Peer Review Team Report

West Valley College
14000 Fruitvale Ave
Saratoga, California 95070

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

Henry Yong
Team Chair

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

Major Findings and Recommendations of the 2020 External Evaluation Team

Team Commendations

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

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

Team Recommendations

Recommendations to Meet Standards:

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

Recommendations to Improve Quality:

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

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

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

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

District Recommendation #2: In order to improve quality and ensure that capacity of W H F K Q R O R J \ L V D G H T X D W H W R S U R Y L G H S U R J U D P V D Q G V H U Y L F H V, the District should continuously plan and coordinate technology updates and replacements with the colleges. (III.C.2)

Introduction

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

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

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

%DVHG XSRQ WKH &ROOHJH¶V ,QVWLWXWLRQDO 6HOI (YDOX and District personnel and students, and open forums, it is clear that the College has identified both its areas of strength and goals for improvement in areas to work on, and the College has been proactive in its response.

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

Second, the technological and administrative changes cited above represent significant modifications to the culture and operations of the in(ve)4(t-3(e)4(a>)ea2ic)5(y)20(e)-5(a)4(r uni)-8(BT

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

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

Eligibility Requirements

1. Authority

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

The College meets the ER.

2. Operational Status

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

The College meets the ER.

3. Degrees

The team confirmed that the majority of courses offered lead to a degree, certificate, or transfer. $ PDMRULW\ RI :HVW 9DOOH\ &ROOHJH¶V VWXGHQWV DUH HQUROOHG LQ SURJUDPV WKDW OHDG WR D degree or certificate.

The College meets the ER.

4. Chief Executive Officer

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

The College meets the ER.

5. Financial Accountability

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

The College meets the ER.

Transfer Policies

Evaluation Items:

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

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and found the institution to P H H W W K H & R P P L V V L R Q ¶ V U H T X L U H P H Q W V
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•	The team has reviewed the elements of this component and found the institution does Q R W P H H W W K H & R P P L V V L R Q ¶ V U H T X L U H P H Q W V

Narrative:

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

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
	The institution demonstrates regular and substantive interaction between students the instructor.
	The institution demonstrates comparable learning support services and student su services for distance education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a distance education progr the same person who participates every time and completes the course or prograr receives the academic credit.
For Correspondence Education:	

with the distance education leadership group. It was determined the College provides sufficient

Student Complaints

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

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

Findings and Evidence:

7KH &ROOHJH¶V PLVVLRQ VWDWHPHQW GHVFULEHV WKH EUI population, the types of degrees and other credentials offered, and a commitment to student learning and achievement. The evidence provided clearly shows that the mission statement is the cornerstone of College planning. (I.A.1)

The evidence provided and discussions with College personnel confirm that the College has a very robust program review process, which guides institutional planning to meet the educational QHHGV RI WKH VWXGHQWV ,Q SDUWLFXODU WKH DQQXDO 3 6XPPDU\ 5HSRUWV´ SURGXFHG E\ WKH 6WXGHQW /HDUQLQJ

instructional programs and student and learning support services are required to reflect on disaggregated data as a part of this process. Program reviews provide the opportunity to request additional support to close identified performance gaps. Resource allocation requests are forwarded for consideration

I.C. Institutional Integrity

General Observations:

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

Findings and Evidence:

The College publishes a printed Catalog that provides students with accurate and timely information regarding requirements, course content, policies, outcomes for most of its programs of study, and student support services. Amended Catalog Changes, as well as the Catalog itself, are also posted on the website. In addition, selected program information is organized in a student-friendly format in the ³)LQG D 0DMRU´ VHFWLRQ RI Development Timeline provides ample opportunity for review and input from campus experts to assure the accuracy of published information. The College publishes its mission statement and accredited status through its website, catalog, and other appropriate sources. The team reviewed the 2019-2020 Catalog and confirmed that all required information is contained within the publication. (I.C.1, I.C.2)

Documented assessments of student achievement are included in Program Reviews. Annually, the Student Learning and Program Effectiveness Committee (SLAPEC) summarizes completed Program Review findings and communicates relevant themes to internal constituents prior WR WKH WHDP¶V YLVLW WKH PRVW FXUUHQW WKHPDWLF VX made available to the campus community and submitted to College Council. This document communicates program strengths, challenges, needs and highlights in a thoughtful manner. The College uses a variety of communication tools to disseminate academic quality information to students and to the public. These efforts include publishing the Student Success Scorecard, completion and success rates, and disaggregated course and program GPAs. (I.C.3)

The College Catalog, website, and class schedule provide the public information regarding the SXUSRVH FRQWHQW FRXUVH UHTXLUHPHQWV DQG RXWFRP certificates. (I.C.4)

AP 2410 establishes the ongoing obligation of administrators to review policies and procedures. In 2019, the Vice Presidents C

Standard II

Student Learning Programs and Support Services

II. A. Instructional Programs

General Observations:

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

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

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

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

II.B. Library and Learning Support Services

General Observations:

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

Findings and Evidence:

The library and other learning support services provided at West Valley College support student learning and achievement. The library includes a 40,000 square foot facility that provides ample room for learning, including study rooms, collaboration spaces and workstations, computers, and a technology-enhanced classroom. The library also offers services, materials, and resources. The team was particularly impressed with the Books for Food program, where students can donate ten cans of food for the right to borrow textbooks for one class for the semester. The Library Program Review notes that 2015- W K H U H Z H U H 3 W H [W E R R N V F L U F X O 6 L Q F H S R X Q G V R I I R R G K D Y H E H H Q G R Q D W H G ´ 7 K services for students: Success Center, Math Resource Center, ESL Skills Lab, and World Languages Center. These learning support services are offered in a variety of formats to ensure that students are successful in their courses. Overall, these services are sufficient in quantity, currency, depth, and variety. (II.B.1)

The Library Collection Development Policy guides a collaborative and effective approach to selecting and maintaining educational equipment and materials. Librarians are responsible for

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

The library relies on several external vendors to provide support with circulation, cataloging records, c

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

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

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

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

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

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

Conclusions:

procedures. It was difficult for the College to gather and provide information from the District ¶V HR Office on the number and percent of employees that were evaluated on time. The initial information provided lacked adequate details. This raised concern from the accreditation team U H J D U G L Q J W K H ' L V W U L F W + 5 2 I I L F H ¶ V H I I R U W V W R D G H T X evaluations. Once the information was provided it was evident that the College has not regularly evaluated classified employees. Only 26% and 83% of classified employees and administrators, respectively, had evaluations completed within the required deadline. (III.A.5)

$ U H Y L H Z R I W K H & R O O H J H ¶ V H Y L G H Q F H X W K H Q L Q G L F D W H V sufficient faculty members to instruct its array of courses and programs. Moreover, faculty members are active participants in professional duties essential to the quality educational S U R J U D P V D Q G V H U Y L F H V L Q S X U V X L W R I (III.A.7) W K H & R O O H J H ¶ V

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

In general, the College has adequate staffing to support its educational, technological, physical, and administrative operations of the institution. Based on interviews with constituents, it is

Findings and Evidence:

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

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

The Educational Master Plan drives the Facilities Master Plan. The combination of the two informs educational and facilities goals and objectives for a long-range capital outlay program. The EFMP is updated every five years, with the most recent update due in 2023. (III.B.3)

The West Valley-0LVVLRQ &RPPXQLW\ &ROOHJH 'LVWULFW RZQV YD
Stadium in Santa Clara County. Corporations and developers lease this district-owned land and the revenues go to the nonprofit Land Corporation, which in turn pays rent to the District in an amount equal to 25% of the gross annual (fiscal year) ground lease revenues received. Specific funding is allocated to six categories established by the Land Corporation: two innovation funds, technology refresh and instructional equipment, scheduled maintenance, a scholarship program, an entrepreneurialteass a scholarship program,

Conclusions:

The College meets Standard III.C.

District Recommendation #2: (Improvement) In order to improve quality and ensure that FDSDFLW\ RI WHFKQRORJ\ LV DGHTXDWH WR VXSSRUW WKH services, the District should continuously plan and coordinate technology updates and replacements with the colleges. (III.C.2)

III.D. Financial Resources

General Observations:

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

([WHUQDO ILQDQFLDO DQG FRPSOLDQFH DXGLWV RYHU PXOO HYLGHQFH WKDW WKH &ROOHJH¶V ILQDQFLDO UHVRXUFHV DUH state, and local requirements, and that sufficient internal control mechanisms are in place.

West Valley College employs participatory governance processes and procedures to ensure input from multiple constituencies in budgeting, planning, and resource allocation. This includes participation from individual departments and areas of operation, the Budget and Resources $GYLVRU\ &RXQFLO &RROHJH &RXQFLO DQG 3UHVLGHQW¶V

'XH WR UHVLQJ SURSHUW\ WD[UHYHQXHV WKH :9&&' EHFD $LG´ GLVWULFW and has maintained that status. The District does not receive general FTES based state apportionment for its General Fund.

Findings and Evidence:

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

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development processes. The Budget and Resources Advisory Council (BRAC) is in place for the purpose of integrating program review, planning, and funding. Annual integrated planning and resource allocation activities align student and program learning outcomes and assessment, program review, and budget planning. The entire process is reviewed through participatory governance mechanisms. However, numerous faculty members expressed concern about links between completed program reviews, prioritization processes, and eventual expenditures and S X U F K D V H V $ V Q R W H G L Q W K H & R O O H J H ¶ V $ F W L R Q D E O H , P
elimination of faculty chairs and addition of division deans has changed the process for budgeting and resource allocation. The team recommends a review of planning cycles to ensure adequate time for substantial dialog about department- and division-level priorities. (III.D.2)

Overall College budget and resource planning processes provide opportunities for participation throughout the budget development cycle. Regular fiscal reports from the District to the

Standard IV

Leadership and Governance

IV.A. Deci

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

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

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

Conclusions:

The College meets Standard IV.A.

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

IV.B. Chief Executive Officer

General Observations:

The College President, Dr. Bradley Davis, was elevated to the Chancellor position on July 1, 2019. The new West Valley College President, Stephanie Kashima, was appointed on January 21, 20 M X V W S U L R U W R W K H W H D P ¶ V Y L V L W 7 K H 3 U H V L G H Q W L V empowered by the governing board, to provide leadership to West Valley College and is responsible I R U W K H R Y H U D O O D G P L Q L V W U D W L R Q R I H G X F D W L R Q D O S U R J U D P V academic support, community education and training programs, and workforce development. An H V W D E O L V K H G D G P L Q L V W U D W L Y H D Q G S D U W L F L S D W L Y H J R Y H U provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Findings and Evidence:

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

IV.C. Governing Board

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

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

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

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

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

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

IV.D. Multi -College Districts or Systems

General Observations:

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

A district Resource Allocation Model (RAM) is used to ensure fair and adequate allocation of resources throughout the district. The RAM model was revised in 2018 to align with the new Student Centered Funding Formula (SCFF). The funding formula provides adequate resources to the College. A Fiscal Workgroup and an annual audit ensure sound fiscal practices and expenditures of the College and District.

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

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

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

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

Planning at the District level and the College level are integrated through the District Strategic Plan and the College Educational and Facilities Master Plan. However, the team did not see examples of evaluations of processes that would support the effectiveness of the systems. 7 K H W H D P V X S S R U W V W K H L P S O H P H Q W D W L R Q R I W K H S O D Q V D Q G evaluate the effectiveness of operations through surveys and other instruments. (IV.D.5)

District Council is where District and College personnel meet to discuss issues, share

Conclusions:

The College meets Standard IV.D.

Quality Focus Essay

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

The first goal is to adopt Guided Pathways to ensure that students can enter and follow a clear