

# **WEST VALLEY COLLEGE**

14000 FRUITVALE AVENUE  
SARATOGA, CA 95070

## **REPORT**

FEBRUARY 23, 2009

SUBMITTED TO

**ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
OF THE WESTERN ASSOCIATION  
OF SCHOOLS AND COLLEGE**

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## CERTIFICATION OF INSTITUTIONAL REPORT

TO: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

FROM: West Valley College  
14000 Fruitvale Avenues  
Saratoga, California 95070

DATE: February XX, 2009

This Follow-Up Report to the comprehensive institutional self study and the report of the evaluation team which visited West Valley College on March 17 – March 20, 2008 is submitted in response to the requirement set forth in the communication from the Accrediting Commission dated June 30, 2008.

I certify that there was review by the West Valley College community, and I believe this Report accurately reflects the response of the institution to the recommendations set forth by the Accrediting Commission.

The Follow-Up Report was reviewed by the West Valley – Mission Community College Board of Trustees prior to submission of the report.

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Philip L. Hartley, President  
West Valley College

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Angelica Bangle, President  
Academic Senate

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Laurel Kinley, President  
Classified Senate

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David Fishbaugh, Vice-President  
Instruction  
Accreditation Liaison Officer

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Heidi Diamond, Instructor  
Faculty Accreditation Liaison

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John Hendrickson, Chancellor  
West Valley – Mission CC District







**programs and services which evolve and reflect the learning needs and changing demographics of our students and the community we serve.**

- a. Successfully complete the progress report for WASC/ACCJC by March first or before.
- b. Revise the program review process in accordance with ACCJC Recommendations, i.e. include SLO's in all program reviews.
- c. Fill Classified positions as funding becomes available.
- d. Establish program, course and institutional SLO's for all programs.
- e. Relocate all support service programs from the current portable locations to

providing valuable information on factors and challenges students face in being successful at West Valley College (1.3).

A GAP Study conducted by Interact Communications completed in November 2008 which provided an analysis of 123 issues of interest to students (1.4). The analysis plotted the gap between the importance of a factor and the degree to which the College met student expectations concerning the factor. The “gap” between the two measures provides useful information on where the College needs to focus more attention, development and/or resources. The report has been discussed through the shared governance process and posted to the web site. Recommendations to address large “gaps” will be derived from the data.

In addition to establishing annual goals and objectives, West Valley College has also undertaken a complete review of its Educational and Facilities Master Plan this year (1.5). Assisted by tBP/HRM Architects, this review will result in a revised and updated set of educational initiatives that will guide the college’s efforts in the coming year. An extensive college-wide process has been completed by the consulting firm assisting the College which has allowed each program and service to provide input on the educational initiatives. These educational initiatives (1.6) are scheduled for final review by College Council in April 2009, will in turn be used in conjunction with program review to drive the planning and resource allocation processes of the college. Future facilities plans, including the projects to be supported by the next bond measure, will be directly driven by the educational directions set forth in the Master Plan. The revised Educational Facilities and Master Plan will be presented to the Board of Trustees for approval in June 2009.

To further strengthen the ability of the College to take focused action to further institutional effectiveness, the College participated this year in a collaborative commitment with Mission College and the Board of Trustees to have a district-wide organizational study done by an outside consulting group. This study (1.7), which was completed in November 2008 examined both fiscal and effectiveness issues. Results of the study have been shared widely throughout the district through the shared governance



process and open forums. Governance councils at the college as well as at the district level have provided specific responses to the recommendations made in the organizational study. Work is now being completed to identify specific action plans and responsible parties derived from the recommendations. A number of actions have already been taken in response to the report at West Valley College and at the District level (1.8).

### District Goals and Objectives

The Board of Trustees has established District-wide goals that address the quality,



Coupled with West Valley College's well established Annual Program Review process, these documents will be the core of an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

**RECOMMENDATION 1**  
**EVIDENCE**

1.1 West Valley Mission College Shared Decision-Making Plan

1.2 West Valley College Strategic Goals & College Catalog

1.3



All 2008/09 program review submissions were read, assessed for completion and substance, and approved by the Division Chairs and assigned deans. Feedback was provided and when needed, changes were made, leading to program review resubmission and improvement in program reviews (2.6).

The Dean of Instruction obtains feedback from the various constituency groups through repeated visits to the Academic Senate, discussions with the Division

Student learning outcomes and assessment are developed, tracked and evaluated through two well-instituted college processes: 1) program review and 2) curriculum development and approval. Each is more fully described below. The College's assessment coordinator, under the guidance of the Office of Instruction and the advice of the Academic Senate, trains and assists individual faculty members and departments in the development of course level, program level and institutional-level student learning outcomes. The WVC Academic Senate serves as the Student Learning Outcomes Committee. The Senate approves the timelines for all SLO assessment activities from SLO development, to measurement, to data analysis, to the determination of course or program changes (2.11). The assessment coordinator regularly reports to and updates the Academic Senate. The assessment coordinator also consults with Division Chair Council regarding ongoing SLO efforts and regularly advises and receives feedback from the Vice President of Instructi

coordinator uses these findings to help complete the annual report to the ACCJC (2.13).

- 2 Whenever a new course or program is proposed or an existing course or program is revised, the course or program must be submitted to the Curriculum Committee for approval. Between March and December of 2008, more than three hundred courses submitted to the Curriculum Committee were reviewed for course-level SLOs (2.14). During the fall semester of 2008 there has been a major impetus to complete the development of program-level SLOs. The 2009-2010 WVC College Catalog will contain new or revised program level SLOs for all academic departments/programs and student support services (2.15). Assessment cycles for many of these SLOs are already completed or underway (2.12). Institutional-level SLOs are under review by the Academic Senate (2.16).

During the curriculum review and approval process, the assessment coordinator works with the faculty member from the department that is proposing the course to develop student learning outcomes that meet the college parameters and to designate an assignment (assessment) that is linked to the SLOs. The SLO and assessment are part of the official course outline of record that is approved first by the Curriculum Committee, then the Office of Instruction and Academic Senate, and finally sent to the Board of Trustees. All course outlines of record are in CurricUNET, the college's curriculum management system (2.17). The CurricUNET system has also been designed with various help menus to further assist faculty develop SLOs at this stage (2.18).

Finally, as part of the larger ongoing effort to develop SLOs for all courses and



Outcomes published by the ACCJC. As stated above, and in our collection of evidence, SLOs and assessments are in place for most courses, all programs and most degrees. Assessment results are being used for the improvement of instruction and student learning. There is substantial institutional dialog about SLOs and assessments; these are leading to more effective decision-making. Resources are appropriately allocated to continue the SLO processes. Assessment data sheets are compiled for each program for review during the Program Review process. These data sheets are updated in an ongoing manner (2.9). Course-level SLOs are being aligned with degree-level SLOs. The means to better measure student awareness of goals and purposes of courses and programs in which they are enrolled include the revised program-level SLOs in the college catalog and the plan to include SLOs in course syllabi. The College feels confident that it will surpass the Proficiency level and arrive at the state of Sustainable Continuous Quality Improvement by 2012. These outcomes will be updated and more fully described in the College's mid-term report.

**RECOMMENDATION 2.**  
**EVIDENCE**

- 2.1 Program Review Committee membership
- 2.2 2007/08 Program Review Documents
- 2.3 2008/09 Program Reviews Documents
- 2.4

**RECOMMENDATION 3.**

takes distance learning instructors through eight modules that include the necessary steps of an instructional design and pedagogical model. Upon completion, instructors can effectively design, develop, implement and evaluate their distance learning courses for the benefit of all learners. (3.3, 3.4, 3.5)

The course was completed in the spring semester of 2008 by eight faculty attendees in a successful beta test. Eighteen additional faculty members completed the slightly amended course in fall 2008. The course will be offered again during spring 2009 to a larger number of faculty and it will be offered regularly in subsequent semesters. The Distance Learning Instructor Certification curriculum has been proposed as a credit course and will be submitted to the Curriculum Committee for approval.

Starting in 2008 and continuing through the first quarter of 2009, members of the District Distance Learning Committee convened to address the need for evaluating Distance Learning faculty and courses. The subcommittee proceeded by adapting the existing approved evaluation form used for faculty who teach face-to-face courses. Both Academic Senates approved the work of the evaluation form and the committee submitted it to the faculty union (ACE). ACE and the District later took up the matter in negotiations.

The December 2008 beta test of the electronic delivery of the form was completely successful. ACE and the District signed a letter of understanding on February 6, 2009 authorizing the observation of distance learning faculty and full use of the automated course survey form for distance education students. The procedure will be incorporated into the spring 2009 semester faculty appraisal process (3.6).

Both colleges now have an evaluation form combined with a confidential and secure delivery system that follows District, ACE (the faculty union) and

Academic Senate approved policies and procedures. Consequently, the College has also fulfilled the Action Plan item associated with Standard

The quality of online and other distance learning courses and instruction is further ensured through the work done by the faculty

RECOMMENDATION 3  
EVIDENCE

- 3.1 2008/09 program review documentation concerning distance learning vs. face-to-face course comparisons.
- 3.2 2007/08 Distance Learning Dept. program review
- 3.3 2008/09 Distance Learning Dept. program review
- 3.4 Distance Learning Instructor Certification course syllabus
- 3.5 Distance Learning Committee PowerPoint presentation on instructor certification
- 3.6 Distance Learning Course and Instructor Evaluation form
- 3.7 Substantive Change Proposal, January 2009
- 3.8 Curriculum Committee Distance Learning Course Certification form
- 3.9 CurricUNET screen shots depicting uses for distance learning courses

## **RECOMMENDATION 4**

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

## **SUMMARY OF ACTION**

**The District and the College constituencies have developed and implemented a plan to address the impact of the reduction in fiscal resources caused by the apportionment penalty assessed on the District this past year. The plan was developed to provide a fiscally stable platform for 2008/2009 and 2009/2010 upon which to rebuild FTES revenues to ensure continued fiscal stability.**

The apportionment penalty assessed on the District was established in the Resolution Agreement entered into between the California Community College Chancellor's Office and the West Valley Mission Community College District (WVMCCD) in December, 2008 (4.1) and approved by the Board of Trustees on December 4, 2008 (4.2). The value of that penalty was an apportionment revenue reduction of \$5,644,227; with an accompanying Base FTES reduction of 2243.57 credit FTES. To date \$4,903,995 has been paid and the remaining \$740,232 was to be paid in three equal installments of \$246,744 over a three-year period beginning with the 2007-08 recalculations of apportionment scheduled for February 2009 and ending June 30, 2010. The District's Land Corporation made a one-time contribution of up to \$3,396,851 as needed to offset the impact of the apportionment penalty in the 2008/2009 budget year (4.3).

One positive aspect of the agreement is the opportunity for the District to restore this FTES reduction in 2008/09 and 2009/10. The California Community College



apportionment allocation includes \$4,092,093 for WVMCCD restoration funding in 2008/09 and \$4,385,123 for 2009/10 (4.4).

In order to maximize FTES and apportionment funding restoration during this period, both colleges implemented a number of strategies including more effective and efficient scheduling of classes and increased marketing and outreach. College enrollments were also impacted by the state's economic situation, which has resulted in a significant increase in community college enrollment state wide and in the colleges' service areas. West Valley College revised and strengthened its procedures for documenting "to be arranged" or "hours by arrangement" or reorganized course structures to comply with state Chancellor's Office guidelines developed in collaboration with West Valley College. These guidelines were subsequently shared with all the California Community Colleges (4.5). This action allowed West Valley College to retain hours of instruction that had come under scrutiny by the state Chancellor's Office.

The 2008-09 final budget assumed that the colleges would increase total FTES by 328 over 2007-08 (4.6). The colleges' enrollment enhancement efforts have resulted in significant enrollment growth to date and the District will exceed this goal.

In October 2008 a clarification on the FTES restoration timeline by the Chancellor's Office encouraged the District to strive to increase its total FTES by 896. In response, both colleges increased their efforts to maximize enrollment. The District's P-1 report submitted on January 15, 2009, indicates that the District will achieve this goal, as both colleges are presently exceeding their mid-year targets (4.7). Mission College is projected to exceed its total 2008/09 goal of 6,924 credit and non-credit FTES by 467.14; West Valley is projected to exceed its total 2008/09 goal of 9,310 credit and non-credit FTES by 469.74. As a District, it is projected that the total 2008/2009 goal of 16,234 FTES will be exceeded by 936.88 FTES, thus qualifying the District for all available restoration and positioning the District to make significant progress towards full restoration in 2009/10.

The District has initiated other measures to ensure long-term financial stability, including reallocating expenditures from the General Fund to other funds, reducing transfers to the District's 3% contingency reserve, defunding all vacant positions, reducing staffing through retirement incentives, and reducing operating budgets (4.8). Additionally, the District contracted with the California Collegiate Brain Trust (CCBT) to complete an organizational review of the District. The intent of the review was for the purpose of reducing costs; among the tasks that were contracted to CCBT, was a request to develop options and recommendations that would achieve savings in the ranges of \$5-6 million and \$9-10 million (4.9). CCBT completed its review in November 2008 and presented its findings and recommendations to the District on December 1, 2008 (4.10). The District is in the process of evaluating their recommendations, which if fully implemented, could result in \$10.62 million in savings.

In summary, the impact of the reduction in fiscal resources as a result of the HBA penalty was \$5,644,227, plus an accompanying base FTES reduction of 2243.57 credit FTES valued at \$8,477,216. The District addressed this situation by paying \$4,903,995 of the \$5,644,227 penalty from a contingency fund it had established for this purpose and will pay the remaining \$740,232 over a three-year period.

The enrollment enhancement plans that were implemented in 2008/09 have been successful. P-1 projections indicate that the District will produce sufficient FTES to

Budget development for the 2009-2010 budget year has begun and progress to date is outlined in evidence files available to the visiting team (4.11).

**RECOMMENDATION 4  
EVIDENCE**

- 4.1 Resolution Agreement No. 08120401 WVMCCD & Chancellors Office CCC
- 4.2 Board Minutes, December 4, 2008
- 4.3 Land Corporation Financial Statement, November 16, 2008
- 4.4 California Community Colleges 2007-08 Simulated Recalculation, October 2008
- 4.5 California Community Colleges Legal Advisory 08-02 Follow Up, 08/01/2009
- 4.6 WVMCCD Final Budget 2008-2009, pp. 14-15
- 4.7 WVMCCD 2008-2009 Apportionment Attendance Report – First Period, January 2009.
- 4.8 WVMCCD Final Budget 2008-2009, Section III, Exhibits 1 and 3; pp. 8-9, 16-18
- 4.9 Request for Proposals for WVMCCD Organizational Review
- 4.10 Final Report for WVMCCD by California Collegiate Brain Trust, November 14, 2008
- 4.11 Budget Preparation Documents for 2009/2010

## RECOMMENDATION 5

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

## SUMMARY OF ACTIONS

**College constituencies including the faculty, staff and administration have worked with the Board this year to collaboratively undertake an evaluation of district organization and effectiveness in order to develop goals and objectives that will address the quality, integrity, and effectiveness of educational programs. The activities and timelines that comprise these actions are described in Recommendation 1 above.**

The College is currently in the midst of a comprehensive review of its Educational and Facilities Master Plan (5.1). This Master Plan, which is scheduled for final review in April 2009 and Board of Trustees consideration in June 2009, will provide the vehicle for incorporation of the district-wide goals into the long term strategic planning process. The College Council will incorporate the district-wide goals into College annual goals and objectives in August 2009. Long term strategic goals as published in the college catalog will also be reviewed for opportunities to integrate district-wide goals. Along with program review, these goals and plans will be used to address the quality, integrity and effectiveness of the educational programs.

**RECOMMENDATION 5**  
**EVIDENCE**

5.1 Educational and Facilities Master Plan Review 2008/2009