that Student Services can focus on ways to continually improve its processes for meeting student needs.

EOPS, DESP, ET, and CalWORKs provide opportunities for students to give timely and critical feedback through program based student satisfaction surveys. EOPS has implemented a Student Success Pre-Assessment survey to increase student's self-knowledge of five academic success skill areas to increase student success. Counseling services disseminates student surveys to identify strengths, gaps, and weaknesses in counseling services. In the fall of 2009, Student Services disseminated a needs assessment survey to identify the most critical areas of need for students. The survey was conducted in selected classes and in the associated student body. Approximately 530 students completed the survey. The top four need areas identified in rank order are:

- Financial Aid,
- Transfer/Counseling,
- Textbooks, and
- Tutoring.

The vice president of student services conducted two planning retreats that focused on College goal #3 "Optimize the effectiveness of Student Services to strengthen the pathways for student success." The suggestions were compiled and coded. Priorities and timelines for implementation were developed and progress toward these priorities was reviewed during the College Council retreat.

The College president asked all students, faculty, staff, and administrators to provide comments and suggestions for college improvement. The results were published widely and the three vice presidents responded to the comments and suggestions that pertained to their areas of responsibilities. A common theme for student services focused on streamlining numerous processes to give students easier access to information and services online. Working collaboratively with District Information Systems, the student services program will launch an active student portal. Currently, a pilot team has been identified and will receive training on the new student portal.

The College held its first annual student convocation to inform students about pathways to success and to capture new students' perspectives and expectations. For a month after the convocation, participants were able to access an online survey to provide comments and suggestions and share their expectations about College.

## Standard III:

> **III.A.4.b.The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

*The College will partner with the district in updating the Equal Employment Opportunity Plan (EEOP) and monitoring its annual progress. The plan is expected to be completed during the 2007-2008 academic year.*

**Status and Progress Made:**

West Valley College is committed to hiring a diverse faculty and staff, an asset which supports a dynamic environment for learning and working. In order to ensure a diverse pool of qualified applicants, Human Resources (HR) and the hiring committee recommend particular publications and journals specific to the recruitment. For faculty positions, advertising is routinely placed in the CCC Registry, Chronicle of Higher Education, Higheredjobs.com and various publications targeting groups underrepresented in higher education employment. In addition, hiring committees are reviewed by HR to assure that they are diverse in composition. Applicant data is tracked for every recruitment period and a report is provided to the State Chancellor's office each year. Faculty and staff demographic data are also reported annually. Finally, in all selection processes, each candidate is queried regarding demonstrated ability to effectively interact with people of diverse socio-economic, cultural, disability and ethnic backgrounds.

The Board of Trustees approved the District's Equal Employment Opportunity Plan at its February 19, 2009 meeting. The District Faculty and Staff Diversity Advisory Council (FSDAC) serves as an advisory group to the Associate Vice Chancellor of Human Resources and is a District wide participatory committee. The composition of the committee is evenly balanced between the two colleges with a total of four faculty, four classified staff, four students, four administrators, two staff from District Administrative Services, two Board members, and two community members. An HR specialist and West Valley College's Research Analyst serve as resources to the committee. Among its several roles, the FSDAC assures the institution's support for appropriate programs, practices, and services that support it diverse personnel and that the institution regularly assesses its record in employment equity and diversity consistent with its mission.

During the spring of 2008, members of the FSDAC attended a training session given by the law firm Liebert Cassidy Whitmore entitled, "From Model Plan to Your Plan: Developing Compliant EEO Plans That Work". Also during the spring of 2008, the FSDAC invited Dr. Arturo Ocampo, the EEO Model Plan Project Director, from the California Community College Chancellor's Office to discuss the Chancellor's Office Model Equal Employment Opportunity Plan with the Council. The FSDAC began data analysis related to student, faculty, staff demographic trends during this same time. The

College's Academic Senate held discussions regarding the District's EEO Plan on May 6, 2008 and May 13, 2008.  At the November 18, 2008 Academic Senate meeting, the District presented a draft of the Equal Employment Opportunity Plan. Ultimately, the Board of Trustees approved the District's Equal Employment Opportunity Plan at its February 19, 2009 meeting.

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**III.B. Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

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*The College will implement scheduled renovation and expansion of instructional facilities, infrastructure replacement, and improvement of vehicular and pedestrian circulation.*

*Project components include:*

- *maintenance, repair, and/or replacement of various building exterior/interior finishes and utility systems,*
- *demolition of one temporary structure and one permanent structure and replacement of each demolished structure with a larger building,*
- *remodeling of the interiors of ten existing buildings,*
- *renovation and/or expansion of four existing buildings,*
- *construction of two new buildings,*
- *reconfiguration and consolidation of existing campus accesses,*
- *re-alignment of campus roadways and walkways to improve on-site circulation and compliance with new ADA regulations.*

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**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

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*The College will carry out the planned facility and infrastructure additions, improvements, and reconstructions as set forth in evolving construction plans in collaboration with the program and construction management companies.*

**Status and Progress Made:**

**Educational & Facilities Master Plan (E&FMP): (Completed July 2009)**
In July 2009, the college updated the previous educational and facilities master plan in anticipation of much-needed facility improvement projects to support existing and future educational programs.

- **Process** – As the highest level participatory governance body of the College, the College Council recommended the hiring of HMC Architects to facilitate the process of updating the educational and facilities master plan. Through College Council's facilitation, HMC reviewed existing program review documentation and assisted many program, department, and division meetings to elicit grass roots participation among faculty and staff within the programs.

- **Implementation Objectives** – The updated educational and facilities master plan process resulted in the synthesis of various external and internal data sources. HMC provided ongoing updates and forums to the campus community. The overall objective was to ensure the master plan was completed in accordance with strategic planning, college goals, and accreditation. Further, the E&FMP establishes the College's facility recommendations for upcoming bond measure campaigns, next expected in 2012. The updated master plan gives the College many rational recommendations to pursue.

- **Outcomes**
    a. As a result of the E&FMP process, the District updated and hired a new pool of approved architects.
    b. The District hired a new College Facilities Manager to help manage and coordinate existing facilities renovation in coordination with the current maintenance and operations of the facilities.
    c. Through the College's governance structure, the cabinet provided the Board of Trustees a full facilities analysis for purpose of recommending a new local bond for 2010 and 2012.

**Measure H Funds Realignment due to No State Bond - Completed In May 2010**

The Cabinet recommended that College Council endorse a "re-basing of Measure H funding" in order to prioritize existing bond funding for renovation projects for student service and instructional areas. The College Council and the Cabinet re-based (shifted resources from bid savings) and established criteria to expedite necessary small cosmetic renovations that benefit the greatest number of students. As a result of this collaboration, the College is using $1.5M of Measure H funds for current small facility projects and the Language Arts and Social Sciences complex will be fully renovated in 2012. Since 2009, the following major projects were successfully completed: the Fox Center, the Science/Math construction and renovation, the campus data/electrical infrastructure, the front entrance gateway, and the landscape corridor.

**Prioritized and Complete Annual Small Facilities Projects**

- **Process** –All projects under $10,000 are fast-tracked and prioritized by the cabinet. Projects over $10,000 are prioritized by the Facilities Advisory Committee (FAC).  Any employee can request a small facilities project. The request form asks important questions to determine how the project will impact the College's goals. The form is routed through the division chair and the designated process eventually to the FAC.
- **Implementation Objectives –** During the Spring and Summer of 2010, the college identified and prioritized all "small facilities projects" and developed a tiered priority list that will be funded by the $1.5M source of Measure H funding. The remaining funds for fast track projects come from facility rental funds.
- **Outcomes –** As a result of the above process, many projects have been completed. Prominent projects completed were renovations to CR-4, CR-5, AAS-34, Library, Tutorial Center, football/track hillside, Child Care Center, and TC-D.

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**III.C. Technology resources are used to support student learning programs and services and to improve institutional effectiveness.  Technology planning is integrated with institutional planning.**

**III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

**III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services**.

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*The College will seek additional technology funding through on-going state funding and business and industry partnerships and by forecasting for a future bond measure to support its instructional needs.*

**Status and Progress Made:**

West Valley College has completed numerous projects that have enhanced our physical buildings and have provided instructional equipment in new and remodeled classrooms. The standard instructional equipment being installed in all new and remodeled

classrooms includes: instructor computer, document camera, data projector and sound system.

Recently completed building projects with significant instructional technology funded by the Measure H Facilities Bond and State funds include:

- Science Addition – three science labs
- Fox Technology Center
- Science/Math Phase 1 – Eight Math & three Chemistry labs
- Temporary classrooms (the "Village")

Future instructional building projects currently in design or construction include:

- Science/Math Phase 2 (Fall 2011/Spring 2012)
- Language Arts/Social Science (Spring 2013?)

The new Fox Technology Center which opened for instruction in Feb, 2010 is a major investment of instructional technology for West Valley College.

- Four multi-media classrooms fully outfitted with audio visual systems, as well as cameras to capture lectures and student presentation
- Three computer classrooms
- Two distance learning classrooms
- One large lecture hall that includes cameras to capture lectures, 7.1 sound system, and special acoustics.

State and bond funding for the Fox Technology Center also provided funding for:

- Laptops on carts
- Instructional software
- Instructional servers
- Software to manage the instructional network more effectively

There are plans to increase the Fox Center's instructional technology with more capabilities with the State funds. There have also been donations to the West Valley College Foundation for Technology, including Fox Family donations to the Foundation.

During the summer of 2010, there were upgrades of instructional technology in three classrooms.

The District IS organization has completed a number of important technology projects in support of the colleges, which have been funded primarily by the Measure H facility bond funds and the West Valley Mission Land Corporation.

- Network refresh including new data network routers/switches as well as a 40GB fiber backbone that provides a redundant network "ring" around the large West Valley College campus. These include data network

installations for all of the new WVC building mentioned above.

- Microsoft E-Mail/Exchange implementation, which is a significant upgrade from the previous email and group scheduling system

- WVM-ALERT, which provides emergency alerts to faculty, staff and students

- Telephone system upgrades

- Datatel Student Portal (in progress)

The following are instructional technology projects funded for fiscal 2010-2011 through the District's auxiliary entity, the Land Corporation:

- Web Content Management System

- Upgrade Computers in computer classrooms and labs (over $90,000)

- New Digital Music Studio

- Ten Additional Multi-Media classrooms

- Adapted Software/Hardware

- Virtual Distance Learning Resource Center

- Computer Upgrades in Architecture and Interior Design

- AutoCAD Software Licenses

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**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

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*The College will revise the college's Strategic Technology Plan using a pragmatic approach to support and implement future technology, including staffing needs and new facilities.*

**Status and Progress Made:**

The Technology Advisory Committee (TAC) is updating the West Valley College Technology Strategic Plan. A first draft was developed in May 2009, and TAC will finish the plan by February 2011.

> **III.D. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource plan is integrated with institutional planning.**

*The College will actively support and participate in the development of a new district budget allocation model as suggested in the FCMAT report.*

**Status and Progress Made:**

In March 2009, the Budget Allocation Model Subcommittee (BAMS) presented three alternative budget allocation models to the District Budget Advisory Committee (DBAC) for consideration: the current allocation model, the three-year rolling average model, and the Revenue Sharing by Activity Code (RSAC) model. The three allocation models were recommended for further analysis by a fiscal consultant, the interim district's vice chancellor.

DBAC was unable to reach agreement and the review was taken up by the new permanent vice chancellor in May 2009. The vice chancellor has since reviewed all of the proposed models and deemed the first two, the current allocation model and the three-year rolling average model, for consideration. He has also recommended an alternative model, which is to modify the current allocation model to align with the SB 361 allocation method for California community colleges. This methodology was discussed at DBAC during the 2009/10 academic year.

The goal for fall 2010 is to run simulations using the SB 361 methodology and to develop the allocation model, which will then be used in the development of the 2011-12 budget. The college vice president of administrative services will continue to work with the vice chancellor in developing the model to ensure a fair distribution of resources that are adequate to support the effective operation of the College.

*The College will develop a process to educate the division and department chairs regarding the revised budget processes.*

**Status and Progress Made:**

Since the March 2008 accreditation team visit, the Office of Instruction and the Office of Administrative Services have teamed up and provided regularly scheduled department chair and division chair training. Topics often cover enrollment management, budget development, and administrative services. The training occurs during "All College Day"

and periodically during the fall and spring semesters. This training also occurs during the budget development phase.  In October of 2010 zero based budgeting workshops were provided for all division and department chairs.

**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

*The College will complete the updating of its strategic plans in conjunction with district goals and the college's program review process.*

<u>Status and Progress Made:</u>

Through collaboration with the campus governance structure, the following strategic goals have been completed:

- The College completed an E&FMP Update in preparation for continuing campus' bond-construction program.
- The College realigned Measure H bond resources for current and future construction as a result of changes in the State's ability to contribute through the state-bond program.
- The College successfully completed FY09 and FY10 goals and objectives in the following areas:
    - The College helped restore stability funding through restoration of enrollment. The College reached 10,000 FTES in 2008/2009 and fully complied with all requirements associated with supplemental instruction.
    - The College successfully reduced costs through a series of deliberative planned measures to include an early retirement incentive, reorganizations, and budget reduction plan for FY11.
    - The College successfully completed the Science/Math Addition, the Fox Center, the first phase of the Science Math complex, landscape corridor, and the front entrance, among several instructional small facilities projects.
    - The College implemented a well-established process of communication among the bargaining units and various constituencies.
- The College engaged in an extensive operational analysis conducted by an external consultancy of experts, the California Collegiate Brain Trust (CCBT), and has established a district enrollment management team. The purpose of the district team is to maximize revenue strategies through enrollment management between the two Colleges.

Program review data and conclusions are used for resource allocation and planning.  The college community can access program review information through: hard copies, the College website, CD-ROMs, and email. The program review process

is integral to planning because all program reviews are considered and incorporated into the College's Educational and Facilities Master Plan.  Since program reviews now include cost data, they are now used in the annual budget development for all College programs.  The program review process for instructional programs allows each unit to establish plans with regard to its degrees, certificates, and active versus inactive courses. All instructional and non-instructional programs use the program review process to develop and monitor student learning outcome and assessment activities in order promote continuous improvement and a culture of evidence.

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**III. D.1.a. Financial planning is integrated with and supports all institutional planning.**

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*The College will establish a regular budget review process with the Office of Instruction, Office of Administrative Services, and the district Fiscal Services Office to ensure continued compliance with the state 50% law and other state requirements.*

**Status and Progress Made:**

The Office of Administrative Services regularly provides monthly fund balance projections of the general fund. This procedure was key during the 3.39% workload reduction, implemented in 2009/10, as the College continuously monitored the budget throughout the year.  The Offices of Instruction and Administrative Services established a process to monitor part time contracts, load allocation, and allocation of FTEF in Performance Goals as they relate to the part time allocation budget. The fund balance projections are shared with the College Cabinet and the office of the vice chancellor in order to comply with the 50% law.   With the College's personnel specialist's help, the Faculty Obligation Number (FON) is calculated and validated with Human Resources in order to ensure state compliance following a substantial number of early retirement incentives.

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**III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

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*The College will implement additional FCMAT recommendations as appropriate within the college's planning cycle.*

**Status and Progress Made:**

In August 2006, the West Valley-Mission Community College District (WVMCCD) and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into a study agreement to provide a fiscal review of the district. A final report was issued in November 2006. The FCMAT study brought to light the need for a concerted and productive examination of the financial and organizational infrastructure of the institution as a whole to better assist the Colleges and the District in addressing fiscal and structural challenges. The College has responded to relevant recommendations contained in the FCMAT report by a) updating the college's educational and facilities master plan; b) beginning a process to eliminate the practice of rolling over department and college budgets from year to year; c) participating in a coordinated enrollment management effort; and d) adopting a zero-based budgeting approach to allocating resources.

On September 4, 2008, the Board of Trustees of the West Valley-Mission Community College District approved a contract with the California Collegiate Brain Trust (CCBT) to prepare a study to help solve the financial deficit being experienced by the District and to help improve institutional effectiveness. As part of the investigation phase, CCBT carefully reviewed the FCMAT report. Relevant recommendations from the FCMAT were folded into CCBT's December 2008 final report, providing new direction to the district and colleges in reducing expenditures and increasing operational efficiency.

The CCBT report included 132 recommendations which were posted on the internal district website for viewing by all employees and the Board of Trustees. At the request of District Council, the consultants led forums at each college allowing all members of the district community to ask questions and respond to recommendations. The organizational review has been a regular agenda discussion item at college and district governance councils and senates.

A matrix was developed to chart and track the status of each recommendation, and feedback was received from all of the constituent groups through the participatory governance process, resulting in in-depth focus reports containing both long-term and short-term solutions. Short-term solutions included necessary changes for 2009-10 yet allows for additional time for discussion and decisions regarding long-term solutions.

The College has responded to relevant recommendations contained in the CCBT study by reorganizing and/or restructuring to reduce expenditures and increase efficiency in its operations. Outcomes include restructuring of the Child Development Center, Student Services, and Admissions and Records divisions. A proposed restructuring of Administrative Services is currently in the process of being implemented. Changes in college instructional administration include reduction of reassigned time for faculty, consolidation of departments, section elimination, and increased efficiency levels.

## Standard IV:

**IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

*West Valley College will develop a regular and ongoing training program for new campus leaders, department heads, and division chairs.*

<u>Status and Progress Made:</u>

West Valley College is part of a two-college district and most human resources responsibilities are handled at the district level. Since 2006, the district has held an orientation for all new employees. This orientation includes:
- an overview of the two colleges within the district (including West Valley College);
- a history of the district;
- a demographic profile of the district;
- how the district functions;
- a summary of the various offices and services within the district;
- a review of various documents, including campus maps, phone directories, and parking information; and
- an explanation of the participatory governance process.

In addition to the above, the District provides training opportunities for all individuals who have a supervisorial role. The district provides training to supervisors on topics such as sexual harassment, unlawful discrimination, disability accommodations, and violence in the workplace. These trainings have been offered each year, although not on a systemic basis.

Since 2007, the District has been licensed to use the Leadership Development Academy (LDA) protocol developed by the Achieve Global Corporation. The purpose of the LDA protocol was to provide training for campus leaders at all levels of the district. This training took place over two years and consisted of a series of modules that built upon previous training sessions. Employees with supervisorial roles, leadership roles, and customer service roles participated in this training. Due to a layoff (for budgetary reasons) of the district's Professional Development Coordinator, LDA trainings have been suspended since 2009.

In an effort to make employee training more organized and sustained, and as part of a reorganization of the district's Human Resources Department, the district hired a new Director of Human Resources to coordinate all staff development activities. This new director started work in September of 2010. One of the primary responsibilities of the director is to develop more effective and systemic employee training for all employees at the District.

West Valley College has provided regular training for department chairs and division chairs every semester since 2007. The trainings typically last 4-6 hours and have been well attended. The Office of Instruction develops different topics for each training session depending upon input and requests for information from division chairs. These trainings are ongoing. Examples of the training topics include budgetary planning, student learning outcomes, the curriculum change process, program review, and enrollment management

New faculty members participate in a new faculty orientation program that takes place over the course of the faculty member's first academic year. The purpose of this orientation program is to help facilitate a new faculty member's transition into full-time teaching at the college. Topics covered in this orientation include a general overview of the college, participatory governance process of the college, role of the faculty union, role of the Academic Senate, classroom management techniques, and the use of technology in the classroom.

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**IV.A.2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibilities and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

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*The College will increase communication from the president to the college community using advances in technology and multi-media processes.*

**Status and Progress Made:**

The current president of West Valley College assumed the position in August 2009, following the retirement of her predecessor. An area of focus for the president has been strengthening communication across the college community (to both internal and external constituencies). Toward this goal, she has implemented the following:

- *Monday Morning Updates*
  On a weekly basis during the academic year, the president publishes a *Monday Morning Update* via email. This communication tool includes a wealth of information of significance to the campus. Now in its second year, the *Update* has been well received by the College. The president

regularly receives positive feedback about the quality and meaningfulness of the information provided.

- *Brown Bag Lunch*
  On a biweekly basis, the president hosts a brown bag lunch in the Campus Center for faculty, staff, and students. The purpose is to create a more informal means of fostering open dialog and the exchange of ideas, thoughts, and concerns. Now in its second year, these lunches attract a cross-section of the campus community. While not considered "high tech," the brown bag lunches provide an accessible means of connecting face-to-face with all employees and students.

- *Community Forums*
  On a periodic basis, the president holds forums to present and discuss college issues that have a bearing on the interests of community members. Forum topics have included construction updates and information sessions on the College's solar power project. These forums are videotaped and uploaded onto the college's website for ease of access.

- *Campus Forums*
  On a periodic basis, the president arranges forums to present and discuss issues of college-wide importance. Campus forum topics have included budget updates, budget reduction plans, and textbook pricing and cost containment. These forums are videotaped and uploaded onto the college's website for ease of access.

- *Social Media*
  The College is engaged in social networking as a means of promoting connection and communication with all stakeholders. Facebook, Twitter, and LinkedIn are used with some degree of regularity to promote information sharing and engagement.

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**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

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*The governance councils will consider whether the current governance councils are sufficient in number, assignment, and purview to effectively ensure that all operational and programmatic needs of the college are adequately represented in the participatory governance process.*

**Status and Progress Made:**

As described in the November 2007 Accreditation Self Study, the seven governance councils of the college (Student Senate, Academic Senate, Classified Senate, Division Chair Council, Student Services Council, and Executive Staff Council) are well established and function in a manner which seeks to encourage participatory decision-making, effective communication, and collaboration. As a result, there has been little impetus to re-examine the governance council structure per this action plan. Some informal dialog has ensued within the administrative services branch of the college regarding effective representation of this area given the absence of an administrative services council. Should that issue develop further, it will be brought forward to College Council for discussion, input, and action.

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**IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

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*The College will respond to relevant recommendations contained in the FCMAT report.*

**Status and Progress Made:**

In August 2006, the West Valley-Mission Community College District (WVMCCD) and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into a study agreement to provide a fiscal review of the district. A final report was issued in November 2006. The FCMAT study brought to light the need for a concerted and productive examination of the financial and organizational infrastructure of the institution as a whole to better assist the Colleges and the District in addressing fiscal and structural challenges. The College has responded to relevant recommendations contained in the FCMAT report by a) updating the College's educational and facilities master plan; b) beginning a process to eliminate the practice of rolling over department and college budgets from year to year; c) participating in a coordinated enrollment management effort; and d) adopting a zero-based budgeting approach to allocating resources.

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The CCBT report included 132 recommendations which were posted on the internal district website for viewing by all employees and the Board of Trustees. At the request of District Council, the consultants led forums at each college allowing all members of

the district community to ask questions and respond to recommendations.   The organizational review has been a regular agenda discussion item at college and district governance councils and senates.

A matrix was developed to chart and track the status of each recommendation, and feedback was received from all of the constituent groups through the participatory governance process, resulting in in-depth focus reports containing both long-term and short-term solutions.  Short-term solutions included necessary changes for 2009-10 yet allows for additional time for discussion and decisions regarding long-term solutions.

The College has responded to relevant recommendations contained in the CCBT study by reorganizing and/or restructuring to reduce expenditures and increase efficiency in its operations.  Outcomes include restructuring of the Child Development Center, Student Services, and Admissions and Records divisions.  A proposed restructuring of Administrative Services is currently in the process of being implemented.  Changes in college instructional administration include reduction of reassigned time for faculty, consolidation of departments, section elimination, and increased efficiency levels.

**IV.B.2.d. The president effectively controls budget and expenditures.**

*The College will implement annual budget training for all budget managers as part of a coordinated training program.*

**Status and Progress Made:**

The College provides annual budget training for all division chairs and department chairs. This training takes place in connection with the development of the College's budget and program review process.  Most recently, these trainings have been in the form of workshops, where the chairs have been asked to bring their budget and program review data to computer rooms.  At these trainings/workshops, the chairs can ask questions of the administration, and work collaboratively to engage in effective budgetary and program review planning.  There are usually two such workshops per year, one occurring in December, and one occurring the following February, all as part of the college's budget development process.

During the 2010-2011 academic year, the college will develop the upcoming year's budget based upon a zero-based budgeting model.  The purpose of using zero-based budgeting is to more effectively realign limited resources across the institution. Implementing this budgeting model will necessitate substantial training of all division and department chairs. Such training is built into the budget development calendar.

**IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

*The College will participate in the completion of the review and revision of the budget allocation model.*

**Status and Progress Made:**

The current allocation model was last used in the budget development for 2009-10. Although it has been modified through the years, there is still a negative perception of its effectiveness in allocating funds to the College, primarily due to the past practice of splitting the allocation between the two Colleges based on FTES, with a percentage off the top for administrative services. The model is also viewed as ineffective in years where there has been deficit spending since the percentage split between the colleges and the District has not been adjusted to respond to budgetary fluctuations.

Since the November 2007 Accreditation Self-Study, the Budget Allocation Model Subcommittee (BAMS) continued its task of reviewing the district's allocation model, under the direction of the highest district participatory governance body pertaining to budget, the District Budget Advisory Council (DBAC). However, progress on selection and revision of the allocation model was impeded by administrative turn-over. The district vice chancellor went out on medical leave during the spring 2007 semester and eventually resigned. During the two-year search for a permanent replacement, the position was filled with one interim and two contracted vice chancellors. A permanent replacement was hired in March 2009, which reestablished stability in district administrative services and allowed the district to continue its review of the allocation model.

In March 2009, the BAMS subcommittee presented three alternative budget allocation models to DBAC for consideration: the current allocation model, the three-year rolling average model, and the Revenue Sharing by Activity Code (RSAC) model. A fourth model suggested by a previous interim vice chancellor offered a compromise between the RSAC and three-year rolling average models. This fourth model has not been fully developed and is no longer under review.

DBAC was unable to reach agreement and the review was taken up by the new permanent vice chancellor in May 2009. The vice chancellor has since reviewed all of the proposed models and deemed the first two, the current allocation model and the three-year rolling average model, for consideration. He has also recommended an alternative model, which is to modify the current allocation model to align with the SB 361 allocation method for community colleges. This methodology was discussed at DBAC during the 2009/10 academic year.

The goal for fall 2010 is to run simulations using the SB 361 methodology and to develop the allocation model, which will then be used in the development of the 2011-12 budget.

The college vice president of administrative services will continue to work with the vice chancellor in developing the model to ensure a fair distribution of resources that are adequate to support the effective operation of the College.

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**IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

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*The College will develop written material on history, basic principles, and goals to append to existing procedural documents to provide a better orientation for individuals new to the college.*

## Status and Progress Made:

As part of the District's orientation program, all new employees are provided with information about the background and history of the College and the participatory governance process that both the College and District follow.

The highest-level participatory governance body at the College is College Council. This body functions under a set of principles detailed in the *West Valley College Shared Decision-Making Plan*. This document was re-examined and revised during the 2009-2010 academic year to more accurately reflect the composition and voting status of the body's membership. The *West Valley College Shared Decision-Making Plan* is provided to all new members of the College Council. Additionally, it is included in the Faculty Handbook.

The leaders of the various constituent groups within the College and the District participate in the highest district level participatory governance body, District Council (DC). DC follows a set of adopted operating principles to guide the meetings and discussions. At the beginning of every semester, the DC facilitator provides an orientation session regarding the operating principles to acquaint new members of DC, and to provide a refresher to incumbent DC members. The orientation program includes quizzes, worksheets, and discussions on how the DC operates, and what role it serves within the district. DC's procedural documents and its operating principles are all posted on the district's website to make the DC's proceedings transparent.

Finally, as described in the responses to Recommendations 1 and 5 contained in this midterm report, the District has instituted a new goal development process and calendar so that the District's goals are more clearly linked with, informed by, and aligned with each College's set of goals. This new process has been broadly disseminated to all constituent representatives. Further, the annual College and District goals are widely

disseminated across campus to ensure that each member of the college community is duly apprised of the focus.

# Update on Substantive Change in Progress, Pending, or Planned.

In March, 2009 West Valley College submitted a substantive change proposal to the Commission for the addition of courses that constitute 50% or more of a program. Approval was granted in June of 2009 for the addition of three Associate of Arts degrees and one Associate of Science degree, and four Certificates to be offered 50% or more through a mode of distance or electronic delivery. Please see Appendix D: Committee on Substantive Change Action Letter of June 2, 2009 and the Substantive Change Proposal of March 10, 2009.

No additional substantive changes are in progress, pending or planned at this time.