SUMMARY OF THE EVALUATION REPORT

INSTITUTION:	West Valley College
DATE OF VISIT:	March 18-21, 2014
TEAM CHAIR:	Dr. Rajen Vurdien, President Fullerton College

Summary

A 13-member Accreditation Team, including a Team chair and an assistant, visited West Valley College (College) from March 17-20, 2014, for the purpose of evaluating the institution's request to reaffirm Accreditation. In preparation for the visit, the Team chair attended a full-day chair training workshop on January 15, 2014. Team members, when assigned to the Evaluation Team, were provided access to the College's self-evaluation documents and evidence. They were assigned specific Eligibility Requirements and Accreditation Standards to focus on during their review of the College self-study and its accompanying documentation. The chair and Team members participated in a Team training workshop on February 12, 2014, conducted by the Western Association of Schools and Colleges of the Accrediting Commission for Community and Junior Colleges (WASC, ACCJC). Members of the Team reviewed the Commission's Handbook for Evaluators, the Accreditation Reference Handbook, the Team Evaluator Manual, and the Distance Learning Manual.

Team members prepared for the visit by reviewing the College self-study and found it to be comprehensive. The College's 2008 mid-term report with the visiting team's report and fiscal and federal student aid eligibility reports were reviewed as part of the Team visit. The Team chair and assistant conducted pre-visit meetings with the College president, District chancellor, College Vice Presidents and members of key College committees on February 6, 2014, to clarify expectations of the Team and to preview and finalize all logistical arrangements for the visit. Preliminary logistics related to future District team meetings were subsequently established with each chair and assistant. Several weeks prior to the Team visit, each member prepared a written report of their assessment of the entire self-study and the specific Eligibility Requirement(s) and Accreditation Standard(s) to which they had been assigned. Team members also identified those persons with whom they wished to confer while on campus, and this information was shared with the College.

2014 Accreditation Evaluation Team Recommendations

College Recommendations

During the course of the West Valley College accreditation Team visit, College and District personnel were interviewed by Team members. Committees and classroom instruction were observed. In addition, Board policies and procedures, College governance body minutes, and other documents were reviewed. Conversations with students were conducted both individually and jointly. Upon examining the College's self-study report, available evidence, and information gathered through interviews with staff and students, the Team offers the following recommendations to West Valley College:

College Recommendation 1: To satisfy the Eligibility Requirement and meet the standard, the team recommends that the college review its instructional programs with respect to the percentage of online offerings and submit a Substantive Change report to the accrediting body on programs that have equaled or exceeded the 50 percent threshold in online offerings. (ER 21; II.A.1.b; IV.A.4)

College Recommendation 2: To meet the standards, the team recommends that the College establish institution-set standards for student performance so that the degree to which they are achieved can be determined and widely discussed. (I.B.2; II.A.1.c; II.A.2.b; II.A.2.h; II.A.5; II.A.6.b)

College Recommendation 3: To increase effectiveness, the team recommends that College closely monitor, fully implement and evaluate the newly developed Budget Resource Allocation process to determine whether it is meeting the needs of the College and providing more transparency into the budget allocation process. (I.B; III.D; III.D.1d; III.A.6)

College Recommendation 4: To meet the standards, the team recommends that the College satisfy the Sustainable Continuous Quality Improvement requirement for Student Learning Outcomes and Program Learning Outcomes and regularly assess and monitor non-credit courses. (II.A; II.A.1.c; II.A.2.a)

College Recommendation 5: To meet the standard, the team recommends that the College evaluate all personnel systematically and at stated intervals. (III.A.1.b)

College Recommendation 6: To meet the standard, the team recommends the District and the College ensure that faculty and others directly responsible for student progress toward achieving

stated student learning outcomes have, as a component of their evaluation, effectiveness in producing these learning outcomes. (III.A.1.c)

College Recommendation 7: To meet the standard, the team recommends the College integrate technology planning with institutional planning, and that the College and the District develop a comprehensive technology plan for the entire organization which addresses and incorporates the needs of both instructional and non-instructional areas. (III.C.1; III.C.2)

College Recommendation 8: To increase effectiveness, the team recommends that the College work with the District to assure the continued development and support of West Valley College's physical resources, and continue to work on updating the Educational and Facilities Master Plan in accordance with the five-year timeline. Additionally, the team recommends that the Facilities and Security Council regularly meet as scheduled. (III.B)

ACCREDITATION EVALUATION REPORT
WEST VALLEY COLLEGE

Introduction

History

West Valley College is a public California Community College located on the west side of Silicon Valley, in the foothills of the Santa Cruz Mountains, 50 miles south of San Francisco. Continuing a nearly 50-year tradition, West Valley College offers career programs for today's job market, professional certificates, degree programs, and transfer to four-year Colleges and universities.

West Valley College has traditionally served the geographic areas surrounding Saratoga, Los Gatos, and Campbell. These feeder communities comprise the majority of the College's enrollment; however, with the Highway 85 corridor well-established, large numbers of students come to West Valley College from Blossom Valley, Almaden Valley, eastern and southern San Jose, and from as far away as Salinas and Marin Counties.

The College, at its inception, offered a traditional curriculum with a primary focus on the transfer of students to statewide 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, including transfer degree, CTE programs and certificates, Basic Skills classes, and community service offerings.

Area Demographics

West Valley College is located in Santa Clara County, the largest county in the San Francisco Bay Area. The county measures approximately 1,316 square miles and is located at the southern end of the San Francisco Bay. According to California's Department of Finance, Santa Clara County is home to more than 1.8 million persons and by the year 2020, is projected to total almost 2 million residents. The county is the largest of the nine Bay Area counties (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma). Santa Clara County is the fifth most populous county in California, with approximately 24 percent of the Bay Area's total population living within its jurisdiction.

Between 2000 and 2010, most of the population growth in Santa Clara County occurred in San Jose and in the North Valley cities (Campbell, Cupertino, Los Altos, Los Altos Hills, Los Gatos, Milpitas, Monte Sereno, Mountain View, Palo Alto, San Jose, Santa Clara, Saratoga, and Sunnyvale). Although North Valley cities experienced a larger numerical increase in population,

attend the College with the goal of transferring to a four-year institution. The newly enacted Student Success Initiative should result in a decline in undecided or unreported goals as now every student will be required to declare a course of study while completing the mandated matriculation process.

Team Evaluation of the Institutional Response to the 2008 Team Recommendations

2008 Team Recommendation 1:

The team recommends that West Valley College regularly update and publish College-wide goals, and state the objectives derived from them in measurable terms, so that the degree to which they are achieved can be determined and widely discussed in order to improve institutional effectiveness. The team further recommends that 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. (Standards 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, V.B.1, IV.B.1.b.)

Evidence supports that the College responded to Recommendation 1 by reviewing and updating College goals and objectives at annual College Council retreats in each fall semester. The College goals and objectives were presented and discussed at the annual retreats and the final, prioritized goals and objectives were summarized in a document that has been circulated college-wide. The stated goals and objectives are linked to the Educational and Facilities Master Plan (E&FMP) and pertinent ACCJC Standards were identified in each section. Moreover, the goals and objectives are assigned to responsible parties, and are followed up on with respect to status of fulfillment regularly, with this progress shared periodically at College Council meetings.

Both College and District goals are now aligned, in recognition by both West Valley and Mission Presidents that a misalignment existed. As a result, the process of goal development at the District level was thoroughly revamped, and College Council determined to carry its 2009-10 goals and objectives forward into the 2010-11 year, with minor modification.

West Valley College strengthened its overall institutional planning process by completing an integrated planning and resource allocation process as part of the College's Institutional Effectiveness framework. Student Learning Outcome and its assessment information along with Program Review data are going to review within a month by the Budget Allocation Resource Council (BRAC) which reports directly to the College Council beginning spring 2014 for recommendations for resource allocations. This is a newly created component of the process of linking the planning process and resource allocation; therefore, the effectiveness of this process is unknown.

2008 Team Recommendation 2:

process; therefore completing the College's integrated planning and resou
The effectiveness of the resource allocation process is unknown.

20-B.Team Recommendation 3

The team recommends that the College implement elements of program r
evaluation of distance learning courses and to ensure instruction is comp
traditional instruction. (Standards II.A.2., IIA.2.c,IIA.2.d, II.B1, II,B.3.a,

This recommendation has been addressed by the College. The appraisal o
courses, including student surveys, was developed in response to the 201
recommendation led by the West Valley

College Distance Learning Com
institutional process that enables

goals. Strategic planning at the College is founded on the College mission and goals, with direct ties to District goals. The recommendation has been satisfied.

The administrative staff size at West Valley College is adequate in number, experience, and qualification to provide appropriate oversight to support the College mission, purpose, and goals. All staffing meet or exceed the minimum qualifications for their positions in terms of education, training, and experience. The College meets this requirement.

6. Operational Status

West Valley College is fully operational and has been in continuous service since 1964. The college has an unduplicated student headcount of 10,288 students, which includes both credit and non-credit. West Valley College serves students who are actively pursuing degree and certificate programs, and transfer preparation to a four-year university or institution. The College meets this requirement.

7. Degrees

West Valley College offers a wide range of educational programs including 18 AA-T degrees for transfer, 63 associate degrees and 65 certificate programs. 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 content and length. Instructors meet minimum qualifications established by the California Community Colleges Board of Governors and all faculty must teach according to the official course outline of record. All courses, certificates, programs and degrees have identified student outcomes. The College meets this requirement.

9. Academic Credit

The team confirmed the College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Institutional policies and transfer requirements, as well as the awarding of credit, are clearly and accurately described in the College catalog. The College awards academic credits based on the Carnegie formula: one semester unit of credit is defined as one hour of recitation or lecture, or three hours of laboratory work each week for a full semester. The College meets this requirement.

10. Student Learning and Achievement

The College has formulated student learning outcomes for all courses and program learning outcomes for all programs. These outcomes apply for programs regardless of offering location or delivery mode. Student learning outcomes and program learning outcomes are regularly assessed and the results published in program review reports, which are published on the Program Review Committee website. The College meets this requirement.

11. General Education

The team verified that the general education courses have the required breadth to promote intellectual inquiry. These courses require demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge pursuant to Title 5 of the California Code of Regulations, §55806. The general education component of programs conforms to Title 5 §55063 requirements for the Associate Degree and meets the California State University General Education breadth requirements and the University of California Inter-segmental General Transfer Curriculum (IGETC) requirements. The College meets this requirement.

12. Academic Freedom

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West Valley College provides access to information and learning resources in a variety of formats and locations. However, the team recommends the college ensure equitable tutorial services regardless of the location of delivery. The College meets this requirement.

17. Financial Resources

The College and District maintain an adequate funding base and reserves to support student learning programs and services. The Board of Trustees approved the 2013-2014 Budget at their meeting, September 3, 2013. The VP of Administrative Services illustrated how the budget is balanced and in compliance with the needs of the District. Based on an interview with the VP of Administrative Services, the Resource Allocation Model is being fully implemented. The College meets this requirement.

18. Financial Accountability

The District undergoes both a financial and compliance audit annually. Based upon the audit results, the District received findings related to significant deficiencies in five of the past seven audits but none were related to internal control lapses; rather, the findings were all compliance in nature. Furthermore, in 2009 and 2010, there were audit adjustments made to the financial statements, but these appeared to be more timing differences and/or oversight errors rather than a deficiency within the financial system itself. In the more recent years, the District has made a good effort in resolving audit deficiencies and not having them repeat.

Financial information is presented to the Board of Trustees quarterly in the form of the CCFS-311 reports and annually in the form of the Tentative, Mid-year, and Final Budgets. Both the construction bond Measure H and C undergo a financial and performance audit annually. Each of the past five years' audit reports has indicated that the District is utilizing the bond funds as they were intended. In fiscal years 2008 and 2009, there were audit findings regarding questionable expenditures from material fees collections but these audit findings have been resolved and have not repeated since then. The College meets this requirement.

19. Institutional Planning and Evaluation

The team found that the College is committed to creating a culture of evidence, and found evidence of planning for improvement in all areas through the campus-wide program review and student learning outcome assessment processes. The College meets this requirement.

20. Integrity in Communications with the Public

The College publishes and makes available to students and prospective students an annual catalog which includes all required information. The College meets this requirement.

21. Integrity in Relations with the Accrediting Commission

The College provides assurance of its compliance with Commission Eligibility Requirements, Standards, and policies by publishing all accreditation reports and documents on its website. The College and Board have sustained efforts to meet Commission Recommendations over the past several years. However, the institution has failed to adhere to ACCJC's policy ensuring programs, degrees, and certificates available 50% or more via distance education have been reviewed through the ACCJC substantive change process. The College does not meet this requirement.

Recommendation: To satisfy the Eligibility Requirement and meet the standard, the team recommends that the college review its instructional programs with respect to the percentage of online offerings and submit a Substantive Change report to the accrediting body on programs that have equaled or exceeded the 50% threshold in online offerings (ER 21, II.A.1.b, IV.A.4)

environment of academic excellence. Additionally, the College regularly assesses its programs and services in a systematic way at a variety of levels to evaluate how well it is meeting the needs of its students and thus its overall mission.

West Valley College's review of the College mission statement was undertaken in the 2010-11 academic year. A White Paper entitled *Our Vision, Our Mission, Our Future*, was adopted by the College Council in April of 2011. This paper outlined the College Council's responsibility as:

- Defining and prioritizing the College focus into the future; and
- Re-crafting the College mission statement to capture the essence of West Valley College (I.A.3)

A series of 10 listening sessions were conducted with stakeholders from the participatory governance groups. An open-item student survey was conducted and linked from the College website to invite a high response rate. Input from the survey was incorporated with results from the listening sessions. The data were tabulated, refined, and prioritized, and then presented for readings at the College Council.

The white paper served as the foundation of the process for the development of the new College mission statement. An external facilitator guided College Council members and stakeholders through a process which created two drafts of a mission statement. These two statements were circulated and presented to the various governance bodies as well as to external stakeholders for feedback. (I.A.3) The College process firmly adhered to participatory governance principles and the resulting statement was reviewed and supported by a substantial population of College stakeholders. (I.A.3) In January of 2012, the new mission statement was approved by the Board of Trustees. (I.A.2.)

The mission statement is widely available and is published electronically on the College's website and in print form and is posted throughout the campus. It also appears on meeting agendas for various shared governance committees. (I.A.2)

The team found the mission to be central to planning and decision-making at West Valley College, as evidenced by its alignment with College purposes and needs of the student population. The mission succinctly expresses the College's 02 t0 -2 TD [The.72I325s t stakeholderfwed ne dC

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completed reports on the College's research and planning website and through the College Fact Book that is distributed both internally and as a public document on the College website. After the OIRP summarizes the data in the ARCC Report and Scorecard, the College submits a written response to the Report which is then posted on the State Chancellor Office website and on the OIRP webpage.

Findings and Evidence

Student learning is measured on a cyclical basis and program leaders initiate course, program, and service changes based on assessment results. In participatory governance meetings, College employees engage in an ongoing dialogue about student learning, collaborative learning, and the potential for improving the cross-pollination of academic and student service areas in ways that will benefit student success. At College Council meetings, there is discussion about improving program review process and other planning processes so the linkages are clearly defined and transparent to the College community. (I.B.1)

Information and themes from the program reviews gathered in May of each calendar year drive the development of College goals by the College Council during its annual planning retreat in the fall semester. The College's annual goals then inform the resource allocation process. The process repeats itself in a cyclical fashion only for the annual goals. At the College Council's annual retreats, College Council members review the *Educational and Facilities Master Plan (E&FMP)* to ensure that the overarching themes of this plan are also incorporated in the College's goals and objectives. The College is in the process of developing its new *Educational and Facilities Master Plan.* (I.B.2)

The College is in the process of developing its institution-set standards. While the College has initiated this process, the requirement for this standard has not been fully met. The lack of implementation means that the College is unable to evaluate whether these standards of performance are being achieved by the College and its students. (I.B.2)

The Budget Resource Allocation Council (newly created) indicated that the Council is in the process of developing rubrics for prioritizing resource allocation. This process must be completed within a month (by April 2014) to inform the tentative budget for 2014-15. While recent changes have been made in the budgeting process, it is yet to be determined how effective the new process is in effectively linking the budgeting and planning processes. (I.B.3; I.B.4; I.B.6)

Every department has access to institutional data through the College's Office of Institutional Research and Planning (OIRP). In addition, programs are provided with program-specific data to inform their self-evaluation, and which is then incorporated into each department's program review and goal-setting. The OIRP educates and informs the College community on data analysis and interpretation through the release of periodic research briefs, publications such as Fast Facts

composition of the Program Review Committee (PRC) by making the Chairmanship a faculty position. Following the input from the PRC, the Senate approved the committee's mission statement, goals, and a policy and procedures document which outlined the direction of the PRC. The PRC reviewed and revised the Program Review Self-Evaluation process to ensure that its focus and requested information were aligned with that of the *ACCJC Rubric for Program Review*. This change focuses respondents on planned improvements in program practices that lead to improvements in student learning and student achievement. The PRC also created a *Program Review Policy and Procedures* document. This document defines the Program Review policies and sets forth procedures for the process.

The OIRP provides support for and organizes information needed for the program review process, including technical support and SLO updates, providing the program review leader with all the information needed to complete the program review report. Through the yearly Program Review process, which includes SLO assessment reporting and review, the College is regularly evaluating its effectiveness in improving programs and services while assessing and improving the mechanisms for those evaluations. (I.B.7)

Conclusions

The College has improved its planning and planning processes. Evidence reveals that the College demonstrates a conscious effort to produce and support student learning, measures and assesses how well learning is occurring, and makes changes to improve student learning. The College also organizes its key processes (most notably its program review and SLO processes) and uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

In sum, the College's planning is centered on the mission, involves College-wide dialogue, is supported by extensive data and is regularly assessed, and leads to improvements that focus on student learning and achievement. The College has successfully developed an ongoing and systemic cycle of evaluation and improvement process.

The College does not have its institution-set standards to support their programs and the College indicates that they are in the process of developing its standards. Furthermore, the College's Budget Resource Allocation Council, newly formed, has not been in existence long enough to determine whether it is achieving its purpose.

The College has not fully met the standard.

College Recommendation 2: To meet the standards, the team recommends that the College establish institution-set standards for student performance so that the degree to which they are achieved can be determined and widely discussed. (I.B.2; II.A.1.c; II.A.2.b; II.A.2.h; II.A.5; II.A.6.b)

College Recommendation 3: To increase effectiveness, the team recommends that College closely monitor, fully implement and evaluate the newly developed Budget Resource Allocation process to determine whether it is meeting the needs of the College and providing more transparency into the budget allocation process. (I. B; III.D; III.D.1.d; III.A.6)

Standard IIA - Instructional Programs

General Observations

information is reviewed and analyzed to identify achievement gaps or areas needing attention. Program development and growth is tied to community and industry needs as identified by labor market information and employment projections by industry and occupation. The College's CTE programs regularly meet with their advisory committee to better align the program content and sequence with industry needs and job readiness. For existing programs, the College utilizes

and with instructional programs, as demonstrated through the Student Success Team, to better support student learning. Departments within Student Services also collect data on a routine basis, including instructional and non-instructional SLO assessment results.

Findings and Evidence

In alignment with its mission, West Valley College ensures student access to educational opportunity through open access admission. The College has policies and procedures in place to determine general student ability to benefit from programs, with additional requirements for high school students, Middle College students, and international students. The Student Services Council represents all areas within student services and meets regularly to discuss the College-wide implementation and effectiveness of student support services and programs. In order to provide mandatory services established in SB 1456, "student success" was identified as an institutional priority and multiple existing College-wide committees were integrated, with a Student Success Core Transitional Team making recommendations within a Student Success Strategic Vision and organizational framework. (II.B)

Student Services participates in an annual program review process with student learning outcomes and assessment. The program review and assessment schedule shows full program reviews for Counseling and the Disability and Educational Support Program (DESP). Of the 24 courses listed under Student Services, all course SLOs had been assessed as of spring 2014. In 2013, 18 Programs in Student Services submitted a program review which included data collected and reviewed, with conclusions based upon these data. (II.B.1; II.B.4)

The College provides a full array of student services accessible to distance education students, including all admissions and records, financial aid, counseling, orientation, and DESP functions. Other student services, such as TRIO, EOPS, and student health services, have also provided some level of access to program services for distance education students; due to some state-level restrictions, distance education options for placement assessment exist but are significantly limited and may need to be re-examined as mandatory assessment is fully implemented. The College offers a mixture of contract education, non-credit, and credit courses at its Campbell Center. Students enrolled in classes at the Center desiring to utilize the College's student services must either visit the College's main campus or use services offered online; a computer is made available in the Campbell Center's main office to students needing to access these services. Student Services has identified the need to expand some of its services in an online or electronic format, such as moving away from pen-and-paper assessment to an online tool, in order to better support online students. (II.B.1; II.B.3.a)

A College catalog is published 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 students regardless of the course location or medium. The

College has systems and structures in place to routinely evaluate student learning and achievement in student services, and has shown a commitment to responding to the changing needs of its student population. It would be beneficial for Student Services to review the assessment strategies selected for SLO and program review evaluation to ensure that clear benchmarks are set, meaningful data are collected, and assessment results more regularly inform improvements in services provided.

Recommendations: None. The College meets the standard.

Standard IIC - Library and Learning Support Services

General Observations:

Library and learning support services are sufficient to support the institution's instructional programs and activities. A high emphasis is placed on information competency and all students, regardless of the location or delivery mode of their classes, have access to the same level and quality of learning resources. The library collection, consisting of both print and electronic resources, is enhanced by access to the LINK+ system, which provides access to millions of titles. There is demand for additional service hours, particularly for the library. Library and

Supervised Tutoring–English course increased by more than 425%, from 74 students to over 400. Demand has continued to grow.

The Math Resource Center provides peer and instructor tutoring in all topics of math and includes access to 10 computers for students to use in completing homework and two rooms for group study. Students spent 2,531 hours utilizing Math Center resources in the fall of 2012 and 2,979 hours in the spring of 2013.

The ESL Skills Lab provides groups of tables and comfortable seating areas where students can work on their own or join conversation groups. The lab is open to any student in any ESL class and is available to ESL instructors to bring their entire class for lab practice, The lab is open for 18 hours per week, Monday–Thursday, and tracked 1,281 individual visits totaling 1,510 hours during fall 2012 and 1,326 visits totaling 1,600 hours in spring 2013.

The World Languages Center, a technology-based learning lab that includes 37 computers equipped with language learning software, online language programs, and access to all the audio material from their texts, is also widely used. During fall 2012, 273 students completed 7,279 hours in the lab and in spring 2013, 229 students completed 6,528 hours of study in the lab. Although a Technology Center was formerly available, the removal of Hours by Arrangement from all CTE courses in 2012 led to it being converted into regular instructional classrooms. (II.C.1)

Librarians work closely with instructional faculty in acquiring items for the library collection and accept suggestions from faculty, staff, and students. Personal interaction with students on course assignments and research at the reference desk provides insight into student learning needs and helps assure appropriate collection development. Librarians serve on the curriculum committee and other campus committees. The library works collaboratively with personnel from learning support labs and services to select materials specific to the needs of diverse campus programs, including ESL and Basic Skills areas. The library has a formal Collection Development Policy which helps guide them in the evaluation of the effectiveness of the collection. Participation on

library loans gives valuable information to the Library on resource demand and for evaluation of the College collection. (II.C.1.a)

Library and learning support services provide numerous opportunities for instruction and information competency. The College relies mainly on the library for the teaching of information competency skills. This is accomplished through the offering of numerous sections of Library 004: Information Competency. This 1-unit course is a requirement for most Associate's degrees, although it is anticipated that demand will diminish somewhat when the state-mandated AA-T and AS-T degrees are fully implemented and uniform requirements are enforced. Students are also provided information competency skills through individualized instruction at the reference desk and through 1.5 hour library orientations which are scheduled by individual classes and which focus on developing research skills based on specific assignments. During the 2011-2012 academic year, 87 orientation sessions provided instruction to over 2,700 students. SLOs are in place for the Library and Tutorial Services and these are assessed on a regular cycle, with results discussed in Program Review and used as a basis for improvement. The Math Resource Center, ESL Skills Lab, World Languages Lab, and Writing Center support numerous classes within specific instructional departments, all of which have their own SLOs that are assessed as a part of those departments' program reviews. (II.C.1.b)

The library is currently open 54 hours per week for student use and includes 24/7 access to a multitude of electronic resources, including over 23,000 eBooks and more than a dozen full-text databases. The library is well integrated into online services. All ANGEL courses provide a link to library resources, the WVCPortal provides a link to the library under Support Services, and the library has its own web page. Email and telephone reference service is available for students who are not on campus. The outreach librarian is currently piloting a program using CCCConfer to offer webinars twice a week on research skills. The library has a YouTube channel with short video tutorials on searching the online library catalog and popular databases. The library also offers an adjustable computer table, two disability-accessible computers and a scanner with specialized software.

While the Writing Center, Math Resource Center, and Tutorial Services are available to all students on campus, students wishing to make use of these services need to come on to campus to do so. The College realizes the need to offer other services online and are currently discussing how to do so. Mission College is using Smart Thinking for this service and West Valley is hoping to be able to use the same system. In order to assure equal accessibility to learning support services for all students, regardless of location or means of delivery, the team suggests that a priority be placed on developing means of providing off-campus tutoring support services. (II.C.1.c)

Maintenance and security for library and other learning support services is adequate. Each department or unit within the building maintains key access to non-public areas. The library has

announcements state that only degrees from accredited institutions or recognized by U.S. accrediting agencies will be recognized. An equivalency process exists for faculty applications. Participation by faculty, classified staff, administration, and students in the selection of new hires helps ensure fair and equitable treatment of all applicants and diversity on all screening committees. (III.A.1.a)

District procedures relating to the number of faculty who may serve on a screening committee help ensure that faculty play a significant role in the selection of new faculty. The roles and responsibilities of faculty participating in the hiring committee process are stated in the Faculty Recruitment and Selection Procedures Manual. The faculty screening committee includes five members, a majority of whom are subject matter faculty. (III.A.1.a)

Written policies and criteria have been established for all personnel to be evaluated systematically and at stated intervals. The criteria include performance assessment of completion of assigned duties, participation in institutional responsibilities, and other activities appropriate for the individual's position. Individuals are assessed to determine effectiveness and to determine if improvement is needed. (III.A.1.b)

The evidence suggests that there are nominally effective mechanisms in place to ensure the timely completion of evaluations. For example, the Human Resources Department was not able to provide the number of classified employees that had past-due evaluations but did provide evidence that their evaluations are aligned with their start dates. Of the evaluations that were due in the months of December 2013, and January/February 2014, at least 41 past-due. Administrator evaluations are due on or about July 1st of every year. Out of 39 administrative evaluations, 9 have been past due since July 2013. Evidence provided by the College indicated that for Regular Faculty, in fall 2012, 4 of 18 evaluations were not finalized. In spring 2013, 2 of 13 evaluations were not finalized, and for fall, 2013, 7 of 54 evaluations were not finaT TDr example, the Hu cA2ponthat9*(e

the creation of related policies which include the District's Equal Employment Opportunity (EEO) Plan. The Plan includes policy statements, provisions for an advisory council, complaint mechanisms, training mandates, analysis methods, and steps to improve underrepresentation. The Plan was created by a shared governance committee in 2009, and it is to be reviewed and updated at least once every three years. The Plan has recently been updated and is scheduled to be approved by the District's Board of Trustees in April 2014.

The College's Student Equity Plan, previously developed and updated in 2013, is intended to advance and enhance the recruitment of diverse students and to help them matriculate and succeed at the College.

As part of the a budget reduction and organizational restructure process for 2014-2015, the President restructured the current administration in the Student Services area, reallocated resources, and created a Director of Student Equity and Success position. This position has responsibility for oversight of categorical and culturally-focused educational programs including the SUCCESS program for African-American students and the PUENTE Project for Latino students. In addition, West Valley College's Student Equity Plan was revised in spring 2013 to more accurately reflect current priority and goals.

The College developed an Institutional Effectiveness organizational structure in 2012-2013 in which one of the three major focuses is the Student Success Team. In addition to ensuring that the Student Success Act of 2012 implementation occurs systemically and effectively, this team is led by a faculty coordinator with a working team consisting of faculty, classified staff, and administrators to address achievement gaps, particularly among African American and Latino students.

The evidence suggests that screening committee members used in the hiring process are not consistently receiving sufficient, consistent guidance and training about their service on the Committee. There also appears to be insufficient training provided on equity and diversity in the context of the hiring process. Currently, the Human Resources Department emails the screening committee chairperson a PowerPoint presentation of the screening committee training. The committee chairperson may use their discretion as to whether or not they wish to train the screening committee members on the material. There was no evidence of a process or mechanism to monitor and ensure that the entire screening committee is receiving the necessary training on effectively serving on a screening committee as well as on the need for equity and diversity principles to be applied during the hiring process. (III.A.4)

The College has created and maintains several programs, practices, and services that support its diverse personnel. WVC's Educational Master Plan of 2009 provides evidence that indicates that diversity is a core value of the institution and permeates every aspect of College life.

The College has implemented a multi-module leadership development academy that includes participation of student services staff as well as administrators and supervisors from across the District. West Valley maintains an Employee Assistance Program (EAP) and a use-at-your-convenience training program called “People-On-The-Go”.

The Global Citizenship Committee provides an institutional foundation to promote, assure, and further explore a wide-range of equity and diversity-related issues on campus. The committee coordinates programs, events, and activities that address educational, academic, cultural, and social issues. The intent of the Committee is to promote critical discussion and exchanges of opinions that lead to a planning of institutional priority relative to equity and diversity. (III.A.4.a)

West Valley follows an established EEO policy in all of its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of students, faculty, and staff. Screening committees and applicant/candidate pools are reviewed by HR to ensure that they are diverse in composition. However this assessment is made subjectively rather than through the use of objective system to analyze the data. Applicant data is tracked for every recruitment period and a report is provided to the State Chancellor’s office each year. Faculty and staff demographic data are also reported annually.

The District Faculty and Staff Diversity Advisory Council (FSDAC) began data analysis related to student, faculty, and staff demographic trends in 2008 but became inactive in 2012. West
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In collaboration with the Human Resources Department, the College receives, investigates and maintains a record of complaints by employees and students. (III.A.4.c)

All employee groups are provided opportunities for professional development which are provided through the Human Resources Department and the College. The District and College support the professional development of employees in a diverse variety of ways. Contractual professional development leaves, sabbaticals, professional growth and development (PG&D) awards for faculty, and the Classified Growth Incentive Program provide opportunities for renewal and salary incentives. Co-sponsored by the Human Resources Department and Information Systems and in partnership with People-on-the-GO, employees are able to access technology and efficiency training via webinar. The program provides staff with classes to learn and enhance skills with tools such as Excel, Outlook and PowerPoint. In addition, classes are available on topics such as Business Writing, Effective Meetings, and Accomplishing More with Less. (III.A.5; III.A.5.a)

The Human Resources Department staff provide presentations on topics of interest at quarterly All Managers/Supervisors meetings. The purpose of such focused presentations is to increase awareness of work-relevant topics and provide resource information for the managers so as to increase effectiveness in and support for their respective positions. Professional Growth and Development of faculty is addressed within the contract and is intended to encourage the continued professional growth of members through on-going updating of knowledge and ability, development of new skills, and continuous analysis and improvement of professional expertise. Pursuit of professional development allows additional step advancement on the Salary Schedule. (III.A.5; III.A.5.a)

The Classified Growth Incentive Program facilitates continued growth, professionally and personally, of each individual staff member and ultimately enhances the District's institutional mission to effectively promote higher education. The central feature of this program is to provide work-related opportunities to upgrade individual worker skills through a variety of credit and non-credit coursework, projects, workshops, or other related activities and/or the completion of College level certificates and degrees. (III.A.5; III.A.5.a)

In 2010, the District began offering an employee assistance program through Claremont EAP,

General Observations
West Valley College and the West Valley Mission Community College District (WVMCCD) Facilities Department are driven by the culture of "life and safety first." Procedures are in place to evaluate the safety and physical resources. Criteria for evaluation include State and local building codes, OSHA, and risk management best practices.

The physical resources of the College appear to be in excellent condition due to recent campus construction projects. The physical resources support institutional programs and services and contribute to enhanced student learning and success by providing access to a safe, healthy and environmentally friendly working and learning environment.

In March 2011, the College leased approximately 2,820 square feet at 1 West Campbell Avenue from the City of Campbell. The Campbell Center includes approximately 567 feet of office space and 2,253 feet of classroom space. Three classrooms, each accommodating from 30 to 40 students, are now in operation for day and evening classes. Off-campus facilities are regularly inspected by the College.

The District annually updates its Five-Year Construction Plan. The Annual Safety & Security Report For 2013, completed in October of each year, meets federal reporting guidelines.

The College's Facilities and Safety Advisory Council is composed of representatives from each building on campus and representatives from Health Services, Security, and Student Services. The council is scheduled to meet on the first Thursday of each month. The committee receives and allocates annual revenues to facility repairs and improvements. Recommendations from this committee are forwarded through the Vice President of Administrative Services to the District facilities department.

The District Facilities Department and the College use a coordinated approach to address both urgent and non-urgent requests for 'as-needed' maintenance services. Urgent requests are initiated by calling the Facilities Department to dispatch maintenance personnel to provide services.

Prior to offering classes at any off-campus site, the location is inspected for safety and sufficiency in meeting the needs of the programs and services. These facilities must comply with building regulations issued by the DSA and federally mandated health and safety requirements, ensuring ADA access. When courses are offered off-campus, routine maintenance is performed regularly.

The District Facilities Department is led by the Executive Director of Facilities, Maintenance and Construction. Each College has a Manager of College Facilities housed locally who manages the maintenance and operations of its physical resources. Grounds Services and Custodial Services report to the campus-assigned Director. All service and work orders are processed through an automated work order system and prioritized and attended to in order of submission and urgency. The Vice President of Administrative Services at the College is the direct contact with the

District Facilities Department on all facilities maintenance and renovations. The Executive Director of Facilities, Maintenance, and Construction supervises and manages all bond-supported construction-related projects for both Colleges.

Findings and Evidence

The Disability and Educational Support Program (DESP) maintains close relationships with the Facilities Department to ensure there are no physical barriers that prevent these students from achieving their educational goals. In alignment with its mission, goals and objectives, the College strives to provide facilities that ensure a successful learning environment for all students. (III.B.1.a; III.B.1.b)

The Executive Director of Facilities, Construction, and Maintenance develops an Annual Scheduled Maintenance Report for all District facilities maintenance needs. (III.B.1.a; III.B.1.b)

In the 2012 accreditation survey, 71% of the student respondents noted positively that they feel safe on campus during the day. In addition, the same survey indicated that 76% of students agree or strongly agree that the condition of the campus facilities is conducive to student learning. The College does not provide security at the Campbell/San Jose Center, as both have their own security. (III.B.1.a; III.B.1.b)

The College ensures the safety of its facilities by utilizing the annual SWACC P&L Inspection Follow-up Audit report prepared by the District's insurance company, Keenan & Associates. The report provides the College recommendations on needed safety adjustments and repairs. (III.B.1.b)

West Valley College assures that physical resources are accessible, safe, secure, and provide a healthful environment by complying with federally mandated American with Disabilities Act (ADA), seismic safety, and Division of the State Architect (DSA) regulations. Access for the disabled community is a high priority of WVMCCD and West Valley College. In May 2011, with the support of Measure H Bond, the College removed architectural barriers that were out of compliance with current ADA standards. Based on a review of the website for the Facilities and Security Advisory Council, the last meeting for which agendas and minutes were posted occurred on October 5, 2013. To improve campus awareness, transparency, and college-wide communication, the team suggests that postings be updated, if not current, and that the Council continue with regular meetings. (III.B.1.b)

The District maintains a campus Police Department staffed with highly trained officers to help protect the safety and ensure the security of faculty, students, staff, their property, and the property of the District. The District Police release the WVMCCD Safety and Security Report. The College complies with the Clery Act, updating criminal statistics by October 1 of each year and including data from the three previous calendar years. The Clery Report is published on both the College and District Police websites. For easy access, the telephone extension to the campus police department is posted in all classrooms and offices. (III.B.1.b)

with the District supporting the employees of West Valley and the enterprise architecture, while the College supports the instructional spaces. Technology needs for the instructional areas of the College are identified in the Technology Strategic Plan, through Program Review summaries, and through the work of the Distance Education committee. Until late fall 2013, the College had a Technology Advisory Committee which served as a forum for discussion of campus instructional technology needs. Plans for non-instructional technology and District-wide supported systems are handled by the District IS department through the VP-IS committee in consultation with the College Vice Presidents. (III.C.1; III.C.1.a; III.C.1.c; III.C.1.d)

Findings and Evidence

Responsibility for technology support is shared by the District Information Systems department (IS) and the College Instructional Technology and Services department (ITS). District IS supports College faculty and staff, maintains the network infrastructure (both wired and wireless), District-wide enterprise systems including the student information system (Colleague), and email (Microsoft Exchange). The College ITS supports audio visual systems and 899 computers installed in classrooms, instructional servers located on the campus, the College's website, and Angel, the College's learning management system. (III.C.1.a)

District IS holds VP-IS monthly meetings with College Vice Presidents to review and discuss current and upcoming technology projects. Collaboration between the two support areas is achieved through bi-monthly staff meetings. Based on information from the interviews cony mo2d othe Costructional Technology annteTD (supported s)Tj T32 -1.3oizly staff m8 59j T*(stance Ed (

The College relies on Program Review summary information presented at the annual College Council retreat for the evaluation of technology provided to support the institution. Information from Program Reviews and Student Learning Outcome assessments appear to be the only source of evaluation. (III.C.1; III.C.1.c)

Technology planning is represented as following the Integrated Planning and Resource Allocation Process of the College. However, there is no evidence to support the connection between technology and the integrated process of the institution. Further, the self-study states the College is only in the planning phase of integrating technology planning with institution planning. While the Technology Strategic Plan provides measurable goals and objectives for the evolution and support of instructional technology at West Valley, the College lacks a comprehensive technology plan covering all technology. The College has listed the development of such a plan along with a District technology plan as an actionable improvement. (III.C.1; III.C.1.a; III.C.1.c; III.C.2)

The College provides avenues for the collaborative and inclusive planning of Distance Education Technology through the Distance Education Committee (DE). The committee includes faculty representation from each division ensuring the instructional needs of the campus are represented. DE serves as a resource for and advisor in matters of policy, practice and pedagogy to integrate distance learning and technology-enhanced instruction into the College's curriculum. Committee members actively participate in promoting Distance Education to students on the West Valley campus and encourage sharing of best practices among the online faculty. (III.C.1; III.C.1.a)

Technology hardware and software are replaced on an ad hoc basis based on available one-time funding from construction projects, funds from Bond Measures H (2004) and Bond Measure C (2011), or through the West Valley/Mission Land Corporation. West Valley ITS maintains a comprehensive technology inventory of the campus with records detailing the installation and maintenance of computer technology. (III.C.1.a; III.C.1.c)

It appears from the evidence provided that the substantial increase in "Smart" classrooms (from 30 to 120 since 2008) which increased the numbers of computers and audio/visual equipment to be maintained and serviced did not include a corresponding increase in funding for equipment maintenance or for replacement of costly consumables such as projector bulbs. College-wide, instructional software is updated on a regular basis, with the last round of instructional software upgrades completed using funds from the Mission-West Valley Land Corporation. However, department specific software upgrades are requested through individual department program reviews and are dependent on available funding from BRAC. (III.C.1.a; III.C.1.c)

support current institutional needs. The number of students with multiple personal devices (BYOD) has put a strain on the capacity of the wireless system. The Network Access Control system provides a layer of complexity that serves to protect the campus but fails to address the saturation issue of the campus wireless network. (III.C.1.a)

The West Valley Portal provides a central point of access to online services for both students and employees. The majority of the online services the campus offers to students can be accessed through the portal system. For employees, the portal provides convenient access to information pertaining to budget, purchasing, and personnel items. Having these resources available through the Internet provides for anytime anywhere access to the information. (III.C.1.a)

West Valley College offers a robust training program for faculty and staff to maintain their currency with technology applications and online instruction. The College regularly assesses the need for training through program reviews, Distance Education Committee, and SLO assessments. The College's eLearning website offers comprehensive courses and training videos for faculty on instructional topics. The Classified Senate sponsors a peer-led Student and Administration Support Staff (SASS) program to provide job-relevant technology training for the College's classified professionalem.v3r-led l4nsors a pgmrrentner
III.C.b.a)

automatically at the time the student registers for classes and instructions are provided to the student on how to access their ANGEL account. The tutorial center currently does not provide support for Angel and there is no plan for providing that support in the immediate future. The Angel coordinator provides first tier support for Angel to the faculty with Blackboard, the owner of Angel, providing Tier two support. (III.C.1.a)

Conclusion

The team commends the College for its robust technology training program. The College offers a wide variety of training courses in a variety of mediums to accommodate the needs of faculty and staff.

The institution lacks a comprehensive and integrated technology plan encompassing both the instructional technology supported by the campus ITS staff and the administrative systems supported by the District ITS staff. The Technology Strategic Plan, while informative and easy to understand, only covers the instructional areas of the campus and the Technology Advisory Committee (TAC) that created the document and served as the forum for assessing the technology needs of the campus is now "dormant". Additionally, while the College has taken what it deems as "significant preliminary steps" to develop a plan to integrate technology into institutional planning, there is not enough evidence to support that the integration exists today. (III.C.1; III.C.1.c; III.C.2)

It is evident from the self-study, Program Review summary, and the Technology Strategic Plan that the College should increase ongoing funding to support the campus technology. Several references are made to the District's two bond measures and support from the West Valley Land Corporation as sources for one-time technology funding. In addition, there appears to be inadequate ongoing funding to cover the maintenance costs associated with the instructional equipment installed in the classrooms throughout the campus once the initial maintenance contracts expire. Without the proper funding for routine maintenance, the useful life of this equipment will rapidly decrease. (III.C.1.a; III.C.1.c; III.C.1.d; III.C.2)

West Valley College has a disproportionate ratio of support staff when compared to its sister College and to the District. While the quantity of technology has increased in support of the instructional programs, staffing in ITS has remained stagnant. (III.C.1.a)

The College does not meet this standard.

College Recommendation 7: To meet the standard, the team recommends the College integrate technology planning with institutional planning, and that the College and the District develop a comprehensive technology plan for the entire organization which addresses and incorporates the needs of both instructional and non-instructional areas. (III.C. 1; III.C. 2)

Standard IIID - Financial Resources

General Observations

The College has recently undergone major changes in both their planning and budgeting processes. Much effort has been expended on developing, providing professional development on, and implementing the Integrated Planning and Resource Allocation process. The institution spent several years developing a new Resource Allocation Model that has come to fruition during the 2013-14 budget cycle and includes a newly revised Associate Faculty Funding Model. It is yet to be seen how effectively these models will serve the College. However the new model appears to be a more fair and equitable allocation process. The District moved into "basic aid" status during the 2012-13 fiscal year which should provide greater financial stability moving into the future.

Findings and Evidence

The Integrated Planning Process established by the College in 2011 provides for a comprehensive cycle of program review/assessment and budget development starting from the College Mission. (III.D.1; III.D.1.a)

The District has adequate reserves to meet their obligations. Over the past several years the District has been able to meet both the 5% reserve and a contingency reserve of no more than 3%, even during the years of declining State revenue. Expenditures have been appropriately reduced in concert with State revenue reductions. As part of the on-going review process of the Resource Allocation Model, the District recently increased the rate at which part-time faculty is funded and adjusted the efficiency factor downward. (III.D.1.b)

The District's most recent budget has salaries and benefits at 85.88% of total expenditures. The percentage is greater than the amount desired in Administrative Policy 6200 (80%) and there is no discussion within the self-study of trying to bring this percentage down in order to comply with AP 6200. In actuality, the District plans on changing AP 6200 within the next few months to allow for a percentage ranging between 85-90% rather than 80%. The District meets both the 50% Law calculation and the Full-Time Obligation Number (FON).

The District's liabilities consist of compensated absences, lease revenue bonds, and general obligation bonds. The lease revenue bonds require payment from the general fund and the student representation fees which are allocated annually. The District appears to be utilizing solar rebate funds and utility savings to help defray the cost attributable to the general fund. (III.D.1.c; III.D.3.c; III.D.3.e)

The District provides other post-employment medical and dental benefits (OPEB) to employees with a minimum of 10 years of service credit if they were hired prior to January 1, 1994. Since the benefits provided are lifetime benefits, the District's liability related to these benefits is quite high at $88.5 million. As required by GASB 45, the District has an actuarial study performed to assess the liability related to their OPEB. (III.D.3.d.) The District has made substantial efforts towards funding this liability and has set aside $32.5 million as of June 30, 2013. As reported in their audit report, the District did not meet their Annual Required Contribution (ARC), but rather only contributed 83% towards the ARC in the 2012-13 fiscal year. However, the previous two fiscal years, the District contributed 100% towards their ARC. The District is commended for making these efforts towards their GASB 45 liabilities. (III.D.3.c)

The College has a clear and concise Budget Planning document that is distributed to all budget administrators. Recent changes have been made in the budgeting process. It is yet to be determined how effective the new process is in linking budgeting and planning processes. (III.D.1.d)

The College utilizes Colleague as the enterprise reporting system and Analytic software for position control. Budget administrators have access to their individual accounts for monitoring expenditures as compared to their budgets. (III.D.2.a)

The District undergoes both a financial and compliance audit annually. Based upon the audit results, the District received findings related to significant deficiencies in five of the past seven audits but none were related to internal control lapses; rather, the findings were all compliance in nature. Furthermore, in 2009 and 2010, there were audit adjustments made to the financial statements, but these appeared to be more timing differences and/or oversight errors rather than a deficiency within the financial system itself. In the more recent years, the District has made a good effort in resolving audit deficiencies and not having them repeat. (III.D.2.b; III.D.2.e)

Financial information is presented to the Board of Trustees quarterly in the form of the CCFS-311 reports and annually in the form of the Tentative, Mid-year, and Final Budgets. (III.D.2.c; III.D.3.b)

Both the construction bond Measure H and C undergo a financial and performance audit annually. Each of the past five years' audit reports has indicated that the District is utilizing the bond funds as they were intended. In fiscal years 2008 and 2009, there were audit findings regarding questionable expenditures from material fees collections but these audit findings have been resolved and have not repeated since then. (III.D.2.d)

Board policies and administrative policies have been established to ensure sound financial practices and financial stability. District Council and Chief Budget Officer's meetings occur frequently, informing participants of financial conditions. This information is then disseminated

Standard IV - Leadership and Governance

Standard IVA - Decision-Making Roles and Processes

General Observations:

West Valley College has an inclusive and participatory governance model. It has implemented a process whereby faculty, students and classified staff participate in collegial decision-making and policy recommendation activities, as outlined in the WVC Shared Decision-Making Plan (IV.A.3.1). There exists a Board policy on governance (Board Policy 2510—Participation in Local Decision Making), whereby the Board is the ultimate decision maker, yet it is committed in its obligation to ensure appropriate members of the District participate in the decision-making process, especially as required by California law. All governance groups are encouraged to contribute to the governance process, which includes problem solving, policy development, and formulating solutions to improve student learning. Recommendations flow to the administration and the Board of Trustees. This well-defined governance process is integral to the College's ability to successfully execute its mission. Evidence points to much collaboration and support of stakeholders, working together in an environment of collegiality

The College communicates appropriately with all College constituents and with local, state, and federal agencies. The College complies with agency policies and guidelines. Communications to the public and stakeholders is conducted through the College's website, emails and other College materials/publications. Information about its accreditation appears on its homepage.

Findings and Evidence:

A commitment to student learning and success is reflected in the College's mission statement and reflected through a committed and inclusive leadership structure at West Valley College. The mission statement was updated in the fall of 2011, and as part of the process, included the addition of the College's Institutional Learning Outcomes/Institutional Core Competencies. These include the following: Critical Thinking and Information Literacy; Quantitative and Qualitative Reasoning; Effective Communication; Technological Competency; Personal Responsibility; Social Responsibility; Global Awareness and Diversity; and Creative Problem Solving. The College's website includes the mission statement and the annual goals/objectives, which are core for the planning and evaluation efforts among divisions, programs and departments. An annual mandated All College Day is used for disseminating information and refining institutional focus for the year ahead. As such, all employees have the opportunity to participate. (IV.A.1)

The implementation of College initiatives includes all College constituents through a participatory governance structure, which results in decisions being driven by the mission

statement and annual goals and objectives. Every fall semester annual goals and objectives are assessed and new goals are identified for the following year through a participative governance structure that fosters an environment of continuous improvement and excellence in all areas of College operations that support teaching and learning, student services programs, business operations, and community outreach. The process used is communicated through a system of institutional councils working in cooperation with each other to enable participation among and across the entire institution in discussing, planning, and implementing College goals and initiatives. The primary councils involved include the Executive Staff Council/President's Cabinet, Academic Senate, Classified Senate, Associated Student Organization, Division Chair Council and the Student Services Council. (IV.A.1)

All of the councils provide representatives to the College Council, designated as the institution's key participatory governance body, with an advisory role to the College president. It has responsibility for policy development matters pertaining to planning, budgeting, and accountability. It formalizes recommendations to the president on proposals from the Budget and Resource Advisory Council (BRAC). (IV.A.2) This Council is chaired by the President, meets twice each month during the academic year and convenes when needed during the summer break.

The primary vehicle for faculty participation in governance on academic and professional matters is through the Academic Senate. The Senate provides direct input to a variety of key internal leadership, including to the Board of Trustees, District administration, and appropriate College administration. (IV.A.2.a)

The Academic Senate provides oversight responsibilities to the Curriculum Committee, the Program Review Committee, the Professional Development Committee, the Distance Education Committee, and the Student Learning Outcomes and Assessment Committee. Board Policy 4020 stipulates faculty rights in the areas of course, program, and curriculum development. New courses and programs, including minor course changes, are the role of Academic Senate. Additionally, Board Policies and Administrative Procedures depict the role of the faculty and the

and minutes, as well as the District Mission, Goals and Objectives, Strategic Plan and meeting schedule. (IV.B.1.b; IV.B.1.c; IV.B.1.d)

The Board acts in a manner consistent with its policies and bylaws and regularly evaluates its policies and practices and revises them as necessary (BP 2410). Policies are reviewed semi-annually to ensure that updates align with the CCLC Policy and Procedures model. The Board has a self-evaluation policy which is undertaken annually. The Board meetings are operated in a professional and respectful manner. Recently an extremely contentious agenda item was before the Board. Although there was major disagreement on this particular board action item, the Board behaved in a manner consistent with proper board etiquette, following its own Code of Ethics Board Policy. (IV.B.1.e)

Governing Board Policy (BP 2740) provides for new member orientation. These include annual budgets, organizational charts, College catalogs, class schedules, Educational and Facilities Master Plans, facilities and modernization documents, and Board Policies, as well as an orientation by the Chancellor and Vice Chancellors of Administrative Services and Human Resources. Staggered terms of election provide for continuity even though four members could in fact be replaced in one year following local board elections. (IV.B.1.e; IV.B.1.f)

The Board has a self-evaluation process and a Code of Ethics (updated and adopted in 2012) that is clearly defined. The Board assesses itself annually at regularly scheduled open board meetings. Its self-evaluation 2013 and Code of Ethics (BP 2715) are included in the self-study. The Board is informed and involved in the accreditation process and works closely with the Chancellor in accordance with Board Policy 3200. (IV.B.1.g; IV.B.1.h; IV.B.1.i)

The Board has a policy in place that provides for selecting and evaluating the Chancellor of the District (BP 2431). After hiring the current Chancellor in 2012, the Board delegated full responsibility and authority to the Chancellor to implement and administer board policies. The Chancellor works with the Board in a manner to ensure continuous communication and support of the District. He meets individually with each Board member, including both student members, prior to each Board meeting to review the Board agenda in detail. (IV.B.1.j)

Additionally, the Board conducts an annual evaluation of the Chancellor through a process that fosters open communication, establishes clear direction, and provides constructive and supportive feedback. The process is comprehensive and includes input from all interested constituents. Additionally, the Chancellor receives regular input from the Board so that he is cognizant of any issues or concerns that may be impacting his overall performance. (IV.B.1.j)

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The College meets this standard.