

March 2024

West Valley College
14000 Fruitvale Avenue, Saratoga, CA 95070

Accrediting Commission for Community & Junior Colleges,
Western Association of Schools & Colleges



Midterm Report Certification

To: Accrediting Commission for Community and Junior Colleges

[Redacted Signature]

[Redacted Title]

I certify there was effective participation by the campus community, and I believe that this report accurately reflects the nature and substance of this institution.

[Date]

2-13-2024

1-24-24

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Report Preparation

Preparation for the Midterm Report was led by the Accreditation and Institutional Effectiveness

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I.B Improvement Plan Distance Education

Standard III Resources

III.C Improvement Plan Wireless Network

Planned Action	Timeline
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III.C Improvement Plan Technology Plan

Planned Action	Timeline
<p>Create a District wide technology plan to support the strategic objectives of the College. The previous technology plan spanned 2014-19. A new technology plan would accompany the new educational master plan to be developed in spring 2020.</p>	<p>Completed.</p>
<p>Progress</p>	

The West Valley Mission Community College District has developed a technology plan for 2022-2026. The plan is a district-wide technology, support and resource plan to further the mission, vision and strategic direction of West Valley College and District. (PA6). The Technology Plan 2022

III.C Improvement Plans Oversight

Planned Action	Timeline
At either the College or District level, establish an oversight committee and/or a required procedure for all technology purchases.	Completed.
Progress	
<p>The District has established the Technology Advisory Coordination (TAC) team. The TAC advises IT management on standards, policies, and practices related to the selection, fit, deployment, management, and assessment of information technology. It encourages communication, collaboration, and alignment between all IT groups to create efficiency (PA7.2).</p> <p>Additionally, the District has implemented a new policy that requires every technology purchase to undergo a review. Employees interested in purchasing new software for the area must submit a request into the service management system and complete three sections: basic information, vendor details, and project management data. The request requires approval from District leadership (PA7.1).</p> <p>Previously, at both the College and District levels, the respective information technology departments handled major technology purchases. However, there had been no oversight group nor rules and procedures for technology purchases made by technology personnel. Non-technology personnel often purchased software without consulting IT personnel. As a result, the integration of these applications with Banner and other College wide and District wide systems was difficult. The creation of the District TAC team and policies regarding technology purchases alleviates the lack of oversight concerns.</p>	

Standard IV Leadership and Governance

IV.A Improvement Plan AIE

Planned Action	Timeline
Create an institutional effectiveness committee as a	

Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

Recommendation 1

In order to increase effectiveness, the Commission recommends that the College strengthen its processes of evaluating its policies and practices across all areas of the institution. (I.B.7)

- x Set, review, analyze, and report the C} o o Bta standards for and actual performance of student achievement. e.,

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(R1.5).

Establishing committee expectations in this way contributes to improving committee effectiveness by requiring committees to articulate their purpose and contributions to the institutional mission and goals and to identify measures of their effectiveness. At this time, College has created the form and established these committee expectations and the AIE committee is considering strategies to roll out the form beginning in fall 2023.

Identification of Accreditation Process Owners The AIE committee fosters collaborative evaluation across the institution in an effort to reduce a silo approach to institutional effectiveness and Accreditation. As such, AIE membership includes those who manage integrated planning and other key institutional processes that will be included in AIE evaluation purview.

Additionally, the AIE Handbook provides a formal identification of APOs existing positions within the College that produce and maintain Accreditation evidence. These APOs are College positions and entities that are expected to possess, generate, and maintain Accreditation evidence in their respective areas. They are also expected to regularly reflect on how their areas are continually improving relative to the 2024 Accreditation Standards. The handbook focuses on the idea that these processes of evidence generation, maintenance and reflection

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d Z ^ you P } _ % o % o CE } Z Á] o o š CE] v through the College use an intuitive and simple-to-use Accreditation data collection process using a Formstack. The APOs will link to a Formstack and select their role, which is mapped to the 2024 Accreditation Standards. The APO can quickly access the

Recommendation 2

In order to increase effectiveness, the Commission recommends that students in every class section receive a course syllabus that includes learning outcomes from the officially approved course outline (II.A.3).

Recommendation 3

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)

The visiting team heard concerns from constituents about insufficient communication out to the field regarding the outcomes of governance discussions. To help remedy this, the College began its Educational Master Plan (EMP) process in 2020 which included data gathering in the form of a leadership and key process evaluation survey college-wide. The survey evaluated the effectiveness of leadership roles and communication in governance and key College processes such as program review, the resource prioritization process, and student learning outcomes (R4.1, R4.2).

B. Reflection on Improving Institutional Performance

Student Learning Outcomes

reflections and conversations within the program. Those conversations intended to trigger action items the program will implement with the goal of continuously improving student outcomes within the program (SLO1, SLO1). Programs that actively participate in this process have reported having stimulating discussions that spurred effective improvement. College retention and completion has increased over the years and this is one tool that has contributed to that goal.

While faculty voluntarily participate in the assessment process, there are opportunities to engage in the process with more intentionality to best promote a culture of assessment. One area where this is seen is departments that consist of only one or two faculty and those that have no full-time faculty. In those cases, there are either in-discipline faculty to confer with or no requirement for part-time faculty to hold these conversations and reflection. The College is looking into formulating venues and strategies, particularly for smaller departments where there are few faculty who can engage in dialogue about their SLO results and assessment. This will involve weaving into the professional development committee presentations and discussions from exemplary departments, and external training.

All program reviews involve goal setting and analyzing student success data (SLO1, SLO1). This includes a reflection on student and program learning outcomes. In the last comprehensive program review, conducted in the 2022-2023 academic year, questions were asked about adhering to the C} o o P [• ^ > K • • • u v š š] re-assessing the SLO, strategies the department had in SLO discussions, success and challenges the program experienced in the SLO results, impact the assessment results had on student success, a plan of action to improve student success, and the potential that resources could make in improving student success. In addition, using the C} o o P [• š • Z } OE U] v (OE v • OE u } v ^ > K OE course/program success disaggregated by several demographic factors. All program reviews are read and scored by the SLAPEC members. A thematic report (SLO1) summarizing the program reviews for all instructional and non-instructional programs is presented to SLAPEC, the Academic Senate, Academic Affairs, and College Council. This summary is used in decision making at the College.

When assessing SLO/PLO performance, departments meet and discuss their reflections with substantive conversations and action items. These conversations can lead to changing

In each year, resources are still requested through the Budget and Resource Advisory Council (BRAC), and program review data and evidence of SLO assessment are used to inform resource allocation. (SLO2, SLO2) SLAPEC has had a leadership gap for the past semester, however, in fall 2023, the College

Institutional Set Standard

West Valley College used the 2021 Annual Report ([ISS](#)) to reflect on trends data for institution set standards (ISS) on course completion, certificate completion, degrees awarded, transfer, and employment rates for career and technical education (CTE) students. The College assesses and evaluates its performance against the standards and considers ~~many~~ methods to improve systems and processes and ultimately, student success. The college is focused on improving student outcomes and reducing equity gaps and tracking those outcomes through the measures discussed in this section reflects its mission.

What initiative(s) is the college undertaking to improve its outcomes?

The College is undertaking various initiatives to improve student outcomes and to reduce equity gaps for historically disproportionately impacted groups. These initiatives include: implementation of a Guided Pathways approach that clarifies paths for students, a Caring Campus initiative with accompanying behavioral commitments, and extensive equity work that encompasses multiple aspects.

Guided Pathways Program Maps. Through the Guided Pathways project, the College has both requirements and electives; for example, the physics department created a transfer pathway to the UC system (ISS4). To use the mapper, students choose a general field of study and then choose the degree or certificate of interest. From there, they can view an interactive map that displays classes needed each semester to complete the degree or certificate (ISS5). The catalog description of the program and its learning outcomes (ISS6) and general information about career growth and salaries connected to the program (ISS7) are also included in the program map. The Office of Academic Affairs developed a process to ensure the mapper maintains currency for future catalogs (ISS8).

Caring Campus The College has dedicated itself to improving student retention and success and to reducing equity gaps in large part by embracing the Caring Campus initiative (ISS9 ISS10). In 2019, with support campus leadership, the Classified Senate applied to the Caring Campus Institute hosted by the Institute for Evidence-Based Change. The Senate's application was accepted and a cohort of 10 classified professionals participated in monthly trainings from 2020-21. At the conclusion of the institute, participants developed and formalized the College's Warm Welcome Promise, a three-step behavioral commitment for all campus professionals to help students feel welcome and connected to the College (ISS11). Classified Caring Campus representatives also presented their work at All College Days in spring and fall 2021 (ISS12).

Anti-Racism and Equity Work. The College has undertaken multiple initiatives focused on racism and student equity. These include: the Anti Racism and Inclusion Action Plan, support of course redesign and success data dashboard for faculty.

- x Anti-Racism and Inclusion Action Plan The College president set the priority to identify and remove systemic barriers endemic to institutions of higher learning, including West Valley College. During summer 2020, the College had more than 50 members volunteer in member-led working groups to develop the West Valley College Anti-Racism and Inclusion Action Plan (SS7). The plan aims to improve student outcomes by changing cultures, policies, practices

Appendix Evidence Lists

Report Preparation

[RP1](#) AIECommitteePurposeStatement

[RP2](#) AIECommitteeNewCharter

[RP3](#) Midterm ReportTimeline

[RP4](#) Midterm ReportWriting Team Charge

[RP5](#) Midterm ReportProcessTimelinePresentation

[RP6](#) CollegeCouncil

[PA3.8](#) Online Academy Course Modules
[PA3.9](#) POOCR Courses

II.C Improvement Plant CraniumCafé
[PA4.1](#) CraniumCaféOnPortalWebsite
[PA4.2](#) CraniumCaféTrainings
[PA4.3](#) GleixnerStarfishIs Here
[PA4.4](#) Standard2 CraniumCafé
[PA4.5](#) StarfishImplementation
[PA4.6](#) StarfishWestValleyCollegeWebsite

III.C Improvement Plant Wireless Network
[PA5.1](#) WVM-WirelessProjectSummary

III.C Improvement Plant Technology Plan
[PA6.1](#) WVMTechPlan2022-2025.pdf

III.C Improvement Plant IS Oversight
[PA7.1](#) ISGLSoftwareApplicationRequest
[PA7.2](#) ISOversightTAC.pdf

IV.A Improvement Plant AIE
[PA8.1](#) AIE Committee Purpose Statement
[PA82](#) AIE Committee New Charter

IV.D Improvement Plant Climate Survey
[PA9.1](#) 2023-09-11-ClimateSurveyAt-CC.pdf
[PA9.2](#) InstitutionalEffectivenessSurvey.pdf
[PA9.3](#) New-IntegratedPRRRequestandBudgetAllocationProcess.pdf
[PA9.4](#) QuantativeSurveyResultsSP21.pdf
[PA9.5](#) SLGProposedChangesToAcademicSenate04-25-2023-Summay.pdf
[PA9.6](#) SLGReportToCollegeCouncilMeeting-Summary-Unapproved.pdf

Response to Recommendations for Improvement
Recommendation 1

[R1.1](#) Institutional Effectiveness and Handbook
[R1.2](#) Senate Adopts AIE Handbook
[R1.3](#) College Council Approves AIE Handbook
[R14](#) New AIE Charter
[R15](#) Standard Committee Form
[R16](#) As-You-Go Formstack

Recommendation 2

[R2.1](#) Syllabi Problem Assessment

- [R2.2](#) WVC Syllabi SharePoint File System
- [R2.3](#) Provost Communicates New Process
- [R2.4](#) SLO Report Language Arts
- [R25](#) 2023 Syllabi Checklist Noncredit

Recommendation 4

- [R4.1](#) President Initiates Leadership and Process Survey

Reflection on Improving Institutional Performance Institutional Set Standard

[ISS1](#) 2023AnnualReportWestValleyCollege

[ISS2](#) WVC Mission Statement

[ISS3](#) Program Review Dashboard Overview

[ISS4](#) ProgramMap Physics UC AST

[ISS5](#) Program Map English CSU AAT

[ISS6](#) Program MapDescription and Program Learning OuRAAT