EVALUATION REPORT

WEST VALLEY COLLEGE

14000 Fruitvale Avenue
Saratoga, CA 95070

A Report Prepared for the Accrediting Commission
For Community and Junior Colleges

This report represents the findings of the evaluation team that visited
West Valley College March 17 – 20, 2008

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Comprehensive Evaluation Visit Team
Monday, March 17 – Thursday, March 20, 2008

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INTRODUCTION

History

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

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

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

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

Conducting the Team Review

The Visiting Committee Chair and his assistant conducted a pre-visit to the campus to complete a site review, meet the steering committee and district personnel and to work out the final logistics for the team visit. This activity ran smoothly and all arrangements for the team visit were completed.

Prior to the visit all team members with the exception of the chief business officer representative, participated in the team training in Los Angeles. This gave the visiting committee chair and the assistant an opportunity to meet with the team and to work out logistics, assignments, and preliminary data with the team. The college had distributed the self study prior to the visit and all members were asked to read the complete self study and respond to assignment 1 that focuses on the self study document. In addition, the team members had been issued assignment 2 that focused on their specific assignment to one of the four standards. That information was electronically sent to the team

chair and from there each member's work was distributed to the other team members. The team arrived at the college ready to fully participate in the accreditation.

A ten-member team appointed by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges conducted a comprehensive visit of West Valley College from March 17 – 20, 2008. Team members interviewed a broad representation of the campus community, held an open forum, met with district office administrators and six of the seven members of the Board of Trustees. In addition the visiting team met with each standard committee in order to acquire a thorough understanding of West Valley College's instructional program, services for students, organizational culture, climate, and student population.

The purpose of the visit was to review the college's self-study to determine how well the college had addressed the recommendations of the previous visiting team, addressed the ACCJC Standards, and to provide recommendations regarding quality assurance and institutional improvement so as to assist the college in strengthening its programs and services, and to enable the team to make appropriate recommendation to the Accrediting Commission regarding the accredited status of West Valley College.

In preparation for the visit, team members studied the Commission Handbook for Evaluators, attended training workshops conducted by staff of the Accrediting Commission for Community and Junior Colleges, and read the college's self-study and related documents provided by the college. Each team member prepared written reactions to the West Valley College Self study, identified questions to be addressed by the college, and determined individuals and groups to be interviewed. Meetings were established with each Standard Committee, the Board of Trustees, officials of the district office and appropriate individuals on the campus. The team met collectively to review the self-study report and discuss themes to address. Members of the team met with the co-chairs of their primary and secondary assignments and were introduced to college officials and members of the self-study steering committee.

The 2008 visiting team found the self-study to be well organized, well written, and easy to use. An addendum to the Eligibility Requirements was sent to the team members to complete the review of the 21 parts of that review. The team was impressed with the thoroughness of the study, the attention to which the findings of the previous visit were addressed, and the quality of educational programs and services.

COMMENDATIONS

1. The faculty staff, administration and Board of Trustees are to be commended for building partnerships with the community in support of the college including the ongoing communications with the neighborhood, the support of the city and the passage of Measure H.

2. The faculty, staff, and administration are to be commended for identifying new goals to improve technology including information technology, general education requirements and the implementation of goals to prepare students for a global economy.

3. The faculty, staff and administration are to be commended for establishing the team work and commitment of all employees to ensure the success of the college in meeting its missions even in troubling times.

4. The Board of Trustees is to be commended for its insights in initiating the Land Corporation Foundation as a jewel of opportunity for the colleges to serve the one-time and capital construction needs of the district.

5. The faculty, staff and administration are to be commended for developing technology to better serve the instructional and support services of the college.

RECOMMENDATIONS

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.)

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,)

3. The team recommends that the college implement elements of program review to ensure evaluation of distance learning courses and instruction is comparable to that of traditional instruction. (II.A.1.b., II.A.2.c., II.A.2.d., II.B.1, II.B.3.a., II.C.1.c.)

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 missions must be shared with the Accrediting Commission (III.2.a., III.2.d., E.R. 17)

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)

RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS EVALUATION TEAM

RESPONSE TO RECOMMENDATION 1

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

West Valley College has expanded its outreach efforts to include areas of the county that are ethnically diverse and economically disadvantaged. The district also expanded its target area to address the entire county and, therefore, the measures of ethnic representation are outside the district boundaries. College recruiters conduct outreach at 29 high school campuses where they provide assessment, academic counseling, and financial aid workshops. The college also brings high school students to the campus for campus tours and orientation to academic programs and majors, organizations, and services which will help them succeed at the college or focus on college selection.

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

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

In order to improve the success of under-represented students West Valley recently implemented an electronic mid-semester Early Progress Alert system. The mid-semester progress report allows faculty to indicate electronically which students are experiencing difficulty in any of three areas: tests, attendance, and assignments.

The college also has implemented a new program, Back to Success. The Back to Success workshops include small group discussions, a review of academic policies, a refresher on campus resources, strategies to succeed in college, an individualized review of transcripts, and the development of individual educational plans.

Progress has been made since the last accreditation in reaching an expanded and di-

verse student population. A slight gain has been made in diversity as measured against the population of the district service area. The college has expanded the target population beyond the district service area and this is resulting in some growth. Statistically, the college needs to define the Statistical Metropolitan Service Area (SMSA) in which they reside and base their targets on that population. Since the System Office has not defined its own Equal Employment Opportunity (EEO) targets for the state, there is no benchmark data to establish their target population.

Diversity Recruitment and Retention of Under-represented Faculty

The West Valley-Mission Community College District created a council referred to as the Faculty and Staff Diversity Advisory Council (FSDAC). As a district-wide participatory governance committee, FSDAC acts as an advisory group to the associate vice chancellor of human resources. Participation also supports the college's commitment to hire a diverse faculty and staff that will create a dynamic learning environment for its students.

One of the major objectives of FSDAC for 2007 was to complete a new Equal Employment Opportunity Plan (EEOP) for the district. The council is analyzing data from the last three years regarding race/ethnicity/disability status and gender. The council will make future recommendations including those related to the retention of faculty from traditionally underrepresented groups.

Both the college and the district have instituted formal recruitment practices for attracting and hiring a diverse faculty, staff, and administration. Employment applications have been modified to track demographics and provide information needed to verify the diversity of applicant pools. The hiring committee members must also meet diversity requirements.

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

In order to provide programs, practices, and services that support its diverse personnel, the institution has three staff development programs. Additionally, staff development programs provide activities for staff to develop their understanding and appreciation of diversity. Each year, staff development programs offers a variety of training programs in diversity, cultural competency, cultural awareness, and discriminatory harassment in face-to-face and online formats.

The West Valley-Mission Community College District regularly assesses its employment equity and diversity record in consideration of its mission. A new model EEOP has been released by the state chancellor's office and the Faculty and Staff Diversity Advisory Council (FSDAC) will be analyzing this data as part of its work to develop a new EEOP for the district.

West Valley College in collaboration with the District Human Resources Office has incorporated changes in the hiring policies and practices to address the issue of improving

the diversity of its faculty, staff, management team and students. Changes have also been made in the organization and staffing of the district staff and college staff to address this need.

Certainly, the college has made progress toward the recommendation. There have been structural changes in staffing and policy. Training has been increased and marketing efforts have been improved. There has been a difference and positive movement toward targeted goals, but progress is slow. The college indicates that the tracking of diversity has been hampered by an increasing number of students and employees that decline stating their ethnicity on applications.

Another aspect of the difficulty in seeking change is the proximity of other public community colleges in the region. There is both competition for the same students, and a practice by students of attending more than one college district to address their educational needs. <u>While there is a need to complete the EEOP Plan and to continue to address diversity in both the student population and among employees, the recommendation as defined in the previous team report has been substantially met.</u>

RESPONSE TO RECOMMENDATION 2

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

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

Other faculty elements include My Web Services for Early Progress Alert and grades online and My Budget for budget information. A new communication module has also been implemented for automatic e-mail to students. To address the previous problems of extracting reports from Datatel, MVQuery has been instituted. Additional software enhancements include: ClassTracks, CurricUNET, and SARS—a student services database that interfaces with Datatel. Currently this system is used primarily to schedule appointments with counselors. A new upgrade to SARS provides automatic calling to large volumes of users.

Of particular assistance to instructors was the college's migration from Web CT to A New Global Environment for Learning (ANGEL) course management system for online course development and management. Instructors teaching both online courses and traditional classroom courses benefit from the ANGEL system which allows for online grade

tracking, instructor/student e-mail, online testing, and access to learning materials. Integration with Datatel makes this a powerful tool for data collection and management.

The District Information System (IS) department began planning a data warehouse system to support institutional assessment in the fall 2005. A central data warehouse was created and uniform naming conventions were developed and adopted in the spring 2006. During the pilot program, in summer 2006, participatory governance groups submitted official documents for uploading to the system. This formed the foundation of a fully searchable, district-wide institutional assessment database for use in institutional planning and evaluation. This database forms one basis for the college's institutional assessment plan. Additional tools and increased capabilities in Datatel have helped West Valley College become more data-driven.

While Datatel has been fully implemented in the finance and student registration and enrollment areas, the human resources modifications remain in development. Another remaining deficiency is the reduced ability of users to retrieve information from the system to meet new accreditation standards, track students over time, and assess the effectiveness of student learning outcomes initiatives. <u>The college has met this recommendation</u>.

RESPONSE TO RECOMMENDATION 3

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

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

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

Progress has been made in the alignment of program review with the integration of student learning outcomes. The college has implemented class, program, and institutional student learning outcomes at each of these levels. Rubrics for measurement have been identified, and integration has begun through the program review process for some of these SLOs. The campus constituencies show commitment to completing the full im-

plementation of SLOs.

Now the college constituencies need to complete the integration for class, program, and institutional levels. It is important to complete the identification of SLOs, the development of rubrics for measurement of progress, and the incorporation of these findings in the program review and budgeting process. This will bring about the use of these measures as part of he program review, budgeting process, and continuous improvement of the campus. While the college needs to bring closure to the issue of SLOs integration into the planning and budgeting process, this recommendation has been substantially met

RESPONSE TO RECOMMENDATION 4

"The team recommends that the college and district jointly address human resources issues that continue to be of concern, as they were to the 1995 visiting team, which recommended that 'The District develop, revise, and document effective and efficient policies, procedures and structures for the human resources function that do not rely heavily on administrative continuity.' Standards 7A.2, 7B1, 7D.1,7D.3, 10C.3 10C.4, 10C.5)"

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

- The senior executive assistant in human resources (HR) was reclassified as executive coordinator having responsibility for the day-to-day operations of the department, including recruitment and selection, employee processing and compensation programs, and the supervision of staff.

- The two administrative specialists for personnel, one at each college, report partly to the associate vice chancellor of human resources to ensure consistency in implementing HR policies and procedures. Although the specialists are college employees, they attend district HR staff meetings on a regular basis.

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

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

Significant improvement has been made in the clarification of district and college responsibilities in the recruitment and hiring of staff. Specifically, the district implemented changes listed below:

- A new personnel requisition form was developed to be completed by the requesting party in order to obtain approval.

- The District Human Resources staff worked closely with the academic senate presidents of both colleges to develop detailed recruitment and selection procedures for faculty.

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

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

College staff accessibility to regularly updated written district policies and procedures that address end-user needs at the college as well as internal Human Resources Office needs

The following have been instituted to assure updated policies and procedures address end-user needs.

- Policies and procedures have been revised to align with recommendations from the Community College League of California and are posted on the district's Web page.

- HR has organized a working group to address issues with Datatel use. Human resources is actively working with Information Systems (IS) to determine the appropriate approach for more complete HR integration within the Datatel system.

- New forms have been developed that contain written instructions printed directly on the forms rather than being in separate documents. Forms are annually e-mailed to managers, supervisors, and other staff members. All HR forms have been posted to the intranet so that all employees may have quick access.

Increased and regular communication between the leadership of the Human Resources Office and College management and constituencies and/or additions to Human Resources functions, policies, and processes

The following procedures have been instituted to ensure communication between the leadership of HR and the college management and constituencies:

- The associate vice chancellor of human resources reports directly to the chancellor and is part of the district's executive management team.

- The associate vice chancellor of human resources regularly has agenda items at the district-wide all managers meetings that address changes in HR functions, policies, and processes.

- New procedures and forms have been developed for temporary hiring. Human resources have conducted workshops to train supervisors and managers using the new forms and procedures. All of the forms and procedures have been posted to the intranet.

- District Council, the district-wide participatory governance council, includes an ongoing agenda item, Human Resources Update, for matters of HR importance. Feedback is solicited before implementation of the any HR procedural changes.

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Implementation of regular and timely evaluation processes for all staff

The following processes are in place:

- Each month, HR staff notifies the managers of employees whose performance evaluations are due. HR staff, in conjunction with IS, provides all managers and supervisors with a bi-annual report, July 1 and January 1, regarding all staff to be evaluated so supervisors can plan appropriately. HR sends monthly reminders to managers and supervisors if HR does not receive an evaluation for the employees listed as due for evaluation.

- All evaluation forms are posted to the HR intranet web page for accessibility.

- For faculty evaluations, the district has a complex peer review process that is part of the collective bargaining agreement. Both parties are seeking to improve timeliness and compliance.

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- The administrator evaluation form has been revised to include a section to evaluate the administrator on the timely completion of performance evaluations of subordinates.

Changing the organizational structure of Human Resources and improving communications within the district function has moved the college forward in addressing the recommendation. Completion of the district information system elements of tracking and communicating personnel policy has also been substantially accomplished. There is an improved communications link between the colleges and the district regarding human resources policies, procedures and record keeping. The visiting team found the concerns regarding relations between the district and the colleges in human resources were addressed. This recommendation has been met.

RESPONSE TO RECOMMENDATION 5

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

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

The district subscribes to the Community College League of California (CCLC) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and the semi-annual updates to revise existing policies and procedures and to create new ones as required by the passage of new laws and regulations. The Board routinely reviews district policies. The Board ensures that implementation procedures are available for each chapter before considering revisions. To date, the Board has reviewed Chapter 1 the policy manual and and is making progress on revisions each year. Changes are proposed by staff and Board members and annual reviews always include the latest recommendations of the CCLC service.

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

The District has subscribed to the Community College League of California (CCLC) policy service that assists districts in maintaining up-to-date policies. A structure has been established with the Board of Trustees for the regular review of all policies and these changes meet the standards of ACCJC regarding policy review. This policy development also includes the evaluation of the Board and the requirements of having consequences for violating the ethics policy of the Board.

While the structure of policy development and review is appropriately in place, the portion of the recommendation that indicates the Board is providing appropriate and effective leadership to ensure the quality, integrity and effectiveness of the instructional programs and services has room for improvement. <u>This recommendation has been addressed and a procedure is in place, but the Board of Trustees needs to complete the review of its policies and develop district wide goals that address the quality, integrity, and effectiveness of instruction throughout the district.</u>

ELIGIBILITY REQUIREMENTS

1. AUTHORITY

West Valley College is reviewed and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This accreditation authorizes the college to offer courses that parallel the first two years of the state universities' curricula (*West Valley College Catalog 2007-2008*, p.2). <u>The College Meets this Requirement.</u>

2. MISSION

West Valley College's educational mission is clearly defined and published in the annual college catalog (*West Valley College Catalog 2007-2008*, p.2.) The mission statement was reviewed, revised, and adopted by College Council in spring 2007 and the West Valley-Mission Community College Board of Trustees. The mission is consistent with its

legal authorization and appropriate to a degree-granting institution of higher education and the constituency it serves.   The College Meets this Requirement.

3. GOVERNING BOARD

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

4. CHIEF EXECUTIVE OFFICER

West Valley College has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution (District Policy 2.1).   The College Meets this Requirement.

5. ADMINISTRATIVE CAPACITY

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

6. OPERATIONAL STATUS

West Valley College is operational with 10,980 students in fall 2007 actively pursuing transfer to four-year institutions, degree and certificate programs, and lifelong learning consistent with the appropriate graduation standards as established by the Board of Governors of the California Community Colleges and the recommendations of the Academic Senate.   The College Meets this Requirement.

7. DEGREES

West Valley College offers a wide range of educational programs including 59 associate degrees and 92 certificate programs (*West Valley College 2007-2008 Catalog*, pp. 14-15).   The College Meets this Requirement.

8. EDUCATIONAL PROGRAMS

West Valley College's degree programs are congruent with its mission, based on recognized higher education fields of study, and sufficient in content and length.   Instructors

meet minimum qualifications established by the California Community Colleges State-wide Academic Senate and are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record. These requirements ensure that courses are conducted at levels of quality and with rigor appropriate to the degrees offered.   The College Meets this Requirement.

9. ACADEMIC CREDIT

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

10. STUDENT LEARNING ACHIEVEMENT

West Valley College defines and publishes each educational program's learning achievement objectives for students in the *West Valley College 2007-2008 Catalog.* See individual degree and certificate programs.   The College Meets this Requirement.

11. GENERAL EDUCATION

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

12. ACADEMIC FREEDOM

West Valley College adheres to and promotes the principles of academic freedom. District Policy 4.8, revised in 2003, clearly describes the district's commitment to academic freedom as it applies to administrators, faculty and students. Board policy is based on the California State University (CSU) system's statement on Academic Freedom. The College Meets this Requirement.

13. FACULTY

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

14. STUDENT SERVICES

West Valley College provides appropriate student services and programs consistent with student characteristics and the institutional mission (*West Valley College Catalog 2007-2008* pp. 188-191, District Policy: Academic Standards 5.6 and Matriculation Policy 5.8 in *West Valley College Catalog 2007-2008,* pp. 178-181).   The College Meets this Requirement.

15. ADMISSIONS

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

16. INFORMATION AND LEARNING RESOURCES

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

17. FINANCIAL RESOURCES

The General Fund Plan and Budget is considered an instrument to achieve the college's Mission, Strategic Goals and Priorities, and supports the existing programs, services and College (District Policy 6.5 and 6.6).   The District is implementing a fine for disallowed apportionment in the sum of approximately $6 million. In addition, there is a 2000 reduction in the base FTES that if not retrieved during stability funding could have a $9 million impact on the budget. This problem was not addressed in the self study and was not reported in fiscal information to ACCJC. The College needs to address this Requirement.

18. FINANCIAL ACCOUNTABILITY

Each year the district contracts with an independent certified public auditor. An audit is conducted in accordance with standards applicable to a financial audit, as contained in Governmental Accounting Standards Board Statements Number 34 and 35, using the business type activity model recommended by the State Chancellor's Office Committee on Fiscal and Accountability Standards. The College Meets this Requirement.

19. INSTITUTIONAL PLANNING AND EVALUATION

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

West Valley College systematically evaluates and makes public how well, and in what ways, it is accomplishing its purposes, including documentation of institutional effectiveness through reports to the California Community Colleges Chancellor's Office, annual State of the College Reports, reports for the League for Innovation in the Community College membership, accreditation self study reports, college catalogs, reports to College Council, and other community and governance documents. The college has a plan, sanctioned by the Academic Senate, for campus-wide assessment of student learning outcomes (SLO reports to the Academic Senate). While the college has made substantial improvement in addressing this requirement, the Educational and Facilities Master Plan is due for updating. The College Substantially Meets this Requirement.

20. PUBLIC INFORMATION

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

- Purpose and Objectives (*West Valley College Catalog 2007-2008*, p. 2).
- Admission Requirements (*West Valley College Catalog 2007-2008*, p. 176).
- Items relevant to attendance and withdrawal (*West Valley College Catalog 2007-2008*, p.182 and *Summer and Fall 2007 Schedule of Classes*).
- Rules and Regulations Directly Affecting Students (*West Valley College Catalog 2007-2008*, pp.175-186 and *District Policies,* Chapter 5).
- Complaint and Grievance Procedures (*West Valley College Catalog 2007-2008*, p. 181, 186; *District Policies* 5.19-5.21; and Student Complaint and Grievance Procedures).

Program and Course/Degrees Offered and Degree Requirements (*West Valley College Catalog 2007-2008* and www.westvalley.edu). The College Meets this Requirement.

21. RELATIONS WITH THE ACCREDITING COMMISSION

West Valley College adheres to the eligibility requirements, accreditation standards, and policies and procedures of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges as outlined in District Policy 1.4.2. This policy, which applies to both colleges in the West Valley-Mission Community College District states, in part, that: "The colleges are committed to presenting themselves in a uniform manner to all their accrediting agencies, to communicating any changes in accredited status, and to disclosing information required by accrediting agencies in carrying out their accrediting responsibilities." West Valley College adheres

to this policy as evidenced by the college's Midterm and Progress Reports and the 2007 Self Study. <u>The college may need to address the impact on its financial condition to meet this Requirement.</u>

ADDRESSING ACCREDITATION THEMES

Institutional Commitments:

In the six years since the last accreditation, progress has been made in the preparation of the college's Application for Reaffirmation of Accreditation. A college-wide effort of the entire college constituency was clearly evident in the preparation of the self-study. Building partnerships within the community to support the college mission and goals has recently gained attention and has produced dramatic results in supporting new constructions and services. Preparing students for the changes in global economy has led to a new service area and student center. The Land Corporation Foundation is described as a jewel of opportunity for the college success and serves to supplement capital construction projects and other needs of the colleges in the West Valley-Mission CCD. The college is committed to responding to ever-changing sets of needs and goals.

The growing commitment of the college to include the program review process in the development of Student Learning Outcomes, planning and budgeting, and resource distribution is emerging and documented through the collegial consultation process. The college staff worked with the District Office to gather data for the Office of Instruction. The Student Services Department was committed to gathering relevant data from front-line services and programs to complete the program review process. A new college researcher has joined the college in the last four months and is currently working with the College President to prioritize the requests for data collection services. The program review documentation clearly outlines the accomplishments in each area, and provides evidence to support that detail.

The establishment of college councils culminated in college-wide teamwork at all levels and demonstrated a commitment of all employees to ensure the success of the college in developing and meeting its goals. The results of these commitments can be found within the body of the responses to the four standards. Student Learning Outcomes (SLOs) were developed under the direction of the Academic Senate's Curriculum Committee and distributed widely to the college and community. SLO development is illustrated within in the Program Review documentation provided in the self-study.

Evaluation, Planning and Improvement:

At West Valley College the pursuit of excellence in higher education is demonstrated in its commitment to a continuous process that is woven into all aspects of the planning, program review and budgeting. The College has clearly demonstrated a commitment to this process by responding to accountability standards in a college-wide collaborative process.

The college's Accreditation Steering Committee met regularly to plan and provide activities that supported development of the self study. Both the instructional and student services programs completed effective assessments and evaluations, which were well documented in the supporting documents. While the curriculum committee focused on instructional development, specific student services programs completed focused assessments and evaluations throughout the last year. Student Services conducted regular student evaluations to get feedback on student learning and application of what they had learned.

The Program Review model at West Valley College supports Program Development and Improvement. This model provides direction for both planning and budgeting improvement. The new curriculum process using the Web-based system facilitates both the online and on-site course delivery and enhances tracking and revision(s) of new and/or revised measurable student learning outcomes. The new Web-based system is also useful in developing an effective plan for phasing-in student learning outcomes over a three-year period at the course level. Special attention was devoted to accreditation recommendations through the data collected by academic and vocational areas which resulted in curriculum changes and budget re-allocation, which were consistent with the college mission statement as well as the college goals.

Technology was effectively integrated into the instructional and student support services areas. The college's involvement in the evaluation, planning and improvement process did slow down during the year prior to the visit due to faculty contract issues.

Student Learning Outcomes:

The development of the Student Learning Outcomes Committee (a committee of the Academic Senate) lead the campus-wide task of instituting student learning outcomes (SLOs) at the course, program and institutional level. In 2003 a dedicated assessment coordinator was given the responsibility for training department faculty and staff in the creation of SLOs at all levels and assisted departments in the implementation of assessment plans. The plans were disseminated across the campus for the purpose of sharing the knowledge and development of faculty and staff responsibilities. The integration of the plans within the program review documents was used to measure success in numerous programs and departments. The SLO Committee was re-energized after the union work-to-contract in the spring of 2007 was resolved. The development of SLOs for 20 certificates or degree programs followed. Additionally, 162 courses developed SLOs, which were conflated into the Course Outlines of Record.

To the credit of the institution, an outside consulting service, Collegiate In-Site, was contracted to evaluate the front door services—the first contacts students have with the college. The evaluation utilized focus groups and direct contact with the services. The consultants were acting as if they were current students, prospective students, or community members.

Student learning outcomes in Student Services were revisited and revised. The college worked to improve student access and success by developing new program activities in both instruction and student services. Significant improvement in methods of student access to services included: major changes in online registration, telephone registration

and orientation, as well as online counseling and expanded hours of operation. SLOs were rewritten to reflect changes in front-line services through the development of a series of goals and activities subsequently developed to create greater outreach access to attract African-American and Hispanic students, to increase completion and success rates for students identified as "at risk", to improve completion and success for underperforming population groups, and to improve the accuracy of assessment leading to the completion of degrees and certificates.

Organization:

West Valley College is a model of participatory governance. The primary governance committee is the College Council, which is composed of representatives from the Academic and Classified Senates, Divisional Chairs Council, Vice Presidents of Instruction, Student Services and Administrative Services, as well as the Student Senate. These groups worked closely with the Executive Staff Council—composed of vice presidents and deans—in the development of operational and strategic plans to address the accreditation standards. Students, staff, faculty and administrators worked regularly to participate in preparing the various documents required to demonstrate compliance with all of the accreditation standards. The college primarily uses the program review development and improvement model to construct priority lists which the College Council has perfected after going through a campus-wide participatory governance process.

Instructional, Student, and Administrative Services staff work to increase the transparency of the budgeting process and have expressed the intent to continue to improve campus-wide communication with regard to budget decisions and procedures. The link between the educational master planning and budget planning is highlighted in the self-study through the documentation of meeting minutes and records which document formal communication within and among the constituent groups found on the College Organizational Chart.

Dialogue:

The self study reveals an active participatory governance structure at West Valley College. Numerous campus-wide committees continuously focus on discussions and assessments to increase the effectiveness of processes, policies and organizational effectiveness for the purpose of student achievement and success. The program review process reveals all departments in instruction and student services have engaged in effective dialogue for the purposes of improving student achievement and success. The documents provided to the visiting team show that results of the program review and SLO development were documented and disseminated campus-wide. The processes for implementation of the SLOs were made available to all committees and individuals actively involved in student learning and achievement. While the development of SLOs is progressing well, there is still substantial work to fully integrate the student learning outcomes at the class, program and institutional level and to further integrate the findings into the planning, program review and budgeting process.

The communication has clearly improved between the faculty and administration after the work-to-contract issue was resolved in the spring of 2007. West Valley College continued to participate in the accreditation process at many levels during the "work-to-contract activity. This was particularly true where activities were defined in the contract.

Since the end of the contract action in fall of 2007, there is evidence that faculty and staff dialogue increased dramatically. While the dialogue on campus addressees the intent of the theme, there is still a level of distrust about the commitment of the Board of Trustees to keep the dialogue open.

Institutional Responsibility:

The college has demonstrated its practice of ethical and institutional integrity by widely publishing administrative policies for the campus and district and conducting training for faculty and staff in newly developed policies. A few of the policies recently reviewed are faculty hiring, staff contracts, evaluations of staff and management, grievance procedures, academic honesty, diversity plan, harassment/discrimination, and student code of conduct.

The self-study reveals that student equity and diversity has been the focus of on-going attention and that special attention is being devoted to increasing the diversity of the student body and college staff. However, the completion and implementation of an EEO plan is necessary to determine accomplishment in this area. New support services including new equipment and buildings are becoming a reality with the construction of the new FOX center and other electronic support services such as the new broadcasting programs.

The community college system has a long history of identifying new trends in industry. West Valley College demonstrated sensitivity to developing new training needs in the local community. For example, recent changes in music distribution and the clothing design disciplines led to the development of new courses. The college hired faculty and staff with the state-of-the-art knowledge and skills to develop and teach new courses which lead to new professional opportunities for students.

As the new SLOs and Program Review processes are completed and institutionalized, the college will continue to see shifts in student needs and interests. Meeting the educational needs of both the students and the community must be the primary focus of institutional responsibility.

However, several challenges must be presented. District wide goals that address quality, integrity, and effectiveness of instruction needs to be developed more fully. While collegial consultation process is effective, the Board of Trustees needs to continue to increase and maintain an effective level of trust. The progress made in the completion of the EEO plan is noteworthy. There is a need to define targets within the EEO guidelines in the effort to address diversity for students, faculty and staff of the district.

The college implementation of the new assessment and placement process has been developed; however, data must be collected and validated regularly. Validation of the placement methodology is an important piece of the success in working with the new Basic Skills Initiative.

Finally, the district administration and the college need to address the fiscal impact of the recent fiscal challenges created by the "hours to be arranged HTA" fine and reduction in base FTES. Failure to stay on top of this issue and to report the fiscal impacts may be a violation of Eligibility Requirements 17 and 21.

STANDARD ONE: INSTITUTIONAL MISSION AND EFFECTIVENESS

General Comments:

Staff and faculty at West Valley College seem genuinely dedicated to educational excellence, and to student success. There is an endorsement of the mission of the college that is evident in conversations with faculty and staff, who show appreciation and enthusiasm about the college and their role in supporting the mission. On campus, the faculty, staff, and administration seem to have a strong collaborative and cooperative working relationship with student success as the well-understood primary purpose.

Since the last accreditation site visit, the college has made progress in implementing a new program review process for instructional, student services, and some administrative programs. Overall, faculty and staff seem satisfied with the new program review process, which is linked to resource request and is used in making allocation decisions. At the time of the accreditation team site visit, the college had just completed its second annual program review under the new procedures.

The team was impressed with many innovations at West Valley College. Even though staffing levels are low, staff, faculty and administrators continue to find creative ways to respond to student needs and to advance the institution. Some illustrative examples include the new global and international thrust, the newly created desk manual for lead administrative assistants, the clever little white signs posted across campus encouraging students to access student support services, and the use of *Collegiate In-Site* ("secret shopper") to assess matriculation services.

Findings and Evidence:

A. Mission

There is evidence that West Valley College administration, faculty and staff collaboratively revised the Mission Statement and reviewed it with participatory governance committees. The new Mission Statement was approved by College Council on March 8, 2007, and adopted by the Board of Trustees on September 20, 2007. The Mission Statement had been revised periodically in prior years, most recently in 2000. The Mission Statement is published in the catalog and on the college website (I.A.2, I.A.3)

The college's Mission Statement defines the institution's broad educational purposes, which in turn defines the intended student population. While the "commitment to achieving student learning" is not explicit in the Mission Statement, it is implied through a stated commitment "to promote lifelong learning" and through the broad course offerings cited. The college has established student learning programs and services aligned with its purposes, its character, and its student population. In fact, the college is actively seeking to further diversify its student population by recruiting outside of its service area and by developing a more international and global focus in curriculum and programs.

(I.A.1)

In published documents, such as in the catalog, the Mission of West Valley College is further clarified by seven supporting bullets: Transfer Preparation, Vocational Technical Education, General Education, Pre-Collegiate Basic Skills, Economic Development, Student Services, and Community Education Courses and Programs.

There is evidence that the Mission Statement is used in planning. In fact, part of the revision of the current Mission Statement was motivated by the desire to include a global and international thrust. Part of the new program review process asks programs and services to indicate how the program furthers the college's mission and goals.

While on campus, the team noted an awareness of the Mission Statement, which is cited in key planning documents such as the 2001 Educational and Facilities Master Plan and the new program review process. (I.A.4)

B. Improving Institutional Effectiveness

West Valley College seems to have a well developed collegial governance process through which the institution maintains an ongoing, collegial, self-reflective dialogue (I.B.1). Agendas and minutes from various collegial governance committees, as well as team conversations with faculty and staff on site, provide evidence that dialogue occurs.

The college has an Educational and Facilities Master Plan (EFMP) from 2001 that is currently being utilized. The facilities part of the plan has been updated regularly, and the college has a request for proposal (RFP) to update the master plan this year.

There are many levels of goals at West Valley College. The district chancellor sets annual goals, as does the college president, the President's Cabinet, College Council, Student Services Council, Classified Senate, other committees, and individual programs and services. In addition, there are five published "College Strategic Goals" that were initially developed in the 2001 Educational and Facilities Master Plan and are still published in the college catalog (Learning Community, Diversity & Inclusion, Collaborative Leadership, Physical Resources, and Fiscal Innovation). However, there are goals that have not been formally published, such as developing an international/global focus, enrollment management, and innovative high tech/on-line education. (I.B.2) It is unclear how the allocation of resources has been prioritized for these unpublished college strategic goals.

Further, the team found no evidence of strategic goals being set at the district level, to help guide West Valley College in continuing to assure the quality, integrity, and effectiveness of the student learning programs and services. (IV.B.1, IV.B.1.b)

Few of the goals reviewed by the team had stated "objectives derived from them in measurable terms," as required by the standards (I.B.2). Few showed evidence of the degree to which they had been achieved. Without such evidence, it seems that the effectiveness of the goals in promoting student learning and institutional effectiveness cannot be evaluated.

Evidence from the college's spring 2007 faculty and staff accreditation survey indicates hat many college personnel do not see the connection between college planning and budget priorities. Of the faculty and staff who responded to the survey, 24% agreed, 47% disagreed with the statement: "College budget priorities are determined by systematic planning." Further, 42% agreed and 40% disagreed with the statement: "The College defines and disseminates its planning process adequately."

The Program Review process is integral to the planning process and provides a formal mechanism for data review and evaluation for instructional and non-instructional programs. Although requests for faculty, staff, and budget augmentation proceed through separate processes, they are linked to the program review document. Resource requests are initially made through the program review process and then submitted through special forms for faculty or classified positions, and through the budget development process for financial resource augmentation. The prioritization of requests encourages dialogue and awareness of college-wide needs. In general, for academic programs, the prioritization process begins with the Division Chair in consultation with the division senator. The submitted requests then proceed to the Division Chair Council or Student Services Council, Cabinet, and then to College Council. For the budget requests the average of the prioritization processes is provided, as well as the rankings provided by each of the consultation councils. In addition, the college has committed to only funding departmental resource requests that come forth through the program review process, which strengthens the connection between planning and resource allocation. (I.B.3, I.B.4, I.B.7)

While reviewing a sample of the Program Review documents from 2007-2008, it was observed by the visiting team that although the template requested information on how the program supported the college's mission and goals, knowledge of the college-wide strategic goals from the Educational and Facilities Master Plan was absent. Many authors were familiar with the revised college mission statement, and in fact several program statements clearly incorporated their planning to support the mission. (I.A.4, I.B.2, I.B.3, I.B.4)

Even though the program review process is new, there is some evidence that it has been evaluated and found to be effective. The spring 2007 faculty and staff accreditation self study development, which occurred when West Valley College had just completed its first cycle of program reviews under the new system, shows evidence that faculty and staff are overall satisfied with the new program review process: 54% of faculty and staff surveyed agreed, and 25% disagreed, with the following statement: "Program review is effective in evaluating the strengths and weaknesses of individual programs and services." There is evidence that the college assessed the effectiveness of the program review process, as they made some changes from the 2006-2007 process prior to the 2007-2008 process, including adding budget elements. (I.B.6, I.B.7)

Documented assessment results are made available to appropriate constituencies in a number of ways. Internally, faculty and staff have access to P.A.R.I.S., a district intranet site with detailed student success and instructional efficiency measures which can be disaggregated by academic departments. In addition, there are standard reports made public through other agencies, such as the Accountability Reporting for Community Colleges (ARCC) report, various program-specific outside evaluation reports, and other published internal plans and documents, such as the Student Equity Plan, EOPS plan,

etc. (I.B.5)

Conclusions:

Given the intent and the wording of Standard I.A., the college should consider revising the Mission Statement to explicitly state the commitment to the achievement of student learning.

Formal college-level and district-level planning is lacking. The college's published strategic goals have not been updated since 2001. There are college goals that are not included in the strategic plan. The district does not have published goals to guide the colleges. It is the team's assessment that institutional planning has not yet reached the "Sustainable Continuous Quality Improvement" as defined in the ACCJC "Rubric for Evaluating Institutional Effectiveness – Part II: Planning." The Commission expects colleges to be at the "Sustainable Continuous Quality Improvement" level of implementation for institutional planning.

The Program Review Process includes important elements that directly address the accreditation standards. Specifically, programs are asked to indicate how their programs/services support the mission and strategic goals of the college, how they have implemented SLO development and assessment at the course and program level, and to provide an analysis of relevant data elements. The process also includes resource requests (staff, faculty, administration, facilities, equipment, supplies, staff development, other). The process ties program planning to resource allocation.

The visiting team has some concerns that the program review process is so new that it has not yet reached the status of "Sustainable Continuous Quality Improvement" as defined the ACCJC "Rubric for Evaluating Institutional Effectiveness – Part I: Program Review." Specifically, the team noted that even though the structure is in place (there is an electronic template for completing program review), some programs did not fully comply, and thus a few program reviews are not complete. Some lack a stated connection to the college's current published strategic goals. Some lack thoughtful data analysis. Some lack a direct response to the questions regarding development and assessment of student learning outcomes, and some lack a detailed response. The college is to be commended for creating this new, thorough integrated program review process, but full implementation requires having all programs complete all parts of their program reviews. The team also suggests that the college consider requiring that all programs, not just academic and student services complete a review and resource request process.

West Valley College has also made great strides in implementing student learning outcomes. It is the team's assessment that the college is in the "development" phase of implementation, as defined in the ACCJC "Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes." However, without having student learning outcomes effectively woven into the fabric of program review (see above paragraph), the college cannot move to a higher level of implementation to ensure sustainable continuous quality improvement.

Recommendations:

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.)

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,)

STANDARD TWO: STUDENT LEARNING AND SUPPORT

General Observations:

The college has given considerable attention to meeting student needs by offering a variety of programs and courses in a range of sessions scheduled from 4 to 16 weeks. Also, a new off-site center has been opened and distance learning has been expanded. There is evidence of an institution-wide effort toward developing student learning outcomes. Instructional programs in general appear sound and in compliance with accreditation standards

The college's progress on student learning outcomes and program review was stalled by the recent labor dispute but is back on track. While the academic programs and services are subscribing to student learning outcomes (SLOs), there is still work necessary in order to reach the level in the "development" phase of implementation, as defined in the ACCJC "Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes." The College is making effective progress on the implementation of SLO's, but continued effort will be necessary to reach the level expected in the Commission rubrics.

Findings and Evidence:

The college's mission encompasses lower-division transfer curriculum, tech prep and vocational training, economic development, and lifelong learning. The mission statement is published in the catalog and on the web site. To meet these widely varied needs, the college offers daytime, evening, and Saturday courses; offsite courses; and distance learning courses. It also provides non-credit and community services programs for the local community. To ensure quality and appropriateness of programs and services, the

college has a program review process and an active Curriculum Committee. Faculty, through their academic departments and divisions are primarily responsible for design and implementation of curriculum. The Curriculum Committee provides institutional oversight, and the program review process provides evaluation. The process is faculty-driven throughout. There is no formal schedule for course review and revision, which the college states has led to problems with understanding and documentation of course objectives and standards. The college plans to establish a procedure for regular review of courses in the future. (I.A.2, II.A.1.a., II.A.2.a.)

Since beginning the SLO initiative in 2003, the college has made substantial progress, although the process is far from complete. Under the direction of the Academic Senate SLO Committee, and with the assistance of a staff member assigned full-time to SLO and assessment coordination, SLOs have been defined for 135 individual courses. According to the college's Annual Report Update on Student Learning Outcomes for 2006-2007, assessment methodologies have been identified for 28 of those; assessment has actually taken place for 13, and assessment results have been analyzed for 10. <u>In 9 courses, assessment results have been used to plan and implement changes to improve learning</u>. Although this is a small percentage of all the courses offered, the fact that the cycle has been completed for these courses is significant and commendable. At the program level, 16.7% of certificates or degrees have identified expected student learning outcomes. Mapping programmatic SLOs to courses has not occurred to date. The college has no programs for which all courses have SLOs; likewise, no SLOs have been identified for general education. For instructional support services (comprising library orientation and tutorial services), identification of SLOs is complete, assessment methods have been identified, assessment has taken place, and results have been identified. For library orientation, assessment results have been used to implement changes to improve learning. For student support services, SLOs have been identified only for counseling orientation, which comprises 7.1% of all student support services courses or other experiences. Assessment methodologies have been identified for that component, but assessment has not yet been done. (II.A.1.a., II.A.1.c.)

The most recent data on transfer rates provided are from 2001-2002. Data from the P.A.R.I.S. online database indicate that over the 5-year period from 1997-1998 to 2001-2002, the college reported relatively stable transfer rates to California 4-year institutions, except for 2000-2001, when the rate dropped by 14% from the previous year (736, 714, 722, 623, 722). In 2006-2007, the college awarded 695 degrees and 334 certificates. The number of degrees and certificates awarded was stable from 2002-2003 to 2006-2007 (703/331, 712/356, 714/321, 684/315, 695/334). (II.A.1.a.)

The Curriculum Committee, Academic Senate, and Office of Instruction are responsible for ensuring that new courses and programs are appropriate for student learning needs. Students may take placement tests for English, reading, and mathematics. The college evaluates its performance against statewide educational outcomes reported in Accountability Reporting for the California Community Colleges data. The college's student learning outcome data – which are limited to date – identify student learning standards and assess progress toward achieving them. (II.A.1.a.)

The college has made a strong commitment to distance education. According to the 2006-2007 Distance Learning Report, in 2006-2007 there were 188 online courses and 96 telecourses offered, for a total of 284 distance learning courses in 366 separate sec-

tions. The college employs a full-time classified administrator to coordinate distance education, and a full-time instructional designer was recently hired to assist him. A total of 8,849 students were enrolled in distance learning courses for the year, accounting for about 11% of the college's total Weekly Student Contact Hours. There is evidence that distance education effectively facilitates student learning. For example, the success rate in distance learning courses at the college was 66% for 2006-2007, compared to 64.9% for the college as a whole. In a survey of distance education students, 93% of respondents said they would likely take additional distance education classes in the future, and 49% said that without distance learning they would be unable to continue their college education. Students can access admission, registration, counseling, and library services online. There is a lack of formal evaluation methodology for distance education courses; the college is addressing this. The college has adopted a course management system (ANGEL Learning) to standardize delivery and development of online courses. More than 350 faculty were trained in 2005-2006 in the use of the system, and many use it to provide web support for their face-to-face classes. It is possible to complete two certificate programs entirely through distance learning. The college has filed substantive change reports for the certificate programs. The college reports that it does not reach the criteria of 50 percent of a program for any of its AA degree programs to require a substantive change request. The visiting team feels that the number of students participating in online education should trigger concern and campus action to ensure comparable quality and service evaluation for these programs. (II.A.1.b., II.A.2.c., II.A.2.d., II.B.1, II.B.3.a., II.C.1.c)

Vocational departments have advisory committees that meet at least once per year. Advisory committees, which typically include employers, graduates, current students, faculty, and administrators assist vocational programs in identifying and meeting workforce needs. There is evidence that the college has revised programs in response to advisory committee recommendations. Not all programs maintain minutes of advisory committees or other meetings; this makes it difficult for those programs to document the evolution of program changes, not to mention compliance with accreditation and other standards. The college tracks successful course completion, retention, and certificate and degree completion. Student learning outcomes are still in development at the program level. (II.A.2.b.)

The Curriculum Committee, program coordinators, division chairs, department chairs, and faculty actively participate in ensuring the quality of instruction and academic rigor. The Curriculum Committee closely scrutinizes all curricular matters. Program review and course and instructor evaluations provide data for assessment and improvement. (II.A.2.c.)

There is evidence that the college has made an effort to train faculty on learning style differences. The Disability and Educational Support Program diagnoses and assists students with special needs. Learning laboratories and a tutorial center also address specific student needs. (II.A.2.d.)

The college relies on program review for ongoing systematic evaluation of courses and programs. Also, vocational programs rely on advisory committees for review of their relevancy, appropriateness, and currency, in addition to any requirements by state agencies or industry associations. The college has an Educational and Facilities Master Plan, but it has not been revised since 2001. There is existence of such a plan as an En-

rollment Management Plan, a Distance Learning Plan, a Student Equity Plan provide evidence that there is awareness of the need to cyclically plan. The college appears to be relying on the program review and student learning outcomes process for integrating planning and budget. Institutional data are readily available via the PARIS system online and appear to be widely used in program review. (II.A.2.e., II.A.2.f.)

The college produces an updated catalog each year and makes it available online as well as in print. The schedule of classes likewise is available online and in print. Requirements for all degree and certificate programs are listed in the college catalog (in print and on the web site). Program-level outcomes have been established for some programs but not all. Student competence is generally measured and documented through conventional grading; i.e., the grade is the outcome on which credit is based. Certain vocational programs require students to complete a portfolio to document achievement. Course outlines follow guidelines established by the urriculum Committee, based on norms found to be reasonable when articulated with high schools, transfer institutions, and advisory committees. (II.A.2.i., II.A.6.c.)

The catalog states the college's view of general education as comprising "courses and programs which contribute to the education of an individual, including the development of critical thinking, written and oral communication skills, understanding of and the ability to use quantitative analysis; appreciation of the arts and humanities; and awareness of physical, social and behavioral sciences as they affect the individual and interaction with the community and the global society." To ensure the College's general education philosophy is reflected in degree requirements, the Curriculum Committee has established guidelines and is responsible for recommending approval of all general education courses. The college has not defined measurable student learning outcomes for the general education areas. However, information competency skills are being incorporated into the curriculum as a new requirement, and since all new requirements must have SLOs incorporated before being adopted, this will be one measurable institutional outcome. This new requirement is scheduled to be infused into the curriculum starting in fall 2008. (II.A.3.)

The college develops vocational programs in cooperation with advisory committees to ensure that employment standards are met. When required by private industry accreditation and VATEA, programs track graduate employment and survey employers and graduates as to the quality of the preparation of students for employment. Internships are required by most programs before students graduate. Requirements for all vocational certificates and degrees are stated in the college catalog. (II.A.5.)

All degrees have a disciplinary core of at least 18 units; several degrees have an interdisciplinary core. The college catalog identifies degrees and certificates, as well as transfer curricula. A Transfer Planning Guide (in print and on the website) identifies courses that fulfill transfer requirements. Individual faculty members are responsible for developing syllabi that describe course objectives. To facilitate students transferring in, the college participates in the California Articulation Number System, which helps identify commonly taught transferable lower-division courses on California campuses. To facilitate students transferring out, the college has articulation agreements with area four-year institutions. (II.A.4.,II.A.6., II.A.6.a.)

No programs have been discontinued or reduced in more than ten years. The Academic

Senate has established criteria for program discontinuance should the need occur. (II.A.6.b.)

District policies address academic freedom and responsibility, as well as academic honesty and consequences for dishonesty, and are published on the District Web site. The Faculty Handbook states the expectation that faculty will distinguish between personal convictions and professional views. The language of both district policy and the Faculty Handbook is drawn from the official AAUP statements. (II.A.7.a., II.A.7.b.)

Conclusions:

Instructional programs are aligned with the college's mission and serve the varied educational needs of its students. Progress toward identifying student learning outcomes and demonstrating their achievement is evident, but most of the work completed has been on the course level. The majority of course-level SLOs are not complete and program-level and institutional-level SLOs also remain unfinished. There are some holes in curriculum and program review. One is that there is no formal timeline for revision and review of course outlines. Another is that although a revised program review process has achieved 100% participation by departments, the program reviews submitted vary widely in their compliance with the spirit and letter of the process.

The college's distance education program is robust and well-conceived. Training and technical support are in place for faculty, and student satisfaction is comparable to that with traditional classes, if not higher. The college has reached the level of participation in online education that efforts should be in place to ensure that students in online education are receiving comparable evaluation and student services are received in the on campus setting.

Recommendations:

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 district goals 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.)

3.   The team recommends that the college implement elements of program review to ensure evaluation of distance learning courses and instruction is comparable to that of traditional instruction. (II.A.1.b., II.A.2.c., II.A.2.d., II.B.1, II.B.3.a., II.C.1.c.)

B. Student Support Services:

General Observations

At West Valley College, a committed staff offers a full spectrum of student services that support the intellectual, aesthetic, cultural, instructional, and technology needs of their students. Support services are viewed as partners in the educational process and efforts to accommodate and support students are reflected in the offering of extended hours during peak times, the presence of counseling staff in departments designated for special populations, audience-specific orientations, the presence of bilingual staff at frontline services, the expansion of tutorial services to include summer, and a growing array of online offerings.

Recruitment is a major effort and the institution utilizes several sources for these purposes including having a presence at feeder high schools and targeting specific community groups for college marketing. One of the stated goals is to increase the present 14-17% Hispanic population to 25% in order to qualify for Title V funding. This would allow additional funds to be directed to Basic Skills and Student Success Initiatives. Although West Valley College admits diverse students who are able to benefit from its programs, special attention has been devoted to degree and transfer success. Student support services addresses the identified needs of students through the use of student satisfaction surveys, a comprehensive evaluation by Collegiate In-Site (secret shopper), campus climate, and the Student Equity Plan. The entire student pathway through the institutional experience is characterized by concern for access, progress, learning, and success. (II.B.3.a.). The institution systematically assesses student support services using Student Learning Outcomes (SLOs), faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Findings and Evidence

Ongoing development, implementation, and integration of SLO goals in conjunction with the program review process have led to an increased focus on the uniform improvement of student support services. For instance, a major goal of the Student Services Council is to increase student involvement in campus-wide activities to develop leadership and team building skills. Similar efforts occur in the Student Government Activities Practicum which focuses on leadership, diversity, governance processes, and decision-making skill development. Students in the Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs and Services (EOP&S), and Cal Works attend conferences and campus activities to develop personal, professional and job skills. (II.B.3.b.)

West Valley College provides a catalog for its constituencies with accurate and current information about requirements, policies, and student rights. Both the catalog and the class schedule are updated annually and contain necessary information for both on-campus and online course offerings, although we recommend expanding the Distance Learning component to include more information about this option. The class schedule is widely distributed. (II.B.2.)

The college provides a full range of student services and equitable access to all students under the guidance of the Student Services Council. This group meets twice a month to

coordinate all services and support programs. Ongoing campus dialogue continues via regular forums and this process is a dynamic and effective model for initiating improvement through the *Student Equity Plan*, a working document for improvement of frontline services. Finally, a newly hired institutional researcher is in the process of prioritizing the needs of student services, but data collection have yet to be met or prioritized. (II.B.3.)

Program review for counselors clearly demonstrates their recent activities in the development of establishing two (2) basic skills learning communities, expanding retention and Early Alert programs, implementing the new math and English assessment processes, creating the First Year Experience orientation, curriculum and articulation development, and assisting with the Career Center material. Counselors meet weekly to review new curriculum, newly modified courses and programs and articulation changes to ensure that the information delivered to students is current and useful. Counseling has increased the number of students who received services from 14.9% of enrolled students in 2005 to 28.7% in the spring 2007 semester. The Counseling Department is working on a grant which would provide support for underrepresented students to succeed in Math, English, and Reading as well as in Science and Engineering (MESA). In the spring of 2008 the Early Admission Program was revised to coordinate outreach with local high school recruitment and the Assessment Director is actively involved with the Counseling Department to coordinate both the MESA and Basic Skills Initiative projects. (II.B.3.c.)

The institution has continued to design and maintain programs using the program review process and advisory committees. Student Learning Outcomes are used to improve the delivery of services that support and enhance student achievement throughout the campus. Special attention is focused on serving the entire spectrum of diverse populations. (II.B.3.d.). The development of SLOs has established the foundation for the future extraction of data for program improvement but some activities that are occurring now will increase the retention of basic skills students like the combining of counseling classes with the newly established Learning Communities. (II.B.4.)

The implementation of the new placement process is in the early developmental stages. Initial data is available; however, more data collection needs to occur for both the Mathematics and English departments. The placement assessments for spring of 2007 revealed that 7,483 (63.1%) students participated and were placed, compared to 6,655 (64.8%) students participated and was placed in 2006. (II.B.3.e.)

The institution securely maintains student records in the Admissions and Records Department both in hard copy and electronic format where confidentially is strictly enforced by specific protocols. The records are stored using a redundancy model with the assistance of the Institutional Technology department to backup all files. The institution publishes and follows established policies for the release of student records. (II.B.3.f.)

Conclusions:

The delivery of quality student services is well documented within the Program Review and accreditation documentation. The newly developed SLOs drive the formative assessment process of student success. The college catalog and schedule are current

and include the required general information, attendance requirements, and policies that affect student admission and completion. The changes in articulation are being distributed throughout the college by both the Curriculum Committee and the Articulation Officer. The college supports the learning needs of students though a variety of collaborative efforts between student services and instruction. The college meets this standard.

Recommendations:

None

STANDARD II C: STUDENT LEARNING PROGRAMS AND SERVICES

Library and Learning Support Services:

Findings and Evidence

The library at West Valley College provides information resources and access to technology that support the curriculum and student research needs and contributes to the intellectual, aesthetic, and personal growth of students. The library collections are regularly and systematically developed, sufficient to support the curriculum, and offered in digitized format in addition to the traditional hard copy as evidenced by the 10,000 title e-book collection and many discipline-specific electronic periodical databases. New material is regularly acquired and de-selection of outdated items keeps the collection viable, current and relevant. Purchasing is prioritized by need and appropriate policies are in place. (II.C.)

The library provides support for resource use at public service desks all hours it is open. Thirty two computer workstations, inherited from other departments, and fifteen laptops provide students with current programs, software and internet access, and wifi is now available. (II.C.1.a.) Access to the library is enhanced by the acquisition of digitized collections like NetLibrary, which allows students to conduct research when the physical facility is not open. A link to the library from all courses in ANGEL has significantly increased the use of resources in digitized format. (II.C.1.c.) The depth and quality of the collection is greatly enhanced by the library's participation in the Link+ consortium which provides access to over 40 consortium libraries and 18 million titles. This arrangement appears to be serving the students well despite a three to four day delay in receiving inter-library loan items. A formal agreement articulates consortium membership. (II.C.1.e.)

Primary in the library's mission is the teaching of information competency (IC) skills and the infusion of IC into the curriculum. Instruction for library services is offered through one-on-one tutorials, discipline-specific instruction, and credit courses. Library 04, Information Competency (IC), a one-unit course, is now a graduation requirement and information competencies are integrated into a growing array of core courses like art, biology, English, business and fashion. Student learning outcomes for IC have been institutionalized and are in the process of being applied to strategies for improvement. (II.C.2.)

The IC program has made great strides in a short period of time. We commend the librarians on the progress they have made toward the integration of IC across the curriculum.

Maintenance and security of the physical facility are appropriate and sufficient. Fortunately, the building is in line for a remodel which will solve many of the problems of residing in an outdated facility. (II.C.1.d.)

Although library hours are sufficient, students could benefit from more evening and week-end hours as evidenced in several student surveys and comments from students to the library staff.

The library and other learning support services receive high marks from students and significantly contribute to student success. For instance, support for technology needs is offered through the Technical Center where sixty computer workstations with more than thirty software applications are available for registered student and faculty use. Experienced technicians are on-site during all open hours. Likewise students can avail themselves of help on the practical aspects of academic success like time management and test-taking skills through Tutorial Services on an appointment or drop-in basis. Participating in the program review process, the library and learning support services compile data using instruments like online surveys, usage statistics, faculty appraisal, SLOs, and student evaluations. Although the process is new, it is laying the foundation for the future application of data for program improvement and resource allocation. (II.C.7)

One of the hallmarks of the college in general and student support services in particular is the caring and committed attitude of its personnel. West Valley College students are the beneficiaries of a collegial, adaptable, and service-oriented staff who work to remove obstacles from student paths, streamline systems and services, and support student success in its myriad forms. The people working at West Valley College are its greatest asset and are to be commended for the high level of integrated service and knowledge they possess and the warmth and concern they bestow.

Conclusions

The Library, Technical Center, and Tutorial Services are resourceful in maximizing their resources through evaluation and prioritization of staff, budget, facilities and equipment. For instance, the library's acquisition of electronic resources and membership in the Link+ consortium has greatly enhanced the depth and breadth of the collection and increased student ability to conduct research on demand. Student need is at the center of all decisions and support services use their assets to best advantage. Library and Learning Support Services appear to be moving in a direction that is in compliance with the Standards of ACCJC. The college meets this standard.

Recommendations

None

STANDARD THREE: RESOURCES

General Observations

The faculty and staff at West Valley College are dedicated to student success. They work together to create an environment conducive to learning. Personnel, facilities, technology and financial resources are reviewed with student success in mind. Full-time faculty verse part-time faculty ratios are above the targeted ratio with 82 percent full-time faculty. Facilities, although in need of repair, are attractive and create an excellent learning environment. Technology is being introduced into classrooms when requested and when funding is available. Technology standards are being beta tested to create a standard that can be used at all locations. It is expected that all classrooms will eventually be smart classrooms within one to three years. College personnel work with district personnel to distribute funding to the college. Funding is distributed by a budget allocation model that appears fair and equitable. While the collegial consultation model is used in budget allocation and a mechanism is moving forward to integrate planning and program review into the allocation of funds, a continuing effort needs to be completed for a fully integrated procedure.

Findings and Evidence

A   Human Resources

College input with the job descriptions appear to be related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. West Valley faculty and staff have become actively involved in the hiring process for college employees. In collaboration with Mission College, new job descriptions are developed by the prospective faculty and staff and sent to the district through an established procedure for new and replacement employees. The district does the initial paper screening to see that the applicant meets the minimum qualification. Equivalency is established and the qualified applications are sent to the screening committee consisting of faculty and staff from West Valley College. (IIIA.1., IIIA.1.a,)

The selection committee invites eight or more applicants for the first interview. The committee invites two to four finalists to a second interview. Members of the second interview committee usually consist of the president of the college, vice president or designee of the prospective area along with the chair of the screening committee. Criteria for selection of faculty include a teaching presentation to assure knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarship, and potential to contribute to the mission of the institution. Institutional faculty plays an important role in the hiring of new faculty. Once hired faculty are evaluated twice during their probationary period. References and transcripts are checked prior to the second interview. Degrees from non-U.S. institutions are recognized only if equivalence has been established. (IIIA.1.a., IIIA.1.b., IIIA.1.c.)

The institution assures the effectiveness of its human resources by evaluating all personnel systematically. Classified personnel are evaluated every two years and faculty

are evaluated every three years. The evaluation process for faculty includes peer evaluations and student evaluations. Tenured full-time faculty are also reviewed by an administrator or administrative designee. Effectiveness of personnel and encouragement for improvement are included in the evaluation process. Actions are taken in a formal, timely, and documented manner. (IIIA.1.b.)

The institution establishes and adheres to written policies on ethics and is responsible for ensuring fairness in all employment procedures. Written policies exist as part of the human resources section of the District Policies manual. The district and college make provisions for the security and confidentiality of personnel records. District human resources provides for the secure, confidential handling of personnel records. (IIIA.1.d., IIIA.3.a., IIIA.3.b., IIIA.3.c.)

The institution maintains a sufficient number of qualified faculty (82 percent) with full-time responsibility at the institution. The college maintains planning and budget priority processes that provide for sufficient faculty with college resources. Support of student learning is the first priority for budget planning. From speaking with the different committee groups, there does, however, appear to be a shortage of full-time classified employees. (IIIA.2.)

Support for diversity begins with district policy. Detailed policies and practices are periodically analyzed and revised to provide improved effectiveness. Issues of equity and diversity are discussed at the Faculty and Staff Diversity Advisory Council and members relay information to their constituent groups. College administrators and human resources are responsible for fairly applying and monitoring policies and procedures at the local level. West Valley College faculty and staff meet the diversity standard for the immediate area surrounding the college but have set a higher goal (county diversity standard) for the college. To address student diversity the College has opened an off site location to help meet this higher standard. (IIIA.4., IIIA.4., IIIA.4.b., IIIA.4.c.)

The district is working on a revised Equal Employment Opportunity Plan (EEOP). The district needs to complete its revised EEOP as soon as possible and identify the appropriate Standard Metropolitan Statistical Area (SMSA). West Valley College falls into the San Jose SMSA. (IIIA.4.)

The college subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students. The district has a non-discrimination policy. The college and district provide all personnel with appropriate opportunities for continued professional development that are consistent with the institutional mission and based on identified teaching and learning needs. (III.A.5., III.A.5.a)

The college systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. The college evaluates anticipated human resources needs via administrative, instructional, and support services program reviews and as part of overall institutional planning. (III.A.5.b., III.A.6.)

B. Physical Resources

The college plans, builds, maintains, and upgrades or replaces its physical resources in an effective manner. An Educational and Facilities Master Plan completed in 2001 is due for an update to assess facilities needs in support of educational programs. The college is in the process of hiring a consulting company to develop an Educational and Facilities Master Plan. Working in collaboration with faculty, staff, and students, college administrators are responsible for the implementation of the plan. College/district follows all State procedures for Capital outlay. The district also hired an insurance company to insure safety at the colleges. (III.B.1., III.B.1.a.)

The focus in all construction projects is assuring access, safety, security and a healthful learning and working environment, while meeting instructional and institutional goals. Buildings, including modular buildings, meet appropriate structural standards. The district and college appropriately manage their capital outlay projects to assure that the buildings are structurally sound for student use. (III.B.1.a. III.B.1.b.)

The director of facilities, construction and maintenance is a district employee who works with the Vice President of Administrative Services and department staff to evaluate regularly the facilities at the college. Working in collaboration with faculty, staff, and students, college administrators are responsible for reviewing and updating facility plans. (III.B.2.)

The district recently passed a $235 million dollar local bond. The District issued their first bond sale. Plans are clearly defined in the accreditation report and in the reference materials, but an updated Educational and Facilities Master Plan is not in existence. The buildings at West Valley College are over 35 years old. Limitations on funding have caused some of the buildings to be in critical need of repair. With the passage of Measure H, funds previously used for capital outlay can now be used for scheduled maintenance of buildings. (III.B.2.a.)

The collegial consultation process appears to guide and direct facilities. All facility services, decisions, and equipment purchases are prioritized to meet the needs of the various educational and student support programs and services. Safety concerns are a top priority. There are plans for scheduled maintenance, remodeling, several new buildings and athletic facilities for the future. (III.B.2.b.)

C.   Technology Resources

The focus on technology is managed by two district entities: district Information Systems (IS) and the college's Information Technology and Services. The technology affecting personnel, enrollment, and management is controlled by the district and technology directly affecting student learning is controlled by the college. Technology planning appears to be integrated with institutional planning. (III.C.1.)

West Valley College indicates that the use of technology has increased at the college since 2001. Distributed learning and hybrid courses support the college mission. West Valley College indicates that distributive education has increase by 101 percent since 2001. It is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. At this time, West Valley College has con-

verted to a new management system for distributed learning called ANGEL. The ANGEL system is given good reviews by both students and faculty. (III.C.1.)

West Valley College has indicated that it has made several recent attempts to help students by upgrading to Datatel Release18, online grades, class rosters downloadable into Excel worksheets, Early Progress Alert, online entry for positive attendance, MyBudget, bi-lingual capabilities for telephone registration, course waitlist capabilities, and integration of ANGEL course management system with Datatel. These upgrades are all intended to help students. The college indicates that it will seek additional technology funding through partnerships with business and industry. With all of the new software being used by the college and the district, additional training is needed to help the faculty and staff integrate the software into the learning environment and college business. West Valley College has recently hired a web master to help faculty develop web sites and new technology was purchased for the college faculty and staff and for use in the classroom. (III.C.1.a., III.C.1.b.)

The college has in place a process for regular and systematic planning, acquisition, and maintenance or replacement of its technology infrastructure and equipment to meet the needs of the college. Recently, a significant amount ($1.4 million) of one-time funding from within the district was spent on technology. As the college moves forward on updating the facilities master plan, that process should include and integrate information technology planning. (III.C.1.c.)

Proposals are developed college-wide to request technology funds through a written justification process through the Technology Advisory Committee (TAC). This committee is composed primarily of faculty but does also including classified representation, and is chaired by the dean of technology and services. The TAC discusses and prioritizes the various requests. Suggested funding approvals from TAC are then forwarded to the college's administration for final determination. Historically, state Instructional Equipment and Library Materials (IELM) funding was used approximately every three years for new computers for the student computer labs. (III.C.1.d.)

West Valley College integrates technology planning with institutional planning through various participatory governance processes. Updates in the strategic plan are needed on a regular basis and should be integrated into the college action plan. (III.C.2.)

D.   Financial Resources

West Valley College indicates that its budgeted resources are a direct reflection of college priorities and planning. The college facilitates and manages its annual budget from a dual simultaneous process that involves both participatory governance and administrative procedures. The total college general fund budget is approximately $33 million or about 38% of the total district budget. The self study indicates that the budget is open and is influenced by shared governance through the following committees: College Council, Academic Senate, College Performance Goals Committee, Classified Senate, Facilities and Safety Advisory Committee, and the Division Chair Council. At the district, the budget committees are: District Budget Advisory Committee (DBAC), and the Budget Allocation Model (BAM) subcommittee. (III.D.1.)

The Land Corporation, an auxiliary foundation of the District was created when the District converted surplus property adjacent to Mission College to implement an enterprise zone. This foundation operates as a 501(c)3 auxiliary foundation with the Board of Trustees serving as the Board of the foundation. The Land Corporation supplements the budget by donating 25% of the rent collected by the Land Corporation to the district general fund. The remaining discretionary funds that are available to the colleges are distributed by requests for proposals made to the Land Corporation much the same as applying for any other grant funding.

In a report requested of the Fiscal Crisis Management Assistance Team (FCMAT) in November 2006, a recommendation was made that the college eliminates the practice of simply rolling over department and college budgets. As a result, the college has adopted a new convention to address program and budgetary needs. Each discipline/department documents unmet resource needs through Program Review. The method provides an opportunity for the shifting of resources from one programmatic area to another to meet changing conditions and directions and provides an increased knowledge about the budget structure and process. It also adds transparency to budgets, promoting cooperative sharing and use of resources. (III.D.1.)

Financial planning appears to be closely integrated with planning for full-time faculty equivalents, facilities, and technology. The college's Office of Administrative Services and the district's Fiscal Services Office have managed to provide the college community with consistent, reliable revenue projections. The problem of budgeting and not filling positions does appear to be a concern to the college. (III.D.1.a., III. D.1.b.)

The district maintains a reserve of 8% which is above the legal requirement. The district also has leased property and operates the Land Corporation Foundation which brings in additional funds to the colleges and district helping the district to provide stable funding to the college. The district has a significant amount of unbudgeted funds that is in the district budget. The projection is that most of this excluding the 8% reserve will be needed for the apportionment bail out and the recovery of FTES. (III. D.1.c.)

During the last two fiscal years, the West Valley-Mission CCD has been addressing a corrective action for apportionment that has been disallowed. Both colleges were collecting apportionment for hours by arrangement (HBA) hours that apparently were not correctly monitored and recorded. In the case of Mission College these funds were collected without appropriate approval through the curriculum process. The District negotiated with the System Office to resolve the disallowance that resulted in a fine of $3 million and a reduction of the base FTES by 2,000 students. In addition, the college is paying three installments over the next three years of $500,000 for a total of $1.5 million for a total of $4.5 million. Fortunately, the college had established a reserve to cover a previous fine for not meeting the Faculty Obligation Number (FON) under the 75:25 ratio. Since the college had received a waiver from the Board of Governors on that fine the reserves of $3 million were used to make the most of the initial payment on the HBA fine. The reduction of 2,000 FTES amounts to a reduction in income of approximately $9 million per year. The district is currently in stability funding and working to recover the lost FTES. If the FTES are not recovered this year, there will be an additional fiscal impact on the district.

The college and district is dealing with the reduction in income and report that they have sufficient cash flow and reserves to maintain stability even with the apportionment problems. The district has not been required to use TRANS in order to meet cash flow. The district is a member of two Joint Powers Agreements (JPAs) both for Worker's Compensation. (III.D.2.c.)

The district has had a board-adopted budget allocation mechanism to distribute funds between the colleges. Recently the college hired a Vice President of Administrative Services. The district-level DBAC and BAM and the college-level College Council and Program Goals Committee (PGC) work in concert to communicate and recommend budgetary priorities to both the district and to the college administrative structure of department chairs, deans, vice presidents, and presidents. (III.D.1.d.)

Working together, the Office of Administrative Services at the college and the district's Fiscal Services Office are responsible for providing financial and accounting services to the college and district. The budget program used by the district and college is My-Budget with the Datatel system. (III.D.2.)

The Office of Administrative Services and the college are responsible for ensuring adherence and compliance with the budget and accounting manual prepared by the California Community College Systems Office, with various applicable provisions of the California Education Code, and with Title 5 regulations. An annual audit of the district's financial statements and the related budget and accounting methods is conducted by an independent auditor on an annual basis. (III.D.2.a.)

The district uses the Colleague Financial Module within Datatel. This system allows all personnel to have authorized access to the budget. The college is required to update its financial plan and submit monthly adjustments to fiscal services for budget and expense transfers. The entries in the budget are recorded and maintained in accordance with district policy, the state education code, generally-accepted accounting standards, and federal, state, and local funding agency regulations. Training is needed by college employees regarding how to access budget information. All employees may have access to the budget system, they just need to request access to the budget system and be trained on how to use it. Complaints have come from employees that indicate that "they do not have access to the budget" when in reality they have not requested access and had not had the training in using the budget system. (III.D.2.b.)

The district Fiscal Services Office and district Budget Advisory Committee are responsible for ensuring that the district's finances are conducted in accordance with sound business practices, district policy, the district's business manual and operating procedures, the state education code, and other state and federal regulations. The college outsources such services as the bookstore and food services and the vice president of administrative services oversees these operations. (III.D.2.d.)

The auxiliary budgets are monitored by the Vice President of Administrative Services. Restricted general fund programs are established for the purpose of providing specialized services. These services are funded by revenues collected from program participants or from revenues provided by a state or local agency. Restricted funds may only be used to pay for the costs of providing specific services. Restricted fund programs account for slightly over six percent of the district's budget. (III.D.2.e.)

The district maintains a comprehensive set of board policies and administrative procedures governing contracting and specific board actions delegating authority. The district General Services Office is the current repository of all binding contracts approved by the Board in accordance with state law. The college's Office of Administrative Services reviews all college-level contracts prior to submission for board approval. Board policies are reviewed yearly, but changed only as needed. During the past year, the Board has collected all of the administrative procedures from both colleges and processed them into one manual for implementation and placed them on the District Web page. (III.D.2.f.)

The college along with the district initiated and participated in a self-evaluation by Fiscal Crisis Management Assistance Team (FCMAT) to assess the current fiscal planning processes. The FCMAT made 99 recommendations to the district for improving its budgetary process. These recommendations addressed the internal budgeting procedures and did not comment on the apportionment problem or issues raised about the Land Corporation Foundation. The district is acting on the FCMAT recommendations. (III.D.2.g., III.D.3.)

Conclusion

Working with Human Resources in the district, West Valley College is responsible for funding, interviewing, and selecting employees who work at the college. College input with the job descriptions appear to be related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. West Valley faculty and staff have become actively involved in the hiring process for college employees. There is a need to finalize the District EEO plan with the intent of determining goals for diversity and to align the goals with the San Jose Standard Metropolitan Statistical Area (SMSA).

The college has upgraded technology extensively over the last few years. With an influx of $900,000 last year, student, faculty and staff needs appear to be met. Faculty and staff technology needs are met by district IT and student technology needs are supported by college IT.

The district is modifying the formulas and procedures for distribution of funds to the college. Through collegial consultation, money is distributed with input from all parties concerned. Distribution of funds within the college is also following an organized and simplified methodology. Funds are distributed on a semi-zero based budget model. No discipline/department is guaranteed funding. Disciplines/departments must complete program review document requesting the funds needed to maintain the program. The District will have to resolve fiscal problems for the next fiscal year as they adjust to the apportionment fine and adjust to a new FTES base following a year of stability funding.

Physical Resources are in line with the accreditation standards except in the process of educational and facilities planning. The college needs to work with the district in the establishment of updated educational goals and standards that directs facilities planning. The last Educational and Facilities Master Plan was written in 2001. The college is currently seeking a consultant to update the Educational and Facilities Master Plan. This plan will address future needs and, hopefully, address campus wide goals that are not included in the existing plan.

The visiting team was concerned about the lack of discussion in the self study related to the substantial fine for apportionment collected on "Hours–by-Arrangement (HBA) that was disallowed by the System office. While the immediate fine was met without substantial impact on the District budget, the reduction of 2,000 FTES and the current status of the district on stability funding concerns the visiting team. If the 2,000 FTES are not retrieved this year, the District could be in serious financial condition in the 2008-2009 fiscal year. Because this issue was not openly addressed by the self study, or in the discussions with District administration, it leaves the visiting team concerned about meeting Eligibility Requirement 17 and 21. The College substantially, meets the requirements of Standard 3.

Recommendations:

4.   The team recommends that the college implement elements of program review to ensure evaluation of distance learning courses and instruction is comparable to that of traditional instruction. (II.A.1.b., II.A.2.c., II.A.2.d., II.B.1, II.B.3.a., II.C.1.c.)

5.   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. An fiscal impact that may affect the ongoing ability of the college to carry out its missions must be shared with the Accrediting Commission (III.2.a., III.2.d., E.R. 17)

STANDARD FOUR: LEADERSHIP AND GOVERNANCE

General Observations

Standard IV establishes expectations for the institution with respect to effective leadership and governance. In addition, the standard encompasses governance mechanisms to facilitate decisions that support student learning. Finally, this standard addresses the designated responsibilities of the governing board and the chief administrator. Evaluation of how well West Valley College meets or exceeds these standards was accomplished by reviewing the college's Self-Study, by conducting interviews with all constituency groups, and by reviewing the evidence provided by the college.

The college provided sufficient evidence to support the assertions made in the Self-Study. Examples of evidence include written policies regarding the college and district governance processes, board policies and bylaws, minutes of governance bodies such as the Academic Senate and the Board of Trustees, a district/college function mapping document, and recommendations from outside entities including a Technical Assistance Report from the State Academic Senate and Community College League of California as well as a Fiscal Crisis and Management Assistance Team Report (FCMAT).

The college has well-defined decision making processes. Participatory governance roles are outlined in a variety of policy documents. The college uses institutional coun-

cils as the basis for participatory governance. The current institutional councils include the Student Services Council, the Division Chair Council, The Academic Senate, the Classified Senate, the Student Senate, and the Executive Staff Councils. These councils provide representatives to the College Council which is the college's highest participatory governance body. All members of College Council have a vote including student representatives. It is important to note that the Division Chair council consists of both faculty and administrators.

The college has established other standing and ad-hoc committees to develop recommendations in areas not addressed by institutional councils. Examples of key standing committees include: the Curriculum Committee, the Diversity and Inclusion Committee, the Facilities and Safety Committee, and the Technology Advisory Committee. Furthermore, the Academic Senate and the Curriculum Committee assume primary responsibility for recommendations for student learning programs and services.

West Valley College operates as a college within the West Valley-Mission Community College District. The district is governed by a seven member Board of Trustees. In addition, two student trustees serve on the Board. The board employs a District Chancellor who is responsible for implementing the policies established by the board.

There are a number of polices that delineate the roles and the responsibilities of the board, the chancellor, and the college presidents. While policies exist, there has been concern regarding the relationship of the board with the college community, as well as different perceptions of the board's role in the delegation of authority to carry out the operating functions of the district and the college. The Academic Senate and the Classified Senate issued resolutions that called for faculty and staff to cease participation in participatory governance committees and projects from fall 2006 to fall 2007. In addition, the faculty union declared a "work to contract" action for the same time period. As a result of these actions, the chancellor and the district Academic Senate sought technical assistance from the Academic Senate for California Community Colleges and the Community College League of California. This action has helped to improve the dialogue among the constituencies.

Findings and Evidence

Decision Making Roles and Processes

West Valley College has a well defined participatory governance policy which ensures effective participation by campus leaders and constituencies. This process is documented in the *West Valley College Shared Decision Making Plan*. The current model is fully implemented and is understood by all constituencies. College Council is the ultimate participatory governance body and this group makes recommendations to the college president.

Participatory governance roles for faculty, staff, students and administrators are also addressed in the *District Policy Manual*. Policies at both the district level and the college level allow for appropriate participation by students, faculty, staff, and administrators. According to the *District Policy Manual* the board shall rely primarily upon the faculty regarding recommendations for student learning programs and services. The Curriculum

Committee, a subcommittee of the Academic Senate, has primary oversight for course development and approval, as well as the development and assessment of student learning outcomes.

Most participatory governance bodies maintain minutes and these minutes are made available to the campus community. Furthermore, the college president provides regular updates to the campus community using email and also holds open forums to foster communication and dialog. While the campus is kept informed of various initiatives, there is little evidence that the college participatory governance groups have established formal measurable goals, have measured those goals, and have communicated results to the campus community at-large (IV.A, IV.A.1, IV.A.2).

Based upon interviews with members of each constituency group, as well as a review of college survey data, it is clear that the college has embraced a culture whereby all stakeholders work together for the good of the institution. The key participatory governance bodies use a consensus model to reach decisions. Furthermore, according to the values published in the *West Valley College Shared Decision Making Plan:* "shared decision-making should lead to understanding and acceptance of decisions, as well as commitment to their implementation." (IV.A.3).

The college began preparations for the accreditation visit nearly three years ago. The college president, accreditation liaison officer and other key personnel have attended training workshops sponsored by the Commission. Furthermore, the college provides faculty release time for the accreditation liaison officer. In general, the college has responded to prior recommendations from the previous visits in an expeditious manner. Finally, the college has responded in an expeditious manner to resolve the problem of disallowed apportionment that brought about a reduction in the district apportionment by 2,000 FTES. However, if the loss of FTES is not recovered during the stability funding year, there may be a major budget shortfall in future years.   (IV.A.4).

Over the last several years there has been continuous informal dialog on the effectiveness of the college's governance processes. Furthermore, the Executive Staff Council and College Council hold annual retreats to review the effectiveness of governance processes. For example, the administrative services council was eliminated as a result of this review. (IV.A.5)

Board and Administrative Organization

West Valley College is one of two colleges within the West Valley-Mission Community College District. Unless otherwise indicated, the following findings for standard IV.B were derived from the *District Policy Manual.* The district is governed by a seven member board which is independent of any other organization. Board members are publicly elected officials who serve staggered four-year terms. Board members are elected at-large but must reside in one of the three designated Trustee Areas. In addition, a student trustee from each college serves on the board for a one year term. Student trustees can serve up to two terms. Students may cast an advisory vote. The board recently updated section 1 of the *District Policy Manual.* Among other things, section 1 addresses board philosophy and board adopted goals. Although these elements include statements regarding program quality, student learning, goals and mission, it is difficult to find any evidence that there is a full comprehension of these statements by key

stakeholders. This finding is further supported by college survey data regarding the perceived effectiveness of the board and the District Office. To be fair, the survey was conducted during the work to contract period and it is clear in speaking with members of the campus community that these perceptions have improved. (IV.B, IV.B.1, IV.B.1.a., IV.B.1.b., IV.B.1.f., IV.B.1.h.)

The board publishes by-laws and is ultimately responsible for educational quality, legal matters, and financial integrity. Furthermore, the board is responsible for setting policy and for evaluating policies and practices as necessary. The board has also adopted a comprehensive code of ethics which details expected behaviors and the consequences if a member violates the code. Finally, the board has developed a regular review cycle for board and district policies. However, this review process has been temporarily suspended so that the district can formalize underlying administrative procedures. The process will resume once administrative procedures have been further refined. Based upon a review of the prior year board minutes, it would appear that the board acts in a manner consistent with its policies and by-laws. (IV.B.1.c., IV.B.1.d., IV.B.1.e.)

New board members are provided with an orientation and are also encouraged to attend new board member workshops provided by the Community College League of California. Furthermore, the board has established a policy with respect to board development. Finally, the board participated in an accreditation training session in order to become more fully acquainted with the most current accreditation standards. (IV.B.1.f.)

The board has developed policy on a self-evaluation process. While a policy exists, the actual implementation of the policy has varied depending on the approach of each board president.   The board hired a consultant to assist with the latest self-evaluation process. The result of this effort has yielded a much more comprehensive and systematic assessment of board performance. (IV.B.1.g.)

As indicated, the board received some training regarding the accreditation process. In addition, a board member was invited to participate in the development of Standard IV for the college. However, both the administration and the board member agree that the board members were not actively involved in the process. Furthermore, there is no evidence in the form of board minutes that the full board was provided regular updates of the accreditation process for the last year. Finally, one board member expressed concern that the Self-Study was taken to the board for approval with little or no time for full review by the board. (IV.B.1.i.)

The board has final responsibility to select the District Chancellor and to evaluate the chancellor. Procedures regarding the process to hire the chancellor are clearly stated. In addition, the *District Policy Manual* contains language that spells out the role and authority of the chancellor and the role and authority of the board. While these policies are clear, what is not clear is whether all stakeholders have interpreted these polices in the same way. During the 2006-2007 year the chancellor and the Academic Senate requested technical assistance from the Academic Senate for California Community Colleges and the Community College League of California. The district was visited by a team of administrators and faculty in August 2006. The purpose of the visit was to "assist the board, administration, faulty and staff in improving communication and developing a common understanding of participating effectively in district and college governance in order to improve the campus climate and more effectively serve stu-

dents". The report contains a number of excellent recommendations, some of which have already been acted upon. Moreover, the district requested assistance from the Fiscal Crisis and Management Assistance Team and the findings regarding decision making roles and perceptions of the stakeholders were essentially the same. The chancellor and the Academic Senate are to be applauded for taking these actions. After reviewing survey data and interviewing key stakeholders, it is clear that the climate has improved. However, the dialog must continue. (IV.B.1.j)

The college president has primary responsibility for the quality of the institution that he leads. There are policies in place which clearly delineate the role and the authority of the college president. The team found evidence through interviews with the chancellor, the president, and staff at the college and district that the chancellor gives full authority to the president to operate the college including the control of budget and expenditures. The president has worked with constituencies on a variety of innovative initiatives and has also received college support for changes in the staffing structure of the college. The president has made significant efforts to maintain a high level of collegiality and ongoing institutional dialog. (IV.B.2, IV.B.2.a, IV.B.2.d)

During the visit, it was noted that the college must improve its planning processes. The president acknowledged this need and is committed to leading the college to make the necessary changes. The college recently hired an institutional researcher and this position is a direct report to the president. The president has many years of community college experience and is knowledgeable of the myriad of laws and regulations applicable to California Community Colleges. The president has delegated authority to appropriate personnel to fully respond to a request regarding apportionment accounting from the California Community College State Chancellors Office. (IV.B.2.c)

The president is actively involved in a number of community organizations such as the Saratoga Chamber of Commerce and the Saratoga Rotary Club. In addition, the president is to be commended for his efforts to improve relationships between the college and the surrounding neighborhood as well as his leadership in establishing partnerships with the City of Saratoga. (IV.B.2.e.)

The *District Policy Manual* provides evidence regarding the delineation of operational responsibilities between the college, the district, and the governing board. In addition, the district has produced a functional map organized by accreditation standard which helps to clarify the role of the district vs. the college. As mentioned above, while written policies and the functional mapping exist, there continues to be much confusion and/or different interpretations of roles and responsibilities. Further evidence provided by the spring 2007 accreditation survey supports this finding. (IV.B.3, IV.B.3.a.)

The district provides a variety of central services to support the college mission and functions including: Facilities, Information Systems, Human Resources, Information Systems, Police, General Services, and Public Information. With respect to direct services to the college, a quasi-matrix organizational structure has been implemented which helps to ensure effective support to college end-users. The district has a well-defined budget allocation process which was developed through a participatory governance process. This process appears to be fair and logical. The district and the colleges are currently piloting a new model that might better meet the needs of the colleges and the district. Once funds are allocated to the college, the chancellor gives full authority to the

college president and holds the president accountable for the expenditure of those funds. (IV.B.3.b., IV.B.3.c., IV.B.3.d., IV.B.3.e.)

There are a variety of mechanisms to help the district act as a liaison between the colleges and the governing board. For example, the chancellor updates the board on a weekly basis. Furthermore, there are district-level shared governance bodies which provide recommendations to the chancellor. In addition, senior college administrators attend board meetings and the Academic Senate provides a formal voice for the faculty on matters of faculty interest. As mentioned above, the district and the Academic Senate requested technical assistance from the Academic Senate for California Community Colleges and the Community College League of California in 2006. The recommendations of the report provide a means to continue to improve the liaison function of the district between the colleges and the board and to provide an evaluation mechanism of decision making structures. (IV.B.3.f)

Conclusions

Based upon the Self-Study and the evidence reviewed, the college meets this standard. College-level participatory governance mechanisms are designed to facilitate decision making and to give a voice to all constituencies. Furthermore, these structures have been in place for well over a decade. It is clear that these processes are well understood and are a part of the college culture. Appropriate authority has been delegated to the college and to the college president to carry out the college's mission. While appropriate policies have been established which delineate the roles and responsibilities of the board, the chancellor, and the college community, it is not clear that the stakeholders fully agree on the interpretation of those policies and roles. The stakeholders have made good progress on implementing the recommendations of the Technical Assistance Team and the relationship has improved. However, the district and the college community are in a fragile position. These relationships could deteriorate if work is discontinued on the recommendations or fiscal and other pressures mount.

The Board of Trustees of the West Valley-Mission CCD has participated in a major review of the policies and administrative regulations of the District. They have developed a Board of Trustees ethics code that complies with the AACJC Standards, and an evaluation procedure for the board has been developed and implemented. The Board meets the fiduciary responsibilities for the district and has worked to maintain the fiscal resources.   While the Board sets general goals for the Chancellor and the Board, there are no goals that address the quality, integrity, and effectiveness of the educational program of the District.

Recommendations

6   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)